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Reading First Program

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| 1. Legal Name of Applicant Agency (State Educational Agency): Oregon Department of Education | 2. Employer Identification Number (EIN): <u>9 3 – 6 0 0 1 9 5 4</u> |
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| To the best of my knowledge and belief, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded. | |
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| c. Signature of Authorized Representative | d. Date |

Oregon Reading First



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Assurances and Certifications

The State Educational Agency (SEA) hereby declares that it has filed the following assurances and certifications with the U.S. Department of Education, and as of the date of the signature below, reaffirms and incorporates by reference those assurances and certifications with respect to the **Reading First Program**. The SEA certifies that no circumstances affecting the validity of these assurances have changed since their previous filing.

- As applicable, the assurances in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.
- The three certifications in ED Form 80-0013, regarding lobbying, debarment/suspension/ responsibility status, and drug-free workplace. (A copy of the related debarment/suspension/responsibility assurances that the State is required to obtain from subgrantees and maintain on file (ED Form 80-0014) is attached for the SEA's information.)
- With respect to the Certification Regarding Lobbying, the SEA recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the SEA shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and that the SEA shall require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

The SEA further agrees to:

- The certifications in the Education Department General Administrative Regulations (EDGAR) §76.104, relating to State eligibility, authority and approval to submit and carry out the provisions of its State plan, and consistency of that plan with State law.
- The assurances in section 9304 of the Elementary and Secondary Education Act (ESEA), in accordance with the SEA's consolidated plan.

| | |
|---|---|
| Name of Applicant: Oregon Department of Education | Program: Oregon Reading First |
| Printed Name and Title of Authorized Representative of the State: | |
| Signature: | Date: |

Section I: Improving Reading Instruction in Oregon

Oregon is grateful for the opportunity provided by Reading First to deliver high-level, sustained K-3 research based reading professional development and technical assistance to targeted high need schools throughout the state. We also applaud the generous six-year Reading First allocation to the SEA, enabling school teams from Oregon schools not eligible for Reading First, and pre-service teams from Oregon's seventeen colleges of education, to benefit from scientifically based reading research professional development, thereby impacting thousands of Oregon students.

In June 2002, Oregon made a strong commitment to K-3 research based reading by adopting new Grade 3 Standards and K-2 Optional Curriculum aligned to *Preventing Reading Difficulties in Young Children*. Reading First and all subsequent state professional development will be aligned to the new Grade 3 Standards and K-2 Optional Curriculum for reading, assuring that over time every K-3 classroom will provide 1) systematic, high-quality instruction that focuses on the five components of beginning reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension, 2) sensitive classroom level assessments to screen, diagnose and monitor progress, and 3) skillful, research based interventions to those children who need immediate intensive assistance in order to make adequate progress in learning to read. While Reading First provides the impetus and funding to make every child a reader in selected schools, we expect that Reading First Schools—with their significant challenges—will serve as beacons to other schools in Oregon, to the state legislature, and to stakeholders who desire that every Oregon child learns to read.

Oregon's Reading First application has been developed and written by the Oregon Department of Education and the Institute for the Development of Educational Achievement (IDEA) at the University of Oregon. This effort represents the latest in a series of collaborations in the area of beginning reading.

The application is organized according to the Reading First Criteria for Review of State Applications. Section 1 charts Oregon's Reading Initiative and K-3 reading activities, profiles Oregon Public schools, explains Oregon's current accountability system, but, most importantly, Section 1 outlines Oregon's need and Oregon's plan for improving reading instruction by applying scientifically based reading research (SBRR) in eligible, selected Reading First schools. Section 2 describes Oregon's leadership and management plan designed to effectively build sustainable state and district infrastructure for research based reading instruction. Section 3 describes Oregon's plan for reporting and evaluating progress of the Reading First Schools, the non-Reading First schools receiving professional development through Reading First, and Oregon's overall Reading First program. Section 4 addresses how the Schoolwide Beginning Reading Model proposed for Oregon's Reading First Schools will impact K-3 reading instruction in each Reading First classroom.

Section 1a: Current Reading Initiatives and Identified Gaps (including REA)

What initiatives (including Reading Excellence Act Initiatives, where applicable) are currently in place in the state to improve K-3 reading achievement?

The State of Oregon has been working over the past three years to implement a statewide reading initiative with the goal that all children will be reading effectively by the end of Grade 3. The efforts of the Oregon Department of Education focus on tools/resources, grant programs and projects, and professional development described in the following table. Many of these efforts are ongoing, some are proposed and not yet implemented, and some are completed. (See legend at the top of each chart.)

| Current Initiatives in Oregon | | |
|--|--|--|
| EFFORT | FUNDING SOURCE | STATUS/FUNCTION (C) Completed (O) Ongoing (P) Proposed |
| Oregon Reading Initiative (1999-present) | State funding, federal grants, grants from foundations | (O) <ul style="list-style-type: none"> The Oregon Department of Education umbrella initiative encompassing all K-12 outreach in reading. |
| Teaching and Learning to Standards | State funding | (C) <ul style="list-style-type: none"> Technical assistance documents located on the Oregon Department of Education website to support current state reading, writing, and speaking standards. |
| Research-based Grade 3 English/Language Arts Standards adopted by the State Board of Education and K-2 Optional Curriculum approved by the State Board of Education, June 2002 | State funding | (C) <ul style="list-style-type: none"> Research-based reading standards to make public the expectations that all children will receive the best possible foundation in reading, to provide direction for teachers as they plan instruction, to provide a map for assessing whether students read to standard, and to provide a foundation for the federal Reading First monies. |

| Current Initiatives in Oregon | | |
|---|---|---|
| EFFORT | FUNDING SOURCE | STATUS/FUNCTION (C) Completed (O) Ongoing (P) Proposed |
| Teaching and Learning Web Space | State /Federal Funding \$150,000 2001-2002 | (O) <ul style="list-style-type: none"> A technical assistance website to support each newly adopted state standard in math and K-3 English with the following: the context; instruction and classroom assessment toolkits for teachers to use in planning and constructing standards-based lessons/activities; sample lesson plans; and resources. |
| English/Language Arts Specialist | State Funding \$100,000 | (O) <ul style="list-style-type: none"> Oversees curriculum development aligned to standards Oversees implementation of standards and policy Advises the department on matters related to reading Oversees professional development in reading. |
| Improving Reading Performance: A Guide for K-3 Oregon Educators | State Funding \$15,000 2002 | (C) <ul style="list-style-type: none"> An Oregon Department of Education document on K-3 research-based reading that guides state policy for the Oregon Reading Initiative. |
| Reading progress monitoring assessments and data analysis for all Oregon Children | State/Federal Funding 2001-2002—\$70,000 2002-2003—\$70,000 | (O) <ul style="list-style-type: none"> DIBELS data analysis for all Oregon K-3 students online at www.dibels.org |
| Big Ideas in Reading website http://reading.uoregon.edu/ | State/Federal Funding \$150,000 2001-2002 | (O) <ul style="list-style-type: none"> A partnership project with the University of Oregon to build online teacher resources that correlate instructional next steps based on student DIBELS scores. |

| Current Initiatives in Oregon | | |
|--|--|--|
| EFFORT | FUNDING SOURCE | STATUS/FUNCTION (C) Completed (O) Ongoing (P) Proposed |
| Oregon READS | Federal Reading Excellence Act (REA) \$8 million 1999-2002 | (C) <ul style="list-style-type: none"> Research-based K-3 reading instruction Tutorial assistance for K-3 students (Grant period ends 8-20-02). |
| K-3 Reading Grants | Goals 2000, Year 7 \$1.2 million 2001-2002 | (C) <ul style="list-style-type: none"> Grants to schools to purchase research-based reading programs, supplemental materials, and professional development based on REA criteria for empirical evidence of effectiveness. |
| Funding to schools to improve reading K-3 | State Funding \$140 million 2001-2002 | (C) <ul style="list-style-type: none"> Funds provided by the state legislature in 2001 to be used by schools to improve reading. |
| Title 1 | Federal Title 1 funds Over \$75 million 2001-2002 | (O) <ul style="list-style-type: none"> Technical assistance and guidance in interpretation of federal requirements for use of funds. |
| CSRD | Federal funds \$2.5 million 2001-2002 | (O) <ul style="list-style-type: none"> Research-based programs (mostly reading) for 19 elementary schools and 6 secondary schools. |
| Even Start Family Literacy formula grants to state | Federal Title 1, Part B, Subpart 3 \$2 million 2001-2002 | (C) <ul style="list-style-type: none"> Quality early childhood education Parent education and support Adult literacy Parent and child interactive literacy activities. |
| Even Start Family Literacy Statewide Initiative | Federal Title 1, Part B, Subpart 3 \$400,000 2001-2002 | (C) <ul style="list-style-type: none"> Increase the quantity and improve the quality of family literacy programs. |

| Current Initiatives in Oregon | | |
|--|--|---|
| EFFORT | FUNDING SOURCE | STATUS/FUNCTION (C) Completed (O) Ongoing (P) Proposed |
| TSPC Reading Endorsement Early Childhood Authorization (584-017-0110 TSPC—adopted May 2002) | Federal Title 2 \$4000 | (C) <ul style="list-style-type: none"> Beginning in year 2002-2003, pre-service teachers will demonstrate knowledge and application of research-based reading components. |
| Reading Summit | State/Federal Funding \$70,000—2002 \$65,000—2001 | (O) <ul style="list-style-type: none"> To provide yearly statewide professional development in research-based reading for 1,000 state educators. |
| Curriculum based measurement (CBM) & Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | State/Federal Funding \$100,000 Spring 2001 | (C) <ul style="list-style-type: none"> Professional development for 300 teachers in progress monitoring of student reading improvement Measures student skill development in reading mechanics and reading fluency. |
| New K-2 Reading Curriculum Professional Development | State funding \$80,000 2002-2003 | (O) <ul style="list-style-type: none"> School teams will apply for grants to attend Institutes of Beginning Reading (IBRs) aligned with new K-2 Reading Curriculum. |
| Project Optimize intervention for kindergarten students at-risk of being delayed readers | PacifiCorp Foundation for Learning Grant \$300,000 2002-2005 | (O) <ul style="list-style-type: none"> Professional development in Project Optimize (developed at the U of O), providing direct instruction to 600 at-risk kindergarten students Professional development in progress monitoring data analysis to inform instruction. |

| Current Initiatives in Oregon | | |
|------------------------------------|--------------------------------------|---|
| EFFORT | FUNDING SOURCE | STATUS/FUNCTION (C) Completed (O) Ongoing (P) Proposed |
| Special Education Summer Institute | IDEA-Part B \$40,000 2001-2002 | (O) <ul style="list-style-type: none"> • K-3 reading track • Professional development in instructional assessments and reading components and effective strategies. |

What gaps exist in these initiatives, particularly in their relationship to scientifically based reading research?

While there are significant efforts throughout the state to improve the reading achievement of Oregon's students, it is also clear that many more improvements can be made to close the existing gaps. Oregon's Reading Excellence Act (REA)—the impetus for three of four recent and significant improvements listed below—has provided a strong foundation for addressing two key needs in the state—the need for in-depth scientifically based reading research professional development for Oregon's K-3 teachers and for Oregon's pre-service teachers. With the REA foundation in place, Oregon will now begin closing the gap with Reading First.

Recent improvements that will assist in closing the gaps:

- ORS 329.832, the Early Success Reading Initiative for the State of Oregon enacted by the 2001 Oregon Legislative Session provides for scientifically based reading assessment and instruction for all K-3 students. Signed June 2001, the law "recognized the need of elementary schools to effectively use research based teaching practices and learning strategies." It makes clear Oregon's commitment to research based reading and the strong connection between instruction, assessment, and leadership support. (See Appendix C).
- "Improving Reading Performance: A Guide for K-3 Oregon Educators," a state plan for scientifically based K-3 reading instruction, was completed in November 2001 as part of Oregon's REA commitment to promote research-based reading professional development statewide (See Appendix D).
- Newly revised licensure requirements for primary teachers—now aligned with the Learning First Alliance publication "Every Child Reading: A Professional Development Guide"—were adopted statewide in May 2002. Oregon's state teaching licensure now requires pre-service instruction in the five research-based components of beginning reading and was completed as part of Oregon's REA

commitment to strengthen teacher preparation in research-based reading (See Appendix E).

- New Grade 3 Standards and K-2 Optional Curriculum in Reading (See Appendix F) are aligned to Preventing Reading Difficulties in Young Children. Adopted in June 2002 by the Oregon State Board of Education, the Grade 3 Standards and K-2 Optional Curriculum were developed in response to recommendations from Achieve Inc, to provide state leadership in the area of K-2 reading that supports the Grade 3 Reading Standards. The new Grade 3 English/Language Arts Standards will be fully implemented and students held accountable in Spring 2006. An interim textbook adoption based on program evaluations from Reading First is under consideration to assist districts that wish to immediately adopt a research-based K-3 reading program.

Improvements that still need to occur in order to close the gaps:

- Coordination and consistency between professional development providers and the alignment of all K-3 state professional development in reading to the new Grade 3 Standards and K-2 Optional Curriculum in Reading.
- Statewide scientifically research-based reading professional development opportunities for all K-3 teachers and special educators aligned to new Grade 3 Standards and K-2 Optional Curriculum for Reading (See Appendix F).
- Instruction in scientifically based reading research for pre-service primary teachers aligned to the new Grade 3 Standards and K-2 Optional Curriculum for reading. (New state licensure requirements, aligned to the Learning First Alliance publication, "Every Child Reading: A Professional Development Plan, take effect this year).
- Stronger reading performance in Grade 3, leading to improved Grade 4 performance on the National Assessment of Educational Progress (NAEP)—40% of Oregon's fourth graders are reading below the "Basic" level on (NAEP), slightly below the national average.
- Strong district and school instructional leadership in K-3 reading.

Reading First is Oregon's opportunity to eliminate the gaps through the following efforts:

- Reading First has provided incentives for all offices of the Oregon Department of Education responsible for major literacy-related activities to collaborate. The Reading First Work Group, the arm of the Reading Leadership Team responsible for collaboratively planning and overseeing the writing of Oregon's application, includes specialists from—Title 1, Special Education, Early Childhood, Assessment, and Curriculum and Instruction.

- The Reading First funds will permit the Oregon Department of Education to hire three experts in scientifically based reading research to serve as Reading First Regional Coordinators. They will oversee implementation at Reading First Schools, train and supervise school mentor coaches, and provide the level of support and technical assistance necessary to change practice in schools that face the greatest difficulties.
- Reading First Schools will conduct assessments that accomplish four purposes: 1) screening to determine which students are at risk, 2) diagnostic assessments to guide teachers in adjusting instruction to meet students' specific needs, 3) progress monitoring assessments to determine if students are making adequate progress or to determine if they need further interventions to achieve grade level reading outcomes, 4) outcome assessments that provide an evaluation of the effectiveness of the school's reading program.
- The Reading First Center (RFC) at the Institute for the Development of Educational Achievement (IDEA) at the University of Oregon will design and implement a two-year professional development series called Reading First Institutes of Beginning Reading (IBRs) for **all** K-3 teachers in Reading First Schools and district K-12 Special Education staff. Four days in the spring prior to implementation, IBR 1 will focus on the "Five Big Ideas" in scientifically based beginning reading instruction, and how to select a scientifically based reading program and supplementary materials to meet the needs of 100% of students. The remaining five institute days will address how to implement classroom assessments—administering assessments, reporting, analyzing, and using data to inform instruction; how to implement flexible, small grouping practices to meet particular instructional needs; and how to secure at least ninety protected minutes daily for reading instruction. The Year Two IBRs will focus on fidelity of program implementation over five professional development days scheduled throughout the year.
- Approximately 35 Reading First grants averaging \$275,000 each in the first year, will fund intensive professional development at the Institutes of Beginning Reading for **all** K-3 staff and district K-12 Special Education Staff members, a trained reading mentor coach for each school, a scientifically based reading program and supplementary materials for every K-3 student, and \$1250 per teacher for sustained reading program-based professional development.
- The Reading First Curriculum Review Panel (CRP) will analyze comprehensive beginning reading programs and supplemental materials for use in Oregon Reading First Schools, starting with a list of comprehensive programs reviewed by the State of Washington for that state's REA grant and a list of supplemental materials reviewed by the State of Florida. The panel will select those programs that meet the highest standards of scientific merit. After receiving extensive

training at IBR 1 on how to select a research based reading program that meets the needs of their particular school, Reading First schools will select a comprehensive reading program and supplemental materials based on the reviews by the CRP.

- The Oregon Department of Education and the RFC will train and supervise the regional coordinators and mentor coaches, who will, in turn, ensure that the Reading First schools are implementing their approved application with fidelity. Leadership Institutes of Beginning Reading, held twice each year for three days, will prepare regional coordinators and mentor coaches to assume their instructional leadership roles in Reading First Schools. The coordinators and mentor coaches will also attend the Institutes of Beginning Reading with **all** K-3 staff from each Reading First School—including the principal. Regional coordinators will also receive sustained intensive professional development regarding English language learners. Mentor coaches will meet regularly with regional coordinators for follow-up training and planning/trouble-shooting discussions. The regional coordinators, the Director of Reading First, and the Directors of the Reading First Center will meet a minimum of four times per year for evaluating and planning.
- The SEA and the RFC will conduct regular site visits of a sample of schools in order to obtain qualitative information about issues that may affect the implementation of Reading First programs, and will regularly survey all schools to obtain quantitative estimates of the extent of program implementation across schools.
- The RFC will provide teachers and schools statewide with the latest information in scientifically based reading research.
- The SEA will contract with the RFC to provide yearly statewide professional development Pathfinder Institutes of Beginning Reading (IBR) to schools that are not eligible for Reading First, and also Pre-service Institutes of Beginning Reading for pre-service teachers and staff from the seventeen colleges of education. School teams—made up of the principal, teachers from Kindergarten, Grade 1, Grade 2, and Grade 3, the special education teacher, the Title 1 teacher, and a teacher of English language learners, if applicable—will apply to attend the Pathfinder IBRs, similar to the Reading First Institutes of Beginning Reading, and will be accepted based on the school's readiness to embrace scientifically based reading research. Teams of eight staff members, plus the K-12 special education teachers from that school's district, will attend.
- As part of the statewide outreach, access to the DIBELS website and its strong data analysis component will be provided at no charge to all Oregon educators. This feature will build both on the pathfinder IBRs but also provide individual school and teachers with a powerful tool to assist in scientifically based reading instruction and classroom assessment. (<http://dibels.uoregon.edu/>) For

additional explanation regarding DIBELS and its website see Section 1d ii, Section 1d viii, and Section 3a.

- All statewide professional development will be aligned to and strongly emphasize the new Grade 3 Standards and K-2 Optional Curriculum for Reading.
- The RFC will identify Beacon Schools from the first group of Reading First Schools (Cohort A)—based on exceptional student performance and effective implementation of research-based reading practices—including schools serving English language learners. These Beacon Schools will serve as laboratory schools of research-based reading implementation for other Reading First Schools, Pathfinder Schools, state and private Colleges of Education, and interested elementary schools.
- The SEA will contract with Metametrics to align the state's Grade 3 Reading Assessment with the Lexile Framework (See Appendix N). As a result, every third grader in Oregon will receive a lexile score and a list of books within that student's lexile reading range, in addition to their state reading comprehension score. Knowing the range of books a child will likely be able to read is useful information for the classroom teacher. Parents will also appreciate a list of books as a resource for helping and encouraging their child in reading. [While 84% of Oregon's third graders met or exceeded the third grade benchmark in reading in 2001, 40% of Oregon's fourth graders are reading below the "Basic" level on the National Assessment of Educational Progress (NAEP.)]
- The RFC will design and conduct Leadership Institutes of Beginning Reading, on-going professional development for Reading First principals as well as Pathfinder principals who will be invited to attend, to ensure strong instructional leadership throughout the state.
- The equivalent of two full-time senior Oregon Department of Education staff dedicated to Oregon Reading First will ensure statewide emphasis and coordination.
- The designation of the Institute for the Development of Educational Achievement (IDEA) at the University of Oregon—to administer Reading First through training, technical assistance, online support, and review of research offered by the Reading First Center—will guarantee expertise as Oregon focuses on closing achievement gaps in reading.

Section 1b: State Outline and Rationale for Using Scientifically-Based Reading Research

How will the SEA connect the scientifically based reading research to plans for improving K-3 reading instruction?

Rationale for Oregon Reading First

Research supporting the goal that all children will read at or above current grade level standards by the end of Grade 3 is more substantial and convergent than at any time in educational history. The scientific knowledge base of the causes and correlates of reading difficulty and reading success has never been more mature or developed. Syntheses of reading research conducted by the National Research Council (Snow, Burns & Griffin, 1998), and more recently by the Congressionally commissioned National Reading Panel (2000), provide compelling evidence of the skills and knowledge children need to become successful readers in our alphabetic writing system. Research makes it clear that children must develop and demonstrate proficiency in the “big ideas” (See Kame’enui & Simmons, 1998) of phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. These proficiencies are best developed through early, systematic, explicit instruction (National Reading Report, 2000).

Elmore (1996) has addressed the challenges of getting research-based practices implemented and embedded in school settings. Getting research-based innovations to scale requires determining (a) how knowledge is defined, (b) how teachers relate to students regarding knowledge, (c) how teachers relate to other teachers in their daily work, (d) how students are grouped for instruction, (e) how time and content are allocated, and (f) how students’ work is assessed.

Nor is the difficulty of getting to scale a failure of supplying schools with new ideas about what to do and how to change. The supply of ideas is voluminous and has created a more unanticipated problem in which numerous ideas are implemented without adequate evidence that improved learning is likely to result. Fortunately, in the area of beginning reading, the scientific evidence is more substantial than ever before to guide our instructional innovations (Adams, 1990; National Reading Panel, 2000; Snow et al., 1998).

According to Elmore (1996), the difficulty of getting educational innovations to scale is not because schools are resistant to change. In fact, schools are “constantly changing—adopting new curricula, tests, and grouping practices, changing schedules, creating new mechanisms for participation in decision-making, adding or subtracting teaching or administrative roles, and myriad other modifications” (p. 4). Rather than getting research-based innovations to scale, Elmore (1996) observed that schools end up minimizing significant reforms by creating cursory structures (e.g., new

administrative structures are introduced, additional personnel are hired) around the very “comprehensive of educational practice” they are attempting to change.

To change the comprehensive of educational practice requires “understanding the conditions under which people working in schools seek new knowledge and actively use it to change the fundamental processes of schooling” (Elmore, 1996, p. 4). This requires (a) connecting the “big ideas” from the research base on beginning reading with the fine grain of practice; (b) pushing hard in a few strategic places in the system of relations surrounding the problem, then carefully observing the results; (c) creating strong professional and social normative structures for good teaching; (d) embracing and promoting the perspective that successful teaching is not an individual, idiosyncratic trait, but a set of learned professional competencies acquired over the course of a career; (e) finding the connective tissue to bind teachers together in a relationship of mutual obligation that supports them in sorting out issues of practice; and (f) harnessing the institutional incentives in ways that lead to the improvement of practice. In later sections of our Reading First Application, we examine the intricacies of the host environments.

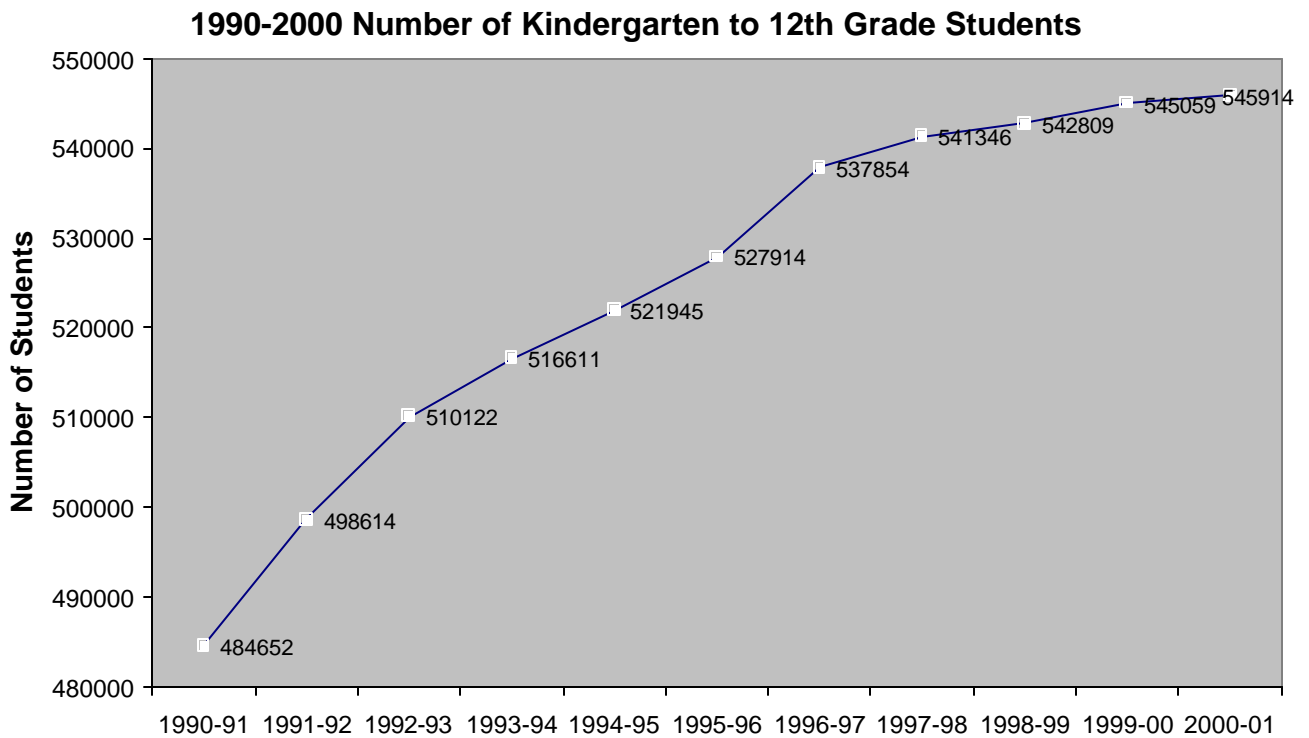
Although the research is compelling, many schools and school districts in Oregon and throughout the United States are not benefiting from the translation of scientific knowledge in beginning reading instruction into classroom practice where it substantially improve children’s reading ability. In other words, many children are not experiencing the application of this research in the classroom. Further, children from minority backgrounds, English-language learners, children who enter school with impoverished language development or without having experienced the breadth of school-related literacy opportunities that are commonplace in the majority of middle-class households, disproportionately fail to become successful, imaginative, competent, and fluent readers by the end of Grade 3.

Lack of success in translating this research into classroom settings has dire consequences for the state of reading proficiency in this country. For example, an estimated 20% of students will encounter serious reading difficulty or reading disability in school (Lyon, 1998). Another 20% will struggle with reading to the point that it significantly hinders their enjoyment of reading (Lyon, 2001).

Oregon’s Student Enrollment and Demographics

Enrollment

Overall student enrollment in Oregon public schools has risen steadily over the last decade, with a total increase of 61,262 students since 1990. The Oregon Department of Education marked an all time high of 545,914 students enrolled in public schools in 2000-2001, a 12.6 percent increase over the decade. This enrollment increase, fueled by a continuing influx of people moving to Oregon, is expected to continue well into the new century.



Schools and Districts

In 2000-01 Oregon had 545,914 public school students and 37,143 private school students. There are 198 public school districts operating 1,265 schools. In 2000-01, twelve charter schools were operational with an enrollment of about 750 students with an expected 26 charter schools to be operating by 2002-2003. Additionally, 19 Education Service Districts provide regional educational services to districts in one or more of Oregon's 36 counties.

Demographics

The number of minority students in general, and Hispanic students in particular, has risen significantly in Oregon schools. Minority enrollment rose to 19.2 percent of total enrollment in 2000-2001, up from 11.2 percent in 1990. Of the total number of new students who entered Oregon public schools for the first time since 1990, 83 percent were from minority populations. Two out of three new minority students are Hispanic. The number of Hispanic students enrolling in Oregon schools is increasing at about 10 percent annually. Since 1988, the number of students who speak English as a second language and bilingual education programs has risen sharply, from 5,500 to more than 44,000 in 2000-2001.

Racial/Ethnic Percent of Student Enrollment** 1990-91 – 2000-01

| School Year | White | Black | Hispanic | Asian/Pacific Islander | American Indian/ Alaskan Native | Total |
|----------------|---------|--------|----------|------------------------|---------------------------------|----------|
| 2000-01 | 431,686 | 15,461 | 56,436 | 21,581 | 11,393 | 545,914* |
| | 80.7% | 2.9% | 10.3% | 3.9% | 2.1% | |
| 1990-91 | 430,513 | 11,421 | 21,200 | 13,574 | 7,944 | 484,652 |
| | 88.8% | 2.4% | 4.4% | 2.8% | 1.6% | |

*Total number for 2000-01 includes 9,317 students who selected “unknown” as their race/ethnicity.

**Enrollment figures are based on a head count of students in school on October 1 of each year.

Oregon’s Standards and Assessment System

Standards

Oregon began development of academic content standards in the late seventies. Known as Common Curriculum Goals, they provided the basis for the state assessment system which, in 1991, began assessing students in Grades 3, 5, 8, and 11 in reading, writing, and mathematics. The standards were strengthened and revised over the years. In 1994 following a review by national experts from the State Education Improvement Partnership and receipt of Goals 2000 funding for their development, the State Board adopted academic content standards in math, English, science, social science and second language at its March 1996 board meeting.

Since then, the standards in English, mathematics, science, and social science have been revised and strengthened based on state law which requires the Department of Education to regularly review and revise the standards, increasing their rigor to the highest levels possible. Each revision included a lengthy development process including analysis of national research as well as a strong public review processes involving teachers, curriculum specialists, administrators, and higher education faculty. Local school districts, members of the business community and the public were involved in commenting and recommending revisions of the academic content standards. Revisions made to the final draft of the Grade 3 English/Language Arts Standards in May 2002, for example, were based on the input received from over 500 individual educators in 125 schools over 70 Oregon School districts.

The English/Language Arts grade-level standards have been under development for two years. Development of these standards included three primary processes:

- 1) Thorough external review by ACHIEVE, Inc., an independent, bipartisan, non-profit organization with expertise in assessing the quality of state standards and assessments, the results of the evaluation were presented to the state in the report *Measuring Up: A Report on Education and Standards and Assessments for Oregon* in March 2000,

- 2) Analysis of expectations for students to ensure that they are consistent with current research, and
- 3) The advice of practitioners in Oregon.

The research base for the English standards included Achieve, Inc.'s *Measuring Up Report for Oregon* and accompanying technical report comparing Oregon's benchmarks with California, Massachusetts, Texas and North Carolina (2000); *Content Standards: A Compendium of Standards and Benchmarks for K-12 Education* by McREL and ASCD (2000); *Preventing Reading Difficulties in Young Children* by National Research Council (1998), Report of the National Reading Panel (2000); Reading Framework for the 1992 and 2000 National Assessment of Educational Progress (NAEP); Writing framework for the 1998 National Assessment of Educational Progress (NAEP); English content standards for the states of California, Massachusetts, Texas, North Carolina, Florida and Indiana; *Reading and Writing: Primary Literacy Standards for Kindergarten through Third Grade* New Standards (1999); Performance Standards: New Standards, Elementary, Middle school, and High School (1997); and curriculum continuums from school districts in Oregon.

The Grade 3 English/Language Arts Standards were adopted and the K-2 Optional Curriculum was approved by the State Board of Education in June 2002. The Grade 4-CIM (10th grade) Grade-level Standards are expected to be adopted in March 2003. The most recent English /Language Arts Standards are on the web at <http://www.ode.state.or.us/cifs/english/standards/>. A timeline showing the schedule of future drafts and opportunities for public comment for the Grade 4-CIM Standards is available at <http://www.ode.state.or.us/cifs/english/standards/412timeline.pdf>.

Assessments

For the 2001 Oregon Statewide Assessment, all students in Grades 3, 5, 8, and 10 were assessed in reading and literature, writing, and mathematics. In addition, students in Grades 5, 8, and 10 took tests in science and mathematics problem solving.

The purposes of the Oregon Statewide Assessment System are (1) to provide information on individual student achievement on performance standards established by the State Board of Education in 1996 for the Certificate of Initial Mastery and the benchmark grades leading to it; (2) to provide information for policy decisions by the state legislature, the governor, the State Board of Education, and local school districts; (3) to support instructional program improvement efforts; and (4) to inform the public about student achievement in Oregon schools.

For reading and literature and mathematics, scores produced from the Oregon Statewide Assessment are based on an achievement scale widely used in the Northwest. Oregon has assessed students using this scale since 1991 and has results that show performance trends for the last 10 years. The scale, with numbers ranging from about 150 to 300, is similar to other scales such as the Scholastic Aptitude Test (SAT) scale or other "growth" scales. Each point on the scale is at an equal distance

from the previous point on the scale, so changes up or down can be charted and viewed as comparable from year to year.

State and school tests results are reported by levels of performance for predetermined standards at each grade tested. In 1996, the State Board of Education adopted new higher standards which students are expected to achieve at the benchmark Grades (3, 5, and 8) and at the Certificate of Initial Mastery level (Grade 10). Assessment results indicate whether an individual student Does Not Yet Meet, Meets, or Exceeds the Board-established performance levels. The following table shows the cut points for these three performance levels for Grade 3 reading and literature.

| | Does Not Yet Meet | Meets the Standard | Exceeds the Standard |
|--------------------|--------------------------|---------------------------|-----------------------------|
| Reading/Literature | 200 & Below | 201–214 | 215 & above |

Teachers use the assessment results to help identify students needing additional assistance. Schools use the information about the percent of students in each category to analyze their instructional programs and plan improvements.

Assessment Results

Oregon is pleased to note that there has been a steady decrease in the percentage of students not meeting the standards in Grade 3 reading and literature over the past four years.

| Year | % Does Not Meet | % Meet | % Exceeds |
|-------------|------------------------|---------------|------------------|
| 2001 | 16% | 36% | 48% |
| 2000 | 18% | 30% | 52% |
| 1999 | 19% | 37% | 43% |
| 1998 | 22% | 38% | 40% |

The number and percent of students meeting or exceeding Grade 3 reading standards by Ethnicity in 2000-2001 are reported in the table below:

| Ethnicity | Number of Students | Percent Meeting & Exceeding |
|------------------------|---------------------------|--|
| Asian/Pacific Islander | 1323 | 86% |
| Black | 836 | 74% |
| Multi-Ethnic | 107 | 86% |
| Hispanic | 2465 | 66% |
| Native American | 566 | 78% |
| White | 26314 | 87% |

Oregon's Accountability System

School and District Report Cards

The Oregon Department of Education produces annual report cards for schools and districts that provides members of the public with consistent information about how local schools and districts are performing. Oregon is one of 39 states with state report cards. The Oregon report cards were mandated by the 1999 state legislature and the first report cards were issued in January 2000. School report cards describe overall student performance as well as the performance of sub group populations on state tests, student attendance and dropout rates, student SAT scores and teacher education and experience. As the ESEA phases in, other elements may be included as the report card evolves to measure additional factors that lead to student success. Schools receive one of five ratings—exceptional, strong, satisfactory, low, or unacceptable—for Student Performance, Student Behavior and School Characteristics as well as an overall rating. Schools are required to send a copy of the report card to parents prior to March 31 of each year.

Number of Schools Receiving Each Overall Rating by Category

| | 1999-2000 Results | 2000-2001 Results | 2001-2002 Results |
|-------------------------|----------------------|----------------------|----------------------|
| Exceptional Schools | 39 | 44 | 50 |
| Strong Schools | 387 | 458 | 563 |
| Satisfactory Schools | 623 | 581 | 485 |
| Low Schools | 43 | 17 | 14 |
| Unacceptable Schools | 4 | 2 | 0 |
| Not Rated* | 104 | 108 | 105 |
| 2001 Opt Out** | N/A | 8 | N/A |

*Schools may not have been rated because they are small schools that do not have enough data or new schools that do not have enough years of data to generate a rating.

**Schools that received a low or unacceptable rating in 1999-2000 were eligible to opt out of the rating for one year to allow time for state assisted initiatives designed to improve student performance to take place.

Accountability for Schools

Oregon school districts are held accountable for compliance with the Oregon Administrative Rules for Public Elementary and Secondary schools through an annual certification process. Districts also submit a Consolidated District Improvement Plan (CDIP) to the Oregon Department of Education every two years. In the CDIP the district must include:

- a thorough **SELF-EVALUATION**, including data on student performance data disaggregated by sub group populations on state and other local assessments, school and community demographic staff characteristics, and student access to, and use of, educational opportunities,
- **GOALS** directly related to the findings of the self-evaluation and that address improving student achievement, creating a stronger, safer educational environment, and the efficient use of resources, and
- an **ACTION PLAN** for achieving the goals, which includes district's long - and short-term plans for staff development.

In addition, schools that receive a low or unacceptable rating on the School Report Card are required to submit an amended school improvement plan to the Oregon Department of Education (ODE) and receive technical assistance from ODE including onsite visits from ODE staff to review evidence of compliance with Oregon Standards for Public Elementary and Secondary Schools.

Services to low-performing schools continue to be a high priority for the Oregon Department of Education. To support this priority, ODE has continued to develop tools to identify and serve the maximum number of schools possible. One such tool is the Comprehensive School Review (CSR). The CSR process provides a comprehensive framework for identifying the needs and strengths of the school system. The process is based on the twelve indicators that are found in Oregon's innovative Quality Education Model. These Quality Indicators were developed based on research about best practices in education. Schools engaged in review are assessed on seven of these twelve indicators of quality. During the school review visit, a review team gathers an array of evidence from a variety of sources including: student work, classroom observations, interviews and school improvement plans. This evidence is used in conjunction with the criteria in the Quality Indicator scoring guides to gauge a school's progress towards becoming a more effective learning community. Unlike the previous review process, the CSR examines not only a school's compliance with Division 22 Standards for public elementary and secondary schools, but also the myriad of components that contribute to the functioning of a school, including, for example, the instructional program, parent and community involvement and leadership. This external evaluation, from classroom teachers, administrators, and other educators trained in using the CSR scoring criteria and guides, can provide valuable assistance to schools in identifying improvement needs and focusing improvement efforts. For low performing schools, grant funds are available to pay for a Comprehensive School Review and release time for staff for school improvement planning and professional development based on the results of the review.

Low performing schools that are Title I funded may be eligible for Title I federal school improvement grants. These schools receive technical assistance by engaging in a comprehensive needs assessment, an inquiry process into research-based methods and strategies. Schools develop both an action and an evaluation plan to guide implementation. Continued technical assistance is provided throughout the implementation of the plan.

Federal Comprehensive School Reform (CSR) grants will also be available for low performing schools. This program is designed to assist schools in improving the quality of the entire school. Schools must implement comprehensive reforms that are grounded in scientifically based research and effective practices. Schools are required to implement models that have a strong evidentiary basis for significantly improving achievement. Schools engage in one year of planning and three years of implementation. Ongoing technical assistance will be provided by ODE.

In an effort to assist low performing schools in a review of the Standards for Public Elementary and Secondary schools, all schools receiving a rating of either low or unacceptable on the 2002 school report card received a Division 22 Standards for Public Elementary and Secondary Schools review. Staff from ODE conduct an on-site review of compliance with Division 22 Standards through reviewing board policies,

operating procedures, curriculum documents, planned course statements, course goals, student handbooks and other policies and procedures.

Translating the Research Base on Effective Reading Instruction to the Classroom

Although knowledge of effective, research-based reading practice is necessary to effect change, on its own it is insufficient (Simmons, Kame'enui, Good, Harn, Cole, & Braun, 2000). Schools must have reliable and replicable procedures for translating the research base on effective reading instruction into their individual classrooms. This challenge is substantial. Schools, as dynamic "host" environments consisting of people, pedagogies, principles, practices, and procedures that interact in complex ways, are faced with a significant challenge in making sure that the application of research-based reading programs and instructional methods are used with all K-3 students (Simmons, et al., 2000).

Sometimes the interactions in a school around beginning reading are aligned with the scientific knowledge base and the result is the implementation of effective, research-based classroom practices. Too often, however, these complex interactions do not result in schoolwide implementation of effective reading practices. Therefore, a major goal of reading improvement must be to increase the probability that scientifically based reading research practices find their way into Oregon schools, and that these reading practices are implemented at sufficiently high levels in all classrooms to effect significant improvement in children's reading performance. Achieving this goal requires that we identify, codify, implement and sustain the active ingredients derived from the scientific knowledge base of beginning reading.

In later sections of our Reading First application, we examine the intricacies of the schools as host environments, describe a prevention model of schoolwide reading improvement, and profile the components of our overall design.

In the next part of Section 1, we reveal our understanding of the scientifically based reading research, which includes three major dimensions of effective reading instruction in Grades K-3. The first dimension delineates five instructional components that serve as a foundation in beginning reading. The second dimension is the architecture or design of instruction for successful reading development. A substantial aspect of this instructional architecture is contained within the comprehensive reading program used in the classroom. The third dimension is a set of critical instructional principles and strategies used by classroom teachers to maximize the likelihood that all children will make satisfactory reading progress. Both the report from the National Reading Panel, *Teaching Children to Read* (2000), and the report from the National Research Council, *Preventing Reading Difficulties in Young Children* (Snow et al., 1998), provides recommendations concerning these three dimensions.

Understanding of Scientifically Based Reading Research

A singular window of opportunity currently exists for educators concerned with prevention and intervention efforts in beginning reading. This opportunity is primarily the result of the confluence of two factors. The first factor is the consolidation of a substantial scientific knowledge base built on the sizable body of converging, multidisciplinary research evidence accumulated over the past forty years. This scientific knowledge base reflects a significant advancement in our understanding of both the nature of reading and the ways in which we as educators can work to ensure that children become successful readers. Primary sources of our knowledge base come from the following agencies and research syntheses:

1. National Institutes of Child, Health and Human Development (NICHD).
2. National Reading Panel Report (2000).
3. National Research Council, Preventing Reading Difficulties in Young Children (Snow et al., 1998).
4. Beginning to Read: Thinking and Learning About Print (Adams, 1990).
5. Center for the Improvement of Early Reading Achievement (CIERA).
6. Center for the Study of Reading (University of Illinois, Champagne-Urbana).
7. National Reading Center (University of Georgia).

The second factor is an emerging coalition of support for research-based efforts directed at improving reading outcomes for all students, and especially students at risk of reading difficulty (e.g., Learning First Alliance, 1998). This broad coalition, spanning multiple segments of society, is arising in response to growing concerns about the pervasiveness and seriousness of reading failure among children in the United States.

To a large extent, therefore, our actions at this pivotal juncture will establish whether we stand at the threshold of an era marked by an increasingly literate populace or whether we are experiencing just another of the unremitting and incessant swings of the pendulum of reading trends and fads (Slavin, 1989). We face a difficult task. Drawing on our knowledge base, we are only now beginning to truly understand the considerable challenge associated with the task of teaching reading in an alphabetic writing system to an increasingly diverse population in constantly changing schools. Moats (1999) captured the intricacies inherent in this challenge by asserting, “teaching reading is rocket science.” What we know about preventing reading problems and intervening effectively requires that we are able to view the entire beginning reading system through both narrow and expansive lenses simultaneously as we attend to two complex systems that differ greatly in kind and scale.

The first complex system is our alphabetic writing system: the intricate, symbolic code devised to capture language by representing the sounds of speech with print (Adams, 1990; Perfetti & Zhang, 1996). The alphabetic writing system is the underlying framework that anchors beginning reading instruction. When children learn to read, they must be taught to read in an alphabetic writing system.

The second complex system is the school: the unwieldy amalgamation of policies, programs, professionals, and practices that interact in complicated ways. It is within this dynamic system that clear and focused reading programs must be effectively organized and implemented. In other words, the act of teaching reading does not take place in a vacuum but rather, in a unique and multifaceted “host environment” known as a school (Sugai, Kame’enui, Horner, Simmons & Coyne, in press).

To capitalize on the current auspicious alignment of forces and substantially improve reading outcomes for all students, we must focus on both the detailed principles of instructional design that acknowledge and address the nuances of our alphabetic writing system, and the broad scope of schoolwide implementation of comprehensive and effective reading practices. Effective schoolwide implementation is best addressed by a comprehensive professional development plan as outlined later in this proposal.

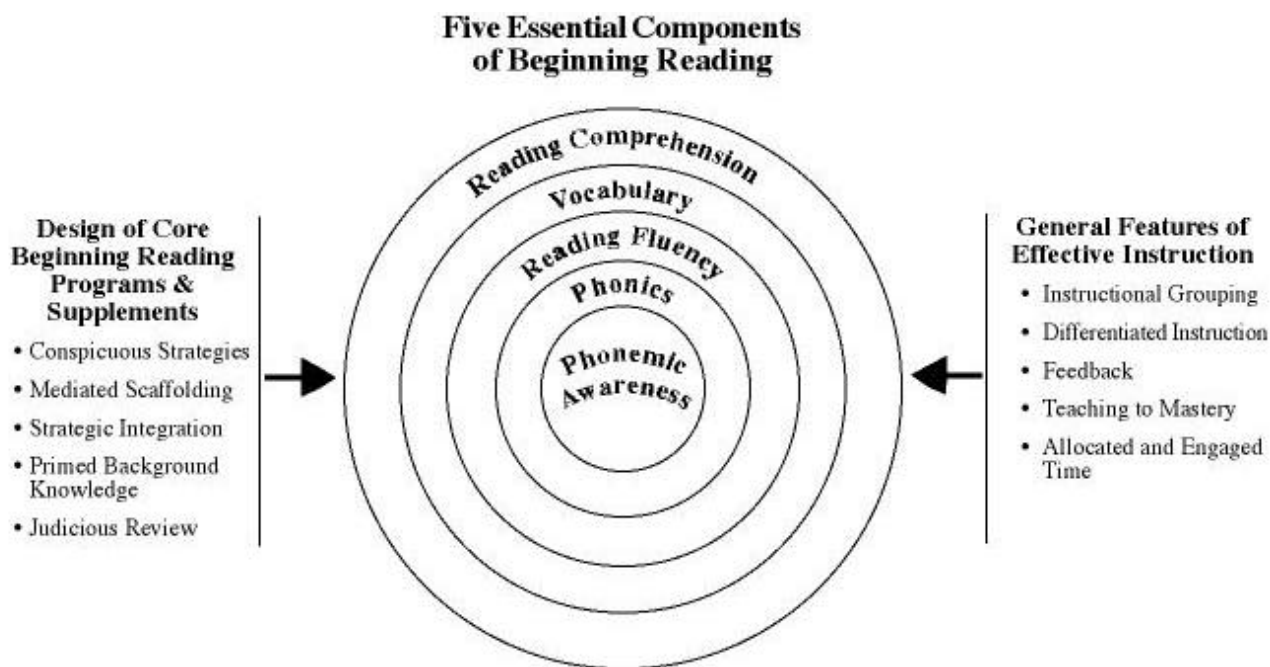
We have the knowledge base to effectively address the intricacies of the alphabetic writing system. The goals of teaching all children to read and drastically improving the prevention of serious reading difficulties, including reading disabilities, appear closer to reality than at any point in educational history. The rich and robust consensual evidentiary knowledge base provides us “a compass and sense of direction” (Walker et al., 1998) to address the enormous task of teaching all children to read successfully by the end of Grade 3. We have fundamental knowledge on when, what, and how to teach beginning reading for the majority of learners (National Reading Panel, 2000, Snow et al., 1998). In essence, we have a broad-spectrum set of practices that effect significant improvement in reading success when applied with fidelity and are part of a comprehensive reading program. For the general population of learners, we have solid scientific footing regarding the elements and features of effective reading programs.

Reading First stipulates that five critical components of beginning reading be addressed in comprehensive programs that are aligned with the scientific knowledge base. In the following section, we summarize the research base for each of these components: phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. These components provide the content framework for scientifically based beginning reading instruction.

These five critical components are “big ideas” in beginning reading. Big ideas are the concepts and principles that facilitate the most efficient and broadest acquisition of knowledge across a range of examples in a domain (Carnine, 1994; Kame’enui, Carnine, Dixon, Simmons, & Coyne, 2002). Big ideas make it possible for students to learn the most, and learn it as efficiently as possible by serving as an anchor by which other “small” ideas can often be understood. How comprehensive reading programs select, prioritize, and connect information related to these big ideas is a major instructional design issue that will impact the scientific merit of a school’s beginning reading program.

Principle assumptions that can be investigated in comprehensive beginning reading programs are that (a) not all curriculum objectives contribute equally to reading growth, and (b) more important information should be taught more thoroughly than less important information (Carnine, 1994). In other words, comprehensive reading programs should focus extensively on the five critical beginning reading components and spend less emphasis on other areas.

Figure 1: Relation Among Five Essential Components of Beginning Reading and Framework of Effective Instruction



In Figure 1, we show the relationship between the five essential components of beginning reading and the basic framework of the instructional programs and approaches that will be used in Reading First classrooms to increase the likelihood that students will make sufficient progress on the five essential components. One influence on the development of the skills represented by the five components is the comprehensive beginning reading programs and supplements that will be used in all Reading First classrooms in Oregon. Listed are five aspects of instructional design that characterize the construction quality of high-quality programs. A second influence in student reading achievement—what we refer to as the general features of effective instruction—is somewhat independent of specific programs subject areas. We include five features of instruction that characterize high-quality instructional delivery techniques for the range of students in general education classrooms. We now describe each of the major dimensions listed in Figure 1.

Essential Instructional Components of Reading First

Phonemic awareness

The first critical component in beginning reading instruction is phonemic awareness (National Reading Panel, 2000). The broader construct called phonological awareness refers to the conscious understanding and knowledge that language is made up of sounds. In learning to read in an alphabetic writing system, the most important aspect of phonological awareness is phonemic awareness, which is the insight that words consist of separate sounds or phonemes, and the subsequent ability to manipulate these individual sound units (Adams, 1990). Adams and her colleagues succinctly summarized the importance of this understanding by stating that, “before children can make sense of the alphabetic principle, they must understand that the sounds that are paired with letters are one and the same as the sounds of speech” (Adams, Foorman, Lundberg, & Beeler, 1998, p. 19).

In a recent review of reading research, the role and relation of phonemic awareness to beginning reading acquisition garnered convincing and converging support (Smith, Simmons, & Kame‘enui, 1998). Evidence derived from dozens of primary and secondary sources confirmed that children with strong phonemic awareness skills learn to read more easily than children with less developed skills (e.g., Juel, 1988; Torgesen, Wagner, & Rashotte, 1994). Moreover, the most distinguishing characteristic of children with learning disabilities in reading appears to be deficits in phonological processing (Wagner et al., 1997; Wolf & Bowers, 1999). Clearly, phonemic awareness skills must be developed for beginning reading instruction to be effective.

The development of phonemic awareness involves both specific conceptual understanding about language and a set of skills that grows with practice and application (Torgesen & Mathes, 2000). Research evidence documents that phonemic awareness skills can be taught to children at risk of reading difficulties. Intervention studies that have included instruction in phonemic awareness have consistently reported significant positive effects on both measures of phonologic skills and word reading skills for students with specific learning disabilities (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Hatcher, Hulme, & Ellis, 1994; Lovett, Borden, Lacerenza, Benson, & Brackstone, 1994; O’Connor, Notari-Syverson, Vadasy, 1996; Torgesen et al., 1999).

Ideally, children will have acquired a substantial understanding of phonological awareness before they begin formal schooling. But because many children do not, phonological awareness instruction must begin as early as possible. This instruction is obligatory, not optional (Adams, 1990; Smith, Simmons, & Kame‘enui, 1998). In phonological awareness instruction, students do not see any written words or letters, but rather listen and respond to what they hear. Torgesen, Wagner, and Rashotte's (1994) statistical analysis of students' performance on phonemic awareness tasks identified two critical clusters of skills: synthesis and analysis (i.e., blending and segmenting). Synthesis involves orally blending individual phonemes together to make

a word (e.g., the sounds /mmmm/-/aaaa/-/t/ make the word mat). Analysis is the inverse task, orally segmenting a word into its individual phonemes (e.g., the sounds in the word fish are /ffff/-/iiii/-/shhhh/).

Blending and segmenting words at the phoneme level are the essential phonological skills that facilitate reading acquisition (National Reading Panel, 2000; O'Connor, Jenkins, & Slocum, 1995). Instruction should focus on these two fundamental skills and allocate less time to other phonological activities (e.g., rhyming, syllable clapping, phoneme deletion/substitution, etc.). Growth in phonemic awareness following attainment of beginning levels of understanding and skill is driven primarily by instruction and practice in the use of phonemic decoding strategies in reading (Perfetti, Beck, Bell, & Hughes, 1987; Wagner, et al., 1997).

Phonics

The second component in beginning reading is phonics, or understanding the alphabetic code (Perfetti & Zhang, 1996; Snow et al., 1998). According to Perfetti (1985), "acquisition of the alphabetic code is a critical component—indeed, the definitive component—of reading in an alphabetic language" (p. 501). The alphabetic code, often referred to as alphabetic understanding, establishes a clear link between a letter and a sound and involves the "mapping of print to speech." It requires a reader to understand that the letters of our alphabet (i.e., graphemes) correspond to discrete sounds (i.e., phonemes). As Adams (1990) stated, "Very early in the course of instruction, one wants the students to understand that all twenty-six of those strange little symbols that comprise the alphabet are worth learning and discriminating one from the other because each stands for one of the sounds that occur in spoken words" (p. 245).

To read words, a reader must see a word and access its meaning in memory. But to get from the word to its meaning, beginning readers must first apply the alphabetic principle. The reader must: (a) sequentially translate the letters in the word into their phonological counterparts (the word sat is translated into the individual sounds or phonemes, /ssss/, /aaaa/, and /t/), (b) remember the correct sequence of sounds, (c) blend the sounds together (/ssssaaaat/ - /sat/), and (d) search her memory for a real word that matches the string of sounds (/sat/). More advanced readers must also use the alphabetic principle to recognize complex letter combinations and patterns (e.g., ea, -igh, silent-e patterns, r-controlled vowels). Skillful readers do this so automatically and rapidly that it looks like the natural reading of whole words and not the sequential translation of letters and letter combinations into sounds and sounds into words.

Although the ultimate goal of reading is to construct meaning from print, one of the more compelling and reliable conclusions from research is that reading comprehension depends on strong word recognition skills (Chard, Simmons & Kame'enui, 1998; Lyon & Moats, 1997). Torgesen (2000) also emphasized the fundamental difficulty that students with learning disabilities have reading individual words: "Perhaps the most important single conclusion arising from the last 20 years of research on children who have specific difficulties learning to read is that these children

experience a major bottleneck to reading growth in the area of skilled word identification” (p. 56). Further, reading interventions have clearly demonstrated that instruction in alphabetic understanding and a code-based approach to reading words show strong effects with students with learning disabilities and students at risk of reading difficulty (Brown & Felton, 1990; Foorman, et al., 1998; Hatcher, Hulme, & Ellis, 1994; Lovett et al., 1994; Torgesen et al., 1999; Vellutino, et al., 1996).

Children move through several stages in acquiring strategies to decode text effectively (Ehri, 1998). First, they first learn to apply partial phonemic analysis to unknown words, such as using the first letter to guide their guesses about new words. Second, if they are making normal progress, they begin to use more complete phonemic analysis on novel words, and the accuracy of their first attempts increases. Third, many children move into what can be described as a “consolidated alphabetic” phase, in which they decode words in “chunks” that correspond to combinations of letters which occur with high frequency in English. When the system breaks down and children do not develop efficient decoding skills fairly early during reading instruction, their exposure to text is limited because they struggle to read independently and consequently learn to avoid text. When they do read, they make too many word-level reading errors to understand what they are reading and the cycle of frustration and avoidance is perpetuated (Stanovich, 1986). Both text avoidance and inaccurate reading make it very difficult for them to acquire fluent reading skills (Share & Stanovich, 1995).

Reading Fluency

The third component in beginning reading instruction is reading fluency, which is essentially automaticity with the phonological/alphabetic code, or the ability to translate fluently letters to sounds and sounds to words. LaBerge and Samuels (1974) described the fluent reader as one whose decoding processes are automatic, requiring no conscious attention. Meyer and Felton (1999) define reading fluency as the ability to read connected text “rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding”(p. 284). Others suggest definitions of reading fluency that go substantially beyond reading rate, to include grouping words into meaningful phrases as one reads (Aulls, 1978), prosodic reading (Allington, 1983), or reading with the kind of intonation and stress that maximizes comprehension (Rasinski, 1990).

Considerable and converging evidence indicates that many children with reading difficulties lack the ability to decode words automatically. Poor decoding fluency places considerable demand on a reader’s ability to remember and process information because the reader is expending so much effort on word-by-word decoding. Unless readers become automatic with the alphabetic code, the time and attention required to identify a word and read it accurately limits the cognitive resources available to process the meaning of the sentence and larger text units in which the word appears (Stanovich, 1994).

Directly stated, if a reader has to spend too much time and energy figuring out what the words are, she will be unable to concentrate on what the words mean. Stanovich (1994) explained this relation by indicating that comprehension fails “not because of over reliance on decoding, but because decoding skill is not developed enough” (p. 283). Ehri (1998) suggests that automaticity is built up when children have accurately decoded a word several times during reading. If a child can recognize most of the words in a passage at a single glance, without having to stop and decode them, reading is much more fluent.

Fluent word recognition is one of several key factors needed for reading comprehension (Adams, 1990; Lyon, 1994; Fuchs et al., 2001). The close relationship between reading fluency (i.e., decoding words accurately and quickly) and reading comprehension (i.e., deriving meaning from print) has strong empirical and theoretical support (Fuchs, Fuchs, Hosp, & Jenkins, 2001; Shinn, Good, Knutson, Tilly, & Collins, 1992). Thus, the third big idea underscores the importance of readers moving beyond the ability to just translate letters to sounds to the ability to use alphabetic understanding to decode words automatically with little or no conscious effort. It is only when students reach this degree of fluency that they are able to truly concentrate on the full meaning of what they read. Adams’ (1991) summarizes this importance: “...the automaticity with which skillful readers recognize words is the key to the whole system...The reader’s attention can be focused on the meaning and message of a text only to the extent that it’s free from fussing with the words and letters.”(p. 207).

In a recent meta analysis of research on instructional approaches to develop reading fluency, the National Reading Panel (2000) summarized findings on the effectiveness of guided oral reading and independent silent reading—two approaches commonly used to teach reading fluency. Based on the 16 studies of guided oral reading that met the NRP research methodology criteria the Panel concluded that “...guided oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels” (p.12). The 14 studies of independent silent reading that met the research methodology criteria varied widely in methodological quality and reading outcomes measured, so they were examined individually to identify converging trends and findings in the data. The Panel was unable to find a positive relationship between silent reading and improvements in reading achievement, including fluency. The panel concluded that silent reading is not an effective practice when used as the only approach for developing fluency.

The number of instructional strategies that require students to read orally have led to improvements in automaticity and fluency. Teachers can have their students practice identifying letters and words from lists and engage in repeated readings of familiar texts with peer or teacher feedback. Repeated readings can include fixed-time activities in which students reread as much of a passage as they can in a set time or fixed-length activities in which they reread a set number of words and record their reading time (Texas Center for Reading and Language Arts, 1998; Mastropieri, Leinart, & Scruggs, 1999).

At early reading stages, it is important that children read materials that facilitate successful identification and understanding of words, and avoid reading text in which the words are too difficult, unfamiliar, or indecipherable. Children should read stories, passages, texts, or materials with a high percentage of decodable words (i.e., words for which the student knows each letter-sound correspondence and can apply the appropriate blending or decoding skills) (Carnine, Silbert, & Kame'enui, 1997). Reading decodable texts demonstrates to the beginning reader the importance of accessing meaning through accurate word identification. For fluency building, children should read text in which they can accurately identify at least 95% of the words (Texas Center for Reading and Language Arts, 1998).

In general, current research-based reading programs provide opportunities for children to apply and practice decoding skills through silent or partner reading, but typically do not specify procedures for teacher-guided oral reading as part of daily reading instruction.

Vocabulary Development

Vocabulary development involves growth in knowledge of the meanings and pronunciations of words that are used in both oral and written language. The vocabularies that children use during listening, speaking, reading, and writing can differ, but vocabulary knowledge is essential for good reading skill because it underlies the ability to comprehend written material (Davis, 1942; Gough, 1996). The importance of vocabulary knowledge in reading comprehension is widely documented (Anderson & Freebody, 1981; Anderson & Nagy, 1991; Baker, Simmons, & Kame'enui, 1998a). Further, we know that the relationship between vocabulary knowledge and reading comprehension is largely reciprocal (Cunningham & Stanovich, 1998). That is, children must know most of the meanings of the words in the text they are reading if they are to understand what they are reading; and it is through reading that children have the opportunity to learn the meanings of new, unfamiliar words by reading and considering the way those words are used in text.

Though the National Reading Panel (2000) was not able to conduct a meta-analysis on vocabulary research (due largely to the range of research in this area), there are scientifically based conclusions that can be drawn regarding how to teach vocabulary. It is useful to keep in mind the National Reading Council's truism that "skilled readers are good comprehenders" (1998, p. 62) because it reminds us that the foundations of comprehension reside in knowledge of word meanings.

Although the National Research Council (Snow et al., 1998) underscored the importance of vocabulary development as a fundamental goal for students in the early grades, there is little evidence that schools effectively promote vocabulary development, especially in the primary grades (Biemiller, 2001a). The scientific research on vocabulary instruction reveals that (a) most vocabulary is learned indirectly, and that (b) some vocabulary must be taught directly (Baumann & Kame'enui, 1991). The following

conclusions about indirect vocabulary learning and direct vocabulary instruction are of particular interest in the context of classroom instruction.

Indirect vocabulary instruction. Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. Children learn word meanings indirectly in three ways:

1. Children engage daily in oral language (Hart & Risley, 1995). Young children learn word meanings through conversations with adults. As they engage in these conversations, children often hear adults repeat words several times. They also may hear adults use new and interesting words. The more oral language experiences children have, the more word meanings they learn.
2. Children listen to adults read to them. Story reading with children provides an approach for introducing and talking about new words (Elley, 1989; Robbins & Ehri, 1994; Senechal, 1997). Reading aloud is particularly helpful when the adult reader pauses during reading to give the child a quick definition of a unfamiliar word and after reading, engages the child in a conversation about the book. Reading stories to children and facilitating a discussion about vocabulary within the context of the story also provides children opportunities to learn new words before they have the reading skills necessary to acquire new vocabulary independently from their own reading (Biemiller, 2001a). Conversations about books also helps children learn new words and concepts and to relate them to their prior knowledge and experience.
3. Children read extensively on their own and learn many new words during independent reading. The more children read on their own, the more words they encounter and the more word meanings they learn.

Direct vocabulary instruction. Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly (Biemiller, 2001a, Kame'enui, Dixon, & Carnine, 1987; Stahl & Shiel, 1999). A number of studies have shown that directly teaching vocabulary to children increases reading comprehension (Beck, Perfetti, & McKeown, 1982; Dickinson, & Smith, 1994; McKeown, Beck, Omanson, & Perfetti, 1983). In particular, it seems direct instruction is important to help students learn difficult words, such as those that represent complex concepts and are not part of the students' everyday experiences. Direct instruction includes (a) providing students with specific word instruction, and (b) teaching students word-learning strategies.

Specific word instruction. Directly teaching individual words can provide students in-depth knowledge of word meanings, which can immediately help them understand what they are listening to or reading. It also can help them to use words accurately in speaking and writing. In particular:

1. Teaching specific words before reading helps both vocabulary learning and reading comprehension. Before they read a text, it is helpful to teach students specific words that are important for understanding the text.
2. Repeated exposure to vocabulary aids word learning. Students learn new words better when they encounter them often and in various contexts. The more children see, hear, and work with specific words, the better they learn them. Of course, when teachers provide extended instruction that promotes active engagement, they give students repeated exposure to new words.

Word-learning strategies. Of course, it is not possible for teachers to provide specific instruction for all the words their students do not know. Therefore, students need to develop effective word-learning strategies that include: (a) how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings; (b) how to use information about word parts to figure out the meanings of words in text; and (c) how to use context clues to determine word meanings (Baumann et al., 2002).

Reading Comprehension

The ability to read with comprehension involves strategies that readers use to enhance their understanding of text or repair their understanding of text if it breaks down while reading. The recent Rand report, Reading for Understanding, provides a lucid rationale for increasing our emphasis on teaching comprehension in K-3 (Snow, 2002). The authors note that the “successful development of beginning reading skills does not ensure that the child will automatically become a skilled reader” (p. 6). Children’s ability to comprehend text is influenced by many of the same things that determine their ability to understand oral language (Gough, 1996). Knowledge of word meanings (vocabulary), knowledge of specific content, knowledge of grammar and syntax, and thinking and reasoning ability influence children’s ability to understand both oral and written language. In fact, Perfetti (1985) defined reading as “thinking guided by print.”

Comprehension strategies are only one of several factors that influence how well children understand what they read. Certainly, more attention also needs to be directed toward individual differences in children’s oral language and vocabulary and the influence of these differences on comprehension development (Biemiller, 2001a; Hart & Risley, 1995). But it remains that a significant amount of information is available about the strategies that active, purposeful readers use to enhance their understanding of text (Pressley, 1998). The power of this knowledge is that it can be applied in the design of instructional interactions that stimulate the use of these strategies in children so that reading comprehension is increased (Rosenshine & Meister, 1994; Rosenshine, Meister, & Chapman, 1996).

Instruction in specific comprehension strategies has also been shown to be an effective way to increase reading comprehension in children who have reading disabilities (Gersten, Fuchs, Williams, & Baker, 2001; Mastropieri & Scruggs, 1997). Although numerous research studies have documented the improvements in reading comprehension that result from explicit instruction in comprehension strategies, there is still much to be learned about how teachers can learn to effectively promote the active and thoughtful use of comprehension strategies across different reading contexts (National Reading Panel, 2000).

Research over the past two decades has shown that instruction in comprehension can help students understand what they read, to remember what they read, and to communicate with others about what they read. Key findings from research on text comprehension instruction summarized by the Center for the Improvement of Early Reading Achievement (CIERA), include the following conclusions that are of particular interest and value to classroom teachers. These findings concern what students should be taught about text comprehension, and how they should be taught it.

Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. Strategies are conscious plans that readers use to make sense of text. Strategies can be thought of as procedures or sets of steps to follow that lead to text comprehension. The goal of strategy instruction is to help students become purposeful, active readers who are in control of their own reading comprehension. Six strategies, in particular, appear to have a firm scientific basis for improving comprehension.

1. Monitoring comprehension. Students who are adept at monitoring their comprehension are aware of when they understand what they read. More importantly perhaps, they are aware of comprehension breakdowns, and if they know effective strategies are usually able to “fix up” comprehension problems that arise. Usually, the full development of this ability to monitor comprehension does not occur until late adolescence. But research is unequivocal that instruction in early grades helps students become better at monitoring their comprehension. Comprehension monitoring is an especially important instructional target for students with reading problems (Gersten et al., 2001).
2. Using graphic and semantic organizers. Graphic organizers are diagrams or other pictorial devices that are used to organize concepts and the interrelationships among concepts in text. Graphic organizers are referred to by a variety of names including maps, webs, graphs, charts, frames, or clusters (Baker, Gersten, & Grossen, 2002). Semantic organizers (also called semantic maps or semantic webs) are very common type of organizer, and look somewhat like a spider web. A central concept is connected by lines to a variety of related ideas and events.

3. Answering questions. Questions have long been used by teachers to guide and monitor students' learning (Baker et al., 2002). Research shows that questioning is a powerful strategy for improving students' learning from reading because they: (a) give students a purpose for reading, (b) focus students' attention on what is to be learned, (c) help students think actively as they read, (d) encourage students to monitor their comprehension, and (e) help students review content and relate what they have learned to what they already know.
4. Generating questions. Teaching students to ask their own questions improves their active processing of text and their comprehension. Generating questions helps students become aware of whether they know information contained in the text, and thus provides a gauge for their own understanding. Readers can learn to ask themselves increasingly complex questions, which, for example, might require them to integrate information across segments of text. Readers can also learn to ask generic questions that can be applied to any assigned reading task. For example, readers can be taught to ask "main idea" questions that cover both narrative text and expository text.
5. Recognizing story structure. Story structure refers to the way the content and events of a story are organized into a plot. Readers who can recognize story structure have greater appreciation, understanding, and memory for stories (Gersten et al., 2001). In story structure instruction, students learn to identify the categories of content (setting, initiating events, internal reactions, goals, attempts, and outcomes) and how this content is organized into a coherent whole. Often students are taught to recognize story structure through the use of "story maps." Story maps, a type of graphic organizer, show the sequence of events in simple stories (Baker et al., 2002). Instruction in the content and organization of stories improves students' comprehension and memory of stories.
6. Summarizing. A summary is a synthesis of the important ideas in a text. Summarizing requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words. Summarizing is an important reading and study strategy. It helps readers identify and connect the main ideas in the text they are reading, and it helps them remember what they have read. As students learn to summarize, they also learn to identify or generate better main ideas. Sometimes students will find main ideas expressed in a topic sentence. Other times, students will have to make a generalization, or infer the main idea. Students also learn to eliminate redundant and unnecessary information.

Comprehensive Instructional Programs: The Architecture of Instruction

An assumption about students in K-3 general education classrooms is that they have the cognitive skills to learn to read successfully. In beginning reading especially, the primary goal seems remarkably clear. The difficulty so many children have learning to read, however, indicates that the seemingly straightforward goal is an elusive one.

One of the problems is that historically the comprehensive reading programs that have been used by teachers to teach beginning reading have not been sufficiently sensitive to the instructional needs of many students at risk of reading failure. If we are to make a dramatic improvement in the development of successful beginning readers, we need to closely examine the “architectural characteristics” of beginning reading programs, which, if considered carefully and designed in the right way, have a high likelihood of increasing the chances that all students will learn to read successfully (Kame'enui & Simmons, 1999). In essence, comprehensive reading programs must provide instruction on beginning reading so that “children can successfully obtain, rehearse, recall, apply, and transfer newly learned information to both routine and novel learning contexts” (Kame'enui & Simmons, 1999, p. 6). Although the technical nuances of instructional design are extremely complex, there are a few key principles that all educators concerned with teaching beginning reading should know.

A key design issue is “big ideas,” a topic addressed earlier in describing the five essential components of beginning reading. Essential beginning reading components (i.e., phonemic awareness, phonics, reading fluency, vocabulary, and text comprehension) are big ideas. How comprehensive reading programs address these big ideas is a major instructional design issue. Other design issues are also essential to successful comprehensive beginning reading programs. The following principles of instructional design provide a blueprint of effective curriculum design that is essential to comprehensive beginning reading programs. These principles are taken from Kame'enui, Carnine, Dixon, Simmons, & Coyne (2002).

Conspicuous Strategies

Learning strategies are the general steps students follow to solve problems. Strategies should be taught explicitly to students, not left for them to deduce on their own. If not taught explicitly, some students will spend an inordinate amount of time before they identify the optimum strategy. In addition to learning being more efficient when strategies are taught explicitly, it is equally true that strategies are most effective when they generalize to a variety of learning tasks. Comprehensive beginning reading programs should make important strategies salient and include all of the steps teachers need to teach the strategy effectively to all students. If the comprehensive program does not provide the steps explicitly, either through teacher directions or printed examples, then the burden rests on the teacher to devise and communicate these strategies.

Initial instruction in the general education classroom is first line of prevention against reading failure (Snow et al., 1998). Perhaps the most significant change recommended for initial reading instruction is that it should be much more systematic and explicit than it is in many classrooms today. This focus is supported by a careful meta-analysis of the research literature on phonics instruction, for example, found in the report of the National Reading Panel (2000). The same recommendation for explicit, systematic instruction has been made in the teaching of phonemic awareness (Torgesen & Mathes, 2000), reading fluency (Meyer & Felton, 1999), vocabulary (Torgesen & Aarnoutse, 1998), and comprehension strategies (Duffy & Roehler, 1989).

When students are taught strategies explicitly, instruction leaves little to chance, thereby ensuring success for most children (Foorman et al., 1998; Torgesen, 1997; Vellutino, 1991). When instruction is explicit, the introduction of new information such as letter sounds is carefully sequenced and presented unambiguously. Each skill or piece of information builds on previously learned knowledge and is reviewed and practiced frequently to increase the likelihood that it will become a permanent part of the child's skill repertoire. By point of contrast, implicit instruction teaches strategies to children in the context of some larger learning activity, sometimes without attention to a sequence or plan, and important skills are not taught in isolation. For many children, learning specific strategies and skills this way remains confusing. For example, a teacher may point out a phonic element in the context of a word list or a book (e.g., "What is the same about each of these words? pat, pad, pin"). The child may conclude that what is similar is that each word has 3 letters, or that each word has a vowel in the middle. The most important objective, however, that all three words begin with the sound /p/, a concept that may remain hidden from the child or in competition with other concepts about similarities, such as the number of letters they contain or the nature of their middle sound.

Mediated Scaffolding

In a general sense scaffolding is the help or guidance given students as they learn new knowledge. The benefits of scaffolding are immediately apparent when children are learning new physical tasks. A great deal of guidance and support is provided to children as they first learn to throw or catch a ball, go down a slide, ride a bike. In cognitive tasks, one role of scaffolding is to eliminate as many problems as possible when learning something new. It is important that the scaffolds be temporary and removed as children acquire greater awareness and knowledge. Comprehensive reading programs should be structured so that learning tasks provide a great deal of support during initial acquisition and less support as students develop expertise. Scaffolding can be provided through multiple formats including the careful selection of examples that progress from less to more difficult, the purposeful separation of highly similar and potentially confusing examples, facts, and concepts, and the strategic sequencing of tasks that require learners to recognize then produce a response.

Strategic Integration

Strategic integration involves the careful combination of new information with what the learner already knows to produce a more generalizable, higher-order skill. In beginning reading, one obvious example is moving from identifying the sounds of individual letters and letter combinations to the reading of whole words. The successful integration of new information with existing knowledge increases the likelihood that new information will be understood more easily and at a deeper level. In comprehensive reading programs, the integration must be strategic so that new information does not become confused with what the learner already knows (for example, asking a learner to read words that contain letter sounds that have not been taught).

Primed Background Knowledge

Unlike other instructional design principles, background knowledge is rather straightforward and refers to the related knowledge students must know in order to learn a new concept or strategy. In reading comprehension, for example, a student who knows about or has experience with carnivals would likely have an easier time understanding a story about carnivals than a student who does not have that knowledge or experience. Particularly with big ideas, the means by which instructional tools accommodate background knowledge can be crucial to learning. Brief and informal assessments, for example, can yield useful information on the extent to which students have the background knowledge the comprehensive or supplemental program assumes they have.

Comprehensive reading programs in beginning reading should capitalize on the importance of background knowledge in the materials they select and in the guidelines they give teachers for priming or teaching students the background knowledge they need to understand the learning task. For students who lack the necessary background knowledge, an effective comprehensive program would not only provide instruction on that knowledge, but would also sequence instruction where it is likely to do the most good: neither too close to new instruction nor so far back that students will lose their facility with it before it is needed.

Judicious Review

That adage that practice makes perfect is not a reliable standard for successful learning (Dempster, 1991). Kame'enui and his colleagues (2002) identified four critical dimensions of review that have important applications for beginning reading instruction. Judicious review should be (a) sufficient to enable the student to perform the task without hesitation; (b) distributed over time; (c) cumulative, with information integrated into increasingly complex tasks; (d) varied to illustrate the wide application of a student's understanding of the information. This review framework is especially critical for students who are most at risk of reading difficulty because their knowledge is typically more unstable than the knowledge of more successful learners. Comprehensive reading programs should clearly identify review material, clearly specify how students are to

respond, and what should be done when students have difficulty retaining what they have been taught.

General Features of Effective Instruction

In general, the newest generation of reading programs provides a much stronger emphasis on teaching the five essential components of beginning reading than their predecessors. However, even the best of programs provide only limited guidance to teachers on general strategies they should use to effectively teach the contents of the comprehensive program. The intent of general (but frequently vague) instructional guidelines is to encourage the unique contribution of teachers, but the result can be extensive variability in the quality and quantity of reading instruction that children receive, even when the same, high-quality research-based program is being used. The choices teachers have to make daily in prioritizing the vast menu of activities included in typical basal reading programs can be overwhelming for many teachers. The added challenge of providing instruction that meets the needs of all children in the classroom makes their decision-making that much more complex and that much more critical. Even an experienced teacher, when faced with using a multi-optioned reading basal for the first time, may not have enough domain-specific knowledge to select instructional and assessment activities that will ensure that all students make adequate progress (Lyon and Moats, 1988).

Variation in Instructional Approaches

Teacher delivery, or implementation of a prescribed curriculum, is an essential consideration that directly influences student achievement (Baker & Zigmond, 1990). This section provides a theoretical and empirical base for six instructional practices that research suggests have a major influence on students' reading achievement: (a) explicit instruction, (b) homogeneous grouping, (c) corrective feedback, (d) teaching to mastery, (e) guided oral reading, and (f) time spent teaching each instructional component. These do not represent an exhaustive list of practices that teachers should be using on a daily basis, but they are an important list of practices that should not be compromised. Other practices can certainly be added—effective teachers do many more things regularly during instruction that are not on this list—but these six strategies form a manageable number of strategies that teachers can develop expertise on in context of high-quality professional development.

Grouping for Instruction

Teachers provide instruction to the whole class (i.e., heterogeneous grouping) or to smaller groups of students who have a similar level of knowledge or skill (i.e., homogeneous grouping). Although both types of grouping have appropriate applications, research on effective teaching suggests that children who are learning a new skill benefit from instruction that is precisely aimed at their knowledge level (Carnine, Silbert, & Kame'enui, 1990). Consequently, grouping students of similar skill

levels enables the teacher to present material appropriate to the instructional level of a number of students at the same time. This increases the likelihood that students will respond correctly to learning tasks and stay actively engaged. Responding correctly and staying actively engaged are factors that increase student achievement (Englert, 1983; Rosenshine, 1986). Moreover, the practice provided by frequent opportunities to respond will improve the skill fluency or automaticity that students need to effectively apply knowledge in new learning situations (Daly, Lentz, & Boyer, 1996).

Small group instruction is also an excellent intervention component for students who are struggling. Small group instruction can normally be provided effectively by the child's general classroom teacher. In fact, many experts believe that part of every instructional day during beginning reading instruction should be structured to allow the classroom teacher to work with small groups of children that are flexibly organized according to the children's specific instructional needs (Foorman & Torgesen, 2001). The benefit of small group instruction is related to instructional intensity, and meta-analyses consistently show positive effects of grouping practices that increase intensity (Elbaum, Vaughn, Hughes, & Moody, 1999). An important finding in terms of classroom feasibility and impact is that these analyses have shown that more expensive one-to-one interventions are not more effective than small-group interventions (Elbaum, Vaughn, Hughes, & Moody, 2000; National Reading Panel, 2000).

Other methods for increasing instructional intensity include (a) peer tutoring and partner reading activities (Fuchs, Fuchs, Mathes, & Simmons, 1997; Mathes, Torgesen, & Allor, 2001), (b) use of trained paraprofessionals to deliver scripted interventions (Torgesen, Mathes, Wagner, Rashotte, Menchetti, & Grek, 2002), and (c) use of computer technology to provide additional practice opportunities (Kamil & Lane, 1998).

Differentiated Instruction

The objective that all students will become successful readers by the end of Grade 3 requires that goals for reading success be defined in kindergarten through third grade, and that the necessary levels of instruction intensity be provided students so they can reach these goals. Differentiated instruction means that students will require different instructional opportunities to reach these goals. Instruction will need to vary on one or more features, including intensity, amount, or formats, in order for all students to become successful readers.

Reading First schools will be provided with very specific guidelines for how to identify students who are likely to become successful readers by the end of Grade 3 when the comprehensive reading program provided in the general educational classroom is implemented with fidelity. The guidelines will also identify students who are not likely to become successful readers without instruction that is noticeably different than strong instruction from the comprehensive reading program. For students who require differentiated instruction to make satisfactory progress, schools will be provided with clear guidelines for using research-based options. These instructional

interventions, as we refer to them, will be developed and implemented on the basis of student need.

For students who require intervention, but whose reading difficulties are not particularly serious, strategic interventions will be implemented. Typically, these interventions will entail the use of supplemental instruction materials that provide a more intense focus on the five essential components of beginning reading. Different instructional formats, such as more small group instruction, may also be needed. For students with serious reading difficulties, intensive interventions will be the means for providing differentiated instruction. Intensive interventions will require constructing instructional programs designed individually for students. The level of intensity of these individually designed programs will depend on the magnitude and nature of the reading problem.

For all students receiving a strategic or intensive interventions, differentiated instructional formats will be built to support the comprehensive reading program that is being used with all students. Progress in essential components will be monitored and frequent student assessments will be linked to intervention effectiveness and the performance of students who are on track for successful reading outcomes.

Feedback to Students

Feedback provides critical information to students about their learning. It lets them know when they are successful and why, which can be reinforcing, especially when they are tackling challenging tasks. Corrective feedback directs the student's attention to important aspects of an incorrect response. For example, in beginning reading instruction the teacher provides direct corrective feedback by giving the student the correct sound or word then having the student repeat the correct response. This can be followed by practice with flash cards, re-reading text, or reviewing error words on flash cards. In less direct corrective feedback the teacher points to letters or word parts guiding the student to sound out the mistaken word, or giving the student clues such as "Try another way" or "What sound does ____ make?" until the students self-corrects the error. Critics of corrective feedback contend that providing beginning readers with feedback on their errors might interfere with their comprehension or make them dependent on an external monitoring source rather than relying on their own sense of what has been read.

Most of the research on corrective feedback has focused on comparisons of feedback techniques and the effects on word recognition in beginning readers (e.g., Meyer, 1982; Pany & McCoy, 1988; Barbetta, Heward, Bradley, & Miller, 1994). Findings from these studies suggest that the use of direct corrective feedback enhances word recognition accuracy, and in some cases reading comprehension. One study of prereaders, which experimentally evaluated the effects of corrective feedback on phoneme segmentation, showed significant improvements in phoneme segmentation when feedback was provided (Content, Kolinsky, Morais, & Bertelson, 1986). Research focused on the efficacy of feedback versus no feedback corroborates these findings.

An analysis of these studies conducted by McCoy and Pany (1986), found that corrective feedback was associated with more accurate word recognition and did not appear to interfere with comprehension during reading. Findings from both types of research also indicate that young children require more corrective feedback than those at a more advanced level of learning because they have not mastered the skills needed to automatically self-correct (Gardner, 1998).

The research on corrective feedback has focused primarily on students with learning disabilities. For average readers the interpretation is not as clear. However, the evidence to date suggests that corrective feedback can prevent children from mis-learning and mis-applying new skills and gives them a standard for their performance on academic tasks.

Understandably, the role of the teacher in error correction is very crucial. Schwartz (1997) concluded that when teachers actively model correct responses and give students immediate feedback they are more likely to practice independently using the correct information than when the teacher simply guides the student to find and correct their own error.

Teaching to Mastery

Teaching to mastery means that students have a firm grasp of previously taught skills and knowledge before they are introduced to new material. Numerous studies have shown positive effects for mastery learning on academic performance as measured by criterion-referenced tests (e.g., Guskey & Pigott, 1988; Kulik, Kulik & Bangert-Downs, 1990). Research also indicates that children who do not master content before learning new skills are less likely to retain what they have learned or to apply it fluently (Daly, Lenz & Boyer, 1996; LaBerge & Samuels, 1974). This is especially true for lower performing students (Heward & Orlansky, 1992). In beginning reading, for example, once a sound-letter correspondence is taught, the reader will be expected to apply that knowledge in increasingly complex ways. Students who fail to learn a foundational skill not only have to catch up by learning the skill, they must also keep pace with the daily introduction of new content.

Most current reading programs are not designed to promote mastery learning. They control the amount of new material students are expected to learn in any given lesson, which implies an expectation of mastery learning, but the instructional guidelines call for teachers to continue to move through the lessons whether or not all students have completely learned the material, and provide remediation or additional practice at another time to students who are struggling.

Teaching to mastery is dependent upon the teacher monitoring students' performance during and after instruction to see if they have retained new skills beyond the immediate lesson. Monitoring how well students understand new content and skills requires that teachers frequently and systematically collect data on students' performance during instruction. However, unless teachers are required to frequently and

systematically collect data on students' performance they are more likely to rely upon informal and unsystematic observations, thereby increasing the likelihood that students who are struggling will go unnoticed and not receive the extra help they need.

Monitoring the progress of students on previously taught material at frequent intervals is another important feature of mastery learning because it is a reliable way to determine if students have retained newly learned material in memory or their skill repertoire beyond the immediate lesson. Progress monitoring helps teachers plan instruction and has been shown to have positive effects on student achievement. For example, Jones and Krouse (1988) found that students of teachers who gathered data on oral reading fluency, vocabulary and comprehension skills made significantly greater achievement gains in reading than did control students for whom no data were collected.

Allocated and Engaged Time

Lyon and Moats, (1997) observed that an important dimension of beginning reading instruction is the extent to which all components of a complete, balanced approach are included in each lesson. This observation is supported by the growing body of research on beginning reading (National Reading Panel, 2000; Snow et al., 1998). In the face of using a standard curriculum where the goal is to cover as much pre-established subject matter as possible, observational studies have found that there is a tendency among teachers to assign equal importance to everything (Durkin, 1990).

In the average 60 to 90 minutes typically allotted to daily reading instruction this means that the typical teacher of beginning reading will likely devote equal time to teaching all the skills included in the scope and sequence for the lesson. This could mean, for example, that one component of recommended instruction such as writing skills might be given equal instructional time with decoding skills in a beginning reading lesson even though in the beginning stages of reading instruction decoding skills are more critical for word recognition than writing.

Reading First classrooms will focus predominantly on the five essential elements, and a minimum of 90 uninterrupted, protected minutes per day will be allocated to beginning reading instruction. Time devoted to beginning reading instruction will be considerably more than is now common in K-3 classrooms in Oregon. Keeping students actively engaged for that length of time will be a challenge for many teachers. Many teachers will have to learn ways to vary instruction to keep student engagement high during the entire reading lesson. Variation in the way information is presented, in the instructional formats they use, and in the ways students can participate during the lesson will also increase engagement and active learning.

Summary of Beginning Reading Research

In beginning reading there is a large body of scientific evidence to draw on to inform practice. Recently, the National Academy of Sciences concluded that the weight of research evidence in beginning reading is sizeable enough that there exists sufficient empirical basis for reaching broad consensus within the field (Snow et al., 1998). As a result, the National Reading Panel (2000) was formed and applied an objective review methodology to “undertake comprehensive, formal, evidence-based analyses of the experimental and quasi-experimental research literature” (p. 1). We are committed to supporting prevention and intervention efforts that make use of this extensive knowledge base and that also reflect the full complexities inherent in beginning reading instruction. We must attend to both the “small” and the “large” elements of our complex alphabetic writing system and our equally complex schools. A window of opportunity exists. If we can sustain this dual focus in beginning reading, with all eyes on us, we may be able to bring about a lasting difference in the lives of—not some, or most—but all children (Kame‘enui, 1998). This evidence will be the scientific foundation of the Oregon Reading First proposal and the professional development activities described in this application.

Oregon Plan to Connect the Science of Reading to Schools and Classrooms

The overarching objective of the Reading First program in Oregon is to ensure that all Reading First classrooms in K-3 use high quality instructional program and methods to teach beginning reading to all students including English language learners and special education students. Essential components in beginning reading are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Comprehensive reading programs will be selected that focus on these big ideas, provide clear instruction in the strategies students need to learn, and maximize student success throughout the process of learning to read. Critical instruction methods and strategies for teaching this content include explicit teacher instruction and immediate feedback, using a combination of whole class and small group instructional methods, and making sure students master essential reading goals.

Meeting this objective requires a comprehensive, multidimensional plan, with all participant structures and organizations in agreement that the primary goal is to provide high quality reading instruction to all students in Reading First classrooms. Fundamental to the plan is the establishment of common features that will characterize teaching and learning in Reading First classrooms. These common features will be in alignment with the scientific knowledge basis in beginning reading. All Oregon Reading First classrooms will have seven common features.

1. Instruction in Oregon Reading First classrooms will emphasize the development of skills and knowledge in phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Other areas will be also be emphasized but these five components will be paramount.
2. A comprehensive reading program constructed according to the architectural principles of the scientific basis of beginning reading will be used in each Reading First classroom. The comprehensive reading program will be selected according to sound principles of instructional design, which if implemented with fidelity, will meet the reading instructional needs of approximately 75-80 percent of students in K-3 general education classrooms.
3. Supplemental reading materials will guide strategic interventions that will be used with approximately 20-25 percent of the students who do not make adequate reading progress in Reading First classrooms, but whose reading difficulties are considered moderate, rather than severe. These reading materials will be culturally sensitive and will integrate students' knowledge and life experiences.
4. Intensive interventions will be individually developed for the approximately 5-10 percent of students who are having severe reading difficulties.
5. Strategic and intensive interventions will be designed to complement the comprehensive reading program, not supplant it. The progress of intervention students will be monitored more frequently than the progress of other students so that programs can be adjusted in a timely manner to increase the intensity of the interventions, when needed.
6. To deliver instruction effectively and efficiently to all students, teachers will rely on research-based instructional practices and strategies (e.g., explicit instruction, immediate feedback, differentiated instruction). These strategies will be used during teaching of the comprehensive program as well as during intervention instruction.
7. The reading progress of all students in Reading First classrooms will be monitored systematically a minimum of three times per year. Progress monitoring data will be used to determine the need for strategic and intensive interventions, to establish challenging goals for individual students, and to determine the program effectiveness.

Responding effectively to students at-risk of reading failure will be a key feature of Reading First LEAs, schools, and classrooms in Oregon. Classroom teachers, through professional development and ongoing support systems, will develop the skills and knowledge necessary to identify students who are not making sufficient progress as early as possible so that the likelihood of providing a more effective reading program can be increased substantially. This responsiveness on the part of teachers and their

collaborators (e.g., mentor coaches) requires a skillful blending of data utilization and professional judgment.

In terms of data utilization, Reading First classrooms will systematically monitor the reading progress of all children at least three times per year. The progress monitoring system called Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be one of the central features of the Technology and Dissemination unit of Oregon Reading First. DIBELS, the progress monitoring system that will be used in all Reading First schools, is a web-based data entry and analysis system that instantaneously generates reports (i.e., within 32 seconds) of progress and performance after data entry. DIBELS can be used to determine the degree to which students are making adequate progress in phonemic awareness, phonics, and reading fluency. Oral reading fluency, as a measure of reading fluency also provides a very strong indicator of reading comprehension (especially through Grade 3). The DIBELS system also includes data decision rules that identify which students are at-risk of reading failure and should be provided with instructional interventions to improve reading progress.

The role of teacher judgment is also critical, however, in making decisions about interventions. The importance of providing necessary context to understand how interventions should be shaped and delivered requires the active input of expert, perceptive teachers. For example, at-risk students who are absent 50 percent of the time may have very different instructional needs than at-risk students who virtually never miss a day of school. Moreover, an intervention for a student whose teacher notices that response to instruction is much better during small group instruction than whole-class instruction might organize an intervention around increasing substantially the amount of small group instruction. The point is that teacher judgment about student learning and performance is critical in establishing interventions that address the needs of students in specific settings.

The majority of children who enter school at risk for reading difficulties can be thought of as falling into two broad groups. Many children enter school with adequate general verbal ability but have cognitive weaknesses in the area of phonological processing. Their primary problem learning to read involves relations between print and oral language. Problems are manifested in their difficulty learning to read printed words accurately and fluently. Another group of students, including many minority students and students from lower socioeconomic backgrounds, enter school significantly behind their middle-class peers in a much broader range of pre-reading skills (Hecht, Burgess, Torgesen, Wagner, & Rashotte, 2000; Hart & Risley, 1995). These children have weaknesses in broad oral language skills that support reading comprehension. They also have weaknesses in the phonological skills required to become fluent readers. Although it is theoretically possible for a child to enter school weak in vocabulary and conceptual knowledge, but strong in phonological skills, this pattern is extremely rare. This is because the same environmental conditions prior to school entry that are associated with weak vocabulary knowledge also have a negative impact on the development of phonological and print-related skills.

Common across the two predominant groups of children who enter school at increased risk of reading failure are difficulties with phonological awareness and subsequent print-related skills. Thus, early reading interventions for at-risk students almost invariably should include a strong component targeting phonological awareness and associated print related skills (i.e., phonics). Children who also have vocabulary and general language difficulties also need more intense instructional interventions that focus on these areas.

Extreme variability among children in their preparation for learning to read requires that reading instruction be sensitive to individual differences. Some children enter school on the verge of reading and require very little explicit instruction from their teachers to become successful readers. These children still profit from explicit and systematic instruction but they require less of it than many of their peers (Foorman & Torgesen, 2001). To become a proficient reader, some children require more extensive instruction in phonemic awareness, phonics, and fluency development, but less intense instruction in vocabulary and comprehension. Other children will require not only special support in phonemic awareness, phonics, and fluency, but also specialized interventions focusing on vocabulary and comprehension.

It is important to emphasize that the vast majority of appropriate interventions for students experiencing reading difficulties should not involve dramatic changes in reading programs or instructional procedures. Rather, strategic and intensive intervention students will benefit from more explicit and more intense instruction in the major beginning reading components. For example, research suggests that efficient decoding skills are a necessary (but insufficient) condition for growth in reading fluency (Adams, 1990; Share & Stanovich, 1995; Ehri, 1998). Thus, if teachers switch to a sight word instructional approach because a child is having difficulties learning to decode, they are actually decreasing the chances that the child will successfully acquire the analytic reading skills necessary to read the many thousands of words that are required to read fluently in middle school and high school (Ehri, 1998).

Unique and Special Student Populations

A fundamental feature of Oregon's Reading First schools will be their ability to respond to students individually when they are not making adequate reading progress. In addition to monitoring the progress of individual students, special populations of students will be targeted for instructional approaches that have been shaped to meet their unique instructional needs. Two populations, in particular, will receive general classroom instruction designed to meet their unique needs: students with disabilities, and English-language learners. The instruction provided these student populations will focus on the same essential instructional elements, and rely on the same assessments, as is provided to their general education peers.

Differentiated instruction will be used with these students to assist them in reaching the same challenging reading goals as other students, and this instruction will be in place before these students experience difficulty learning in the context of typical general instruction settings. For example, we know that students with disabilities—regardless of the specific disability—require more explicit instruction and more review than their general education classroom peers (Gersten, Baker, Pugach, Scanlon, & Chard, 2001). We also know that English-language learners require more extensive vocabulary instruction and opportunities to express verbally what they are learning than their general education classroom peers (Gersten & Baker, 2000; August & Hakuta, 1998).

These unique needs influence the instructional approaches and structures that will be used to teach these students. For example, students with disabilities and English-language learners require more opportunities to work in small groups than their general classroom peers because instruction in small groups can be more focused and directed toward the needs of individual students, and the opportunities for students to produce responses in a teacher supported environment are greatly increased (Gersten & Baker 2000; Elbaum et al., 1999). Although the reasons for the benefits of small group instruction may differ for English-language learners and students with disabilities, in terms of service delivery models, it is fortunate that how these small groups are set up and run may appear quite similar. In other words, once general education teachers, and their specialist colleagues know how to teach effectively in small group formats, the format can be used effectively with students with disabilities, English-language learners, and general education students who may require strategic or intensive interventions to increase reading progress.

Students with Disabilities

Research evidence suggests that reading interventions for students with disabilities should focus on the same knowledge and skills that are part of reading instruction for all children (Foorman & Torgesen, 2001). Important differences are that instruction should be more intense, more explicit and systematic, and fundamentally more supportive than reading instruction provided to students without disabilities (Torgesen, 2001).

Kame'enui and his colleagues (Kame'enui et al., 2002) have organized features of intensive instruction into a guiding framework of instruction for students with learning difficulties, including students with disabilities. They suggest that instruction should (a) make learning strategies more overt, (b) provide more learning scaffolds for new concepts, knowledge and skill, (c) pay careful attention to knowledge integration, (d) purposefully activate students' background knowledge, and (e) provide judicious review of previously learned material.

Some of the major advances in instructional research over the past two decades have been in the area of instructional methods for students with disabilities (Gersten, Baker, Pugach, Scallon, & Chard, 2001). Many of the key components of these effective teaching methods have relied on principles of instructional design identified by Kame'enui et al. (2002) as anchors for their interventions. For example, research on the use of scaffolds and procedural facilitators has resulted in extensive evidence of how knowledge of text structure can be used to help students become better readers (Englert et al., 1991; Idol, 1987; Idol & Croll, 1987; Gurney, Gersten, Dimino & Carnine, 1990). As a way of making learning expectations more explicit, research on direct instruction has repeatedly demonstrated the importance of this instructional principle in a variety of disciplines for students with learning disabilities (Carnine, Steely, & Silbert, 1996; O'Connor, Notari-Syverson, & Vadasy, 1996; Swanson & Hoskyn, 1998; White, 1988).

Reading First requires that all K-3 general education teachers and K-3 special education teachers be trained in scientifically based reading research to provide the context necessary to coordinate services and thereby strengthen the intensity of services provided by K-3 general education teachers and K-3 special education teachers to students already identified for special education. In addition, Reading First provides professional development for all K-12 special education teachers in the district of an awarded school to assure that all special education teachers working with older students on Individual Education Programs (IEPs) who have not yet learned to read or to read fluently, receive professional development on scientifically based reading research practices. Under Reading First, teachers will use principles of scientifically based reading research when developing IEPs for students with reading disabilities and Individual Family Service Plans (IFSPs) for very young students. General and special education teachers will ensure that the interventions in Reading First activities are appropriate to individual students according to the goals and objectives in the IEPs and IFSPs.

English-Language Learners

The National Research Council in its 1998 report, *Preventing Reading Difficulties in Young Children*, recognizes the importance of supporting the child's first language while the child is becoming English proficient:

Hurrying young non-English-speaking children into reading in English without ensuring adequate preparation is counterproductive. Learning to speak English first contributes to children's eventual fluency in English reading, because it provides a foundation to support subsequent learning about the alphabetic principle through an understanding of the sublexical structure of spoken English words and of the language and content of the material they are reading. The abilities to hear and reflect on the sublexical structure of spoken English words, as required for learning how the alphabetic principle works, depends on oral familiarity with the

words being read. Similarly, learning to read for meaning depends on understanding the language and referents of the text to be read. Moreover, because being able to read and write in two languages confers numerous intellectual, cultural, economic, and social benefits, bilingualism and biliteracy should be supported whenever possible. To the extent possible, non-English-speaking children should have opportunities to develop literacy skills in their home language as well as in English.

If language-minority children arrive at school with no proficiency in English but speaking a language for which there are instructional guides, learning materials, and locally available proficient teachers, these children should be taught how to read in their native language while acquiring oral proficiency in English and subsequently taught to extend their skills to reading in English.

If language-minority children arrive at school with no proficiency in English but speak a language for which the above conditions cannot be met and for which there are insufficient numbers of children to justify the development of the local capacity to meet such conditions, the initial instructional priority should be developing the children's oral proficiency in English. Although print materials may be used to support the development of English phonology, vocabulary, and syntax, the postponement of formal reading instruction is appropriate until an adequate level of oral proficiency in English has been achieved (*Preventing Reading Difficulties in Young Children*, National Research Council, pp. 324-335).

The number of children from linguistically diverse backgrounds who are enrolled in Oregon schools is increasing rapidly. Like other students, a critical educational goal for English-language is successfully learning to read in English. The added challenge for these students is considerable, however, because they are faced with the double demands of learning a new language and learning academic content simultaneously. Thus, specific strategies that address the challenge faced by English-language learners in Grades K-3 will be a primary concern of Reading First schools.

It is useful to begin by recognizing that instructional interventions that seem to be effective with English-language learners are aligned with principles of effective instruction for native English speakers (Gersten, Baker & Marks, 1999). Principles of effective reading instruction for native English speakers are directly relevant for teaching reading to English-language learners, although important modulation and adjustments are required (Gersten & Baker, 2000; Gersten & Jiménez, 1994; Fitzgerald, 1995). Modulation, for example, would require much greater linkage of vocabulary instruction with word attack and analysis instruction for English-language learners than for native English speakers. Additional attention should also be paid to teaching phonemes and sounds that are prevalent in English but do not exist in a student's native language. English-language learners would likely require many more opportunities to practice speaking and reading aloud, and more time on vocabulary development, including the

teaching of meanings of words that will be quite familiar to virtually all native English speakers but perhaps not familiar to many English-language learners. Also, the knowledge these students have in their native language can be used to help them learn literacy skills in English (Au, 1993; August & Hakuta, 1997; Gass & Selinker, 1983; Kellerman & Sharwood Smith, 1986).

Vocabulary instruction can play a central role in beginning reading programs for English-language learners (Gersten, Baker, & Marks, 1999). Consensus among teachers of English-language learners is that the number of new vocabulary terms introduced at any one time should be limited (Gersten & Baker, 2000). One useful guide is to present no more than approximately 7 words that students would work on and study over relatively long periods of time. Criteria for selecting words should be carefully considered, so that words are selected that convey key concepts, are of high utility, and are relevant to the bulk of the content being learned.

Restricting the number of words English-language learners are expected to learn will help them learn word meanings at a deep level of understanding, an important principle of sustained vocabulary growth (Baker, Simmons, & Kame'enui, 1998a, 1998b; Baumann & Kame'enui, 1991; Beck & McKeown, 1985; Nagy 1988). Basal reading programs typically do not provide the type of guidance necessary in selecting vocabulary words for instruction for English-language learners (Gersten, Baker, & Marks, 1998). Consequently, a strong focus in Reading First classrooms with English-language learners will be on procedures for teachers to work with each other and their mentor coaches to target essential vocabulary words for instruction.

A handful of studies have addressed the efficacy of specific vocabulary instructional methods for English-language learners. Vocabulary instruction was the explicit focus of a study by Rousseau et al. (1993). An experimental method was used to teach word meanings to students, which included visually presenting the words, defining the words, and using gestures and other visual techniques (e.g., pictures). On two important outcome measures—accurate reading of all the words in the story and comprehension of the story—students who received this method did substantially better than students in the comparison condition, in which teachers previewed the entire story with students by reading it to them.

Saunders et al. (1998) also found that a range of direct instructional approaches to build a deep understanding of vocabulary words prior to story reading were successful with English-language learners. Some of these methods include (a) providing multiple exposures to vocabulary words, (b) introducing new words before they are encountered in the story, (c) providing extended practice opportunities with new words, (e) focusing on idioms, and (f) developing words banks. Saunders et al. also found that it was important to link critical vocabulary to relevant experiences in students' lives.

One of the important points in these vocabulary intervention studies is that the methods would likely be beneficial with all students, not just English-language learners.

Certainly, it may be necessary to place a stronger emphasis on vocabulary instruction for English-language learners than native English speakers, but many of the same instructional techniques will be useful for both groups of students.

A general rule of thumb is that the time-tested practice of introducing new vocabulary prior to reading a new story should be part of reading instruction for all students, and it is especially critical for English-language learners. Echevarria (1998) described how this type of vocabulary instruction might be organized with English-language learners: "One form of vocabulary development includes short, explicit segments of a class time in which the teacher directly teaches key vocabulary. These five minute segments would consist of the teacher saying the vocabulary word, writing it on the board, asking students to say it and write it and defining the term with pictures, demonstrations, and examples familiar to students" (p. 220).

Both the Rousseau et al. (1993) and Saunders et al. (1998) incorporated the extensive use of visual aides in their instructional interventions with English-language learners. Visuals also play a large role in *Cognitive Academic Language Learning Approach* [CALLA], which has been linked empirically to growth in language development (Gersten & Baker, 2000). Thus, there is some empirical support for the frequent use of visuals to reinforce conceptual development and vocabulary acquisition among English-language learners. The effective use of visuals could range from complex semantic visuals (Reyes & Bos, 1998), to visuals based on text structures, such as story maps and compare-contrast "think sheets." Even relatively simple techniques such as writing key words on the board or a flip chart while discussing them verbally can support meaningful English language development and comprehension. The use of visuals in supporting English language development may be particularly beneficial because they provide a concrete way for English-language learners to visualize the abstractions of language.

The recent report by the National Research Council (2002) on the overrepresentation of minority students in special education strongly suggested that the use of effective teaching methods in classrooms serving minority students should be one the first and strongest lines of defense in dealing with the inappropriate referral and placement of minority students in special education. For English-language learners, the Research Council was clear in recommending, for example, that small group instructional methods be a consistent and frequent approach in helping English-language learners effectively process academic content (such as reading), as well as providing a concrete way for them to develop proficiency in English.

An analysis of instructional interventions for English-language learners indicates that the use of cooperative learning groups and peer tutoring strategies might be useful methods for English-language development, especially academic language with high degrees of cognitive challenge (Gersten & Baker, 2000). However, only a handful of intervention studies have been conducted that have examined the use of small group instructional methods with English-language learners. Klingner and Vaughn (1996) tested whether cooperative learning or peer tutoring was more effective in promoting

comprehension with English-language learners with learning disabilities. Although there was some evidence that peer tutoring was the most effective of the two, both interventions led to impressive improvements in learning outcomes. In an intervention used by Muñiz-Swicegood (1994), students worked in successively smaller cooperative groups (until they were finally working in pairs) to learn how to generate and answer questions about what they were reading. Students in this intervention condition did better on measures of reading comprehension than students who were taught using traditional basal reading approaches.

The knowledge base is slowly expanding on how to assist English-language learners in acquiring skills in each of the five beginning reading components. For example, Durgunoglu, Nagy, and Hancin-Bhatt (1993) found that there is a relationship between phonological awareness in Spanish and word recognition in English. In general, phonological awareness is a significant predictor of performance on word recognition tests, both within and across languages that have an alphabetic structure. Both phonological awareness and word recognition in Spanish transfer to some extent to word recognition in English. This finding has direct implications for the type of activities that teachers should encourage parents to practice at home, regardless of the language the parents prefer to use when carrying out such activities.

Similarly, teachers can use knowledge of the student's spelling development in his/her native language to teach spelling in English. For example, although spelling in Spanish and English develop in similar ways, there are key differences in the way children develop as spellers in each language. A better understanding of the Spanish stages of spelling development can assist teachers in planning and providing key feedback to English-language learners (Ferroli & Krajenta, 1989).

The lack of strong empirical support for any particular approach in teaching English-language learners to read in English suggests that a viable strategy is for Reading First schools to begin with a defensible reading program for English-language learners, in terms of the existing knowledge base. Then, in being sure to carefully evaluate the ongoing success of the plan, it will be necessary to monitor the progress of each English-language learner to make sure that objective measures of progress are linked to decisions about program effectiveness. The Institutes of Beginning Reading (IBRs) will have a strand devoted exclusively to how viable reading programs can be set up for English-language learners. The instructional strategies and methods identified will be linked to the five instructional components that serve as the foundation for all Reading First schools and classrooms. This continuity will be essential in making sure English-language learners are not presented with programs that underestimate their knowledge and skill, and most importantly that they are not assigned to programs that underestimate the reading growth these students can make when they are provided with high quality instructional programs. The student assessments will be critical in helping to determine program quality.

In other words, Oregon Reading First schools will monitor the progress of English-language learners using the same assessment system and format that will be

used for other students. In terms of meeting, exceeding, or falling below acceptable levels of progress, one of the important challenges of the evaluation conducted by the Reading First Center will be to conduct a rigorous analysis of the performance of English-language learners at each of the assessment time points, and to analyze their progress over time. Disaggregating the data in this manner will allow for the analysis of the performance of English-language learners separately, and compared to other students.

Typical rates of performance of English-language learners, and growth over time, will be closely examined to identify how these students are performing compared to other students, and most importantly, to identify unique factors associated with high levels of performance and growth as well as factors that seem to inhibit growth. Observation instruments that take into account potentially important instructional variables for English-language learners (Haager, Gersten, Graves, & Baker, 2001) will be used in the evaluation component of Reading First to analyze relations between performance, reading growth, and instructional methods. The evaluation will also collect data to determine what effect, if any, different comprehensive reading programs have on the reading performance and growth of English-language learners. The Reading First Curriculum Review Panel will also devote resources to the analysis of supplemental materials that may be effective in teaching reading to English-language learners in K-3. As with the comprehensive reading programs and supplemental materials analyzed for use with native English speakers, materials for English-language learners will be evaluated according to the highest principles of scientific research. The Consumer's Guide to Evaluating a Core Reading Program in K-3: A Critical Elements Analysis (Simmons & Kame'enui, 2000) will be used for this purpose.

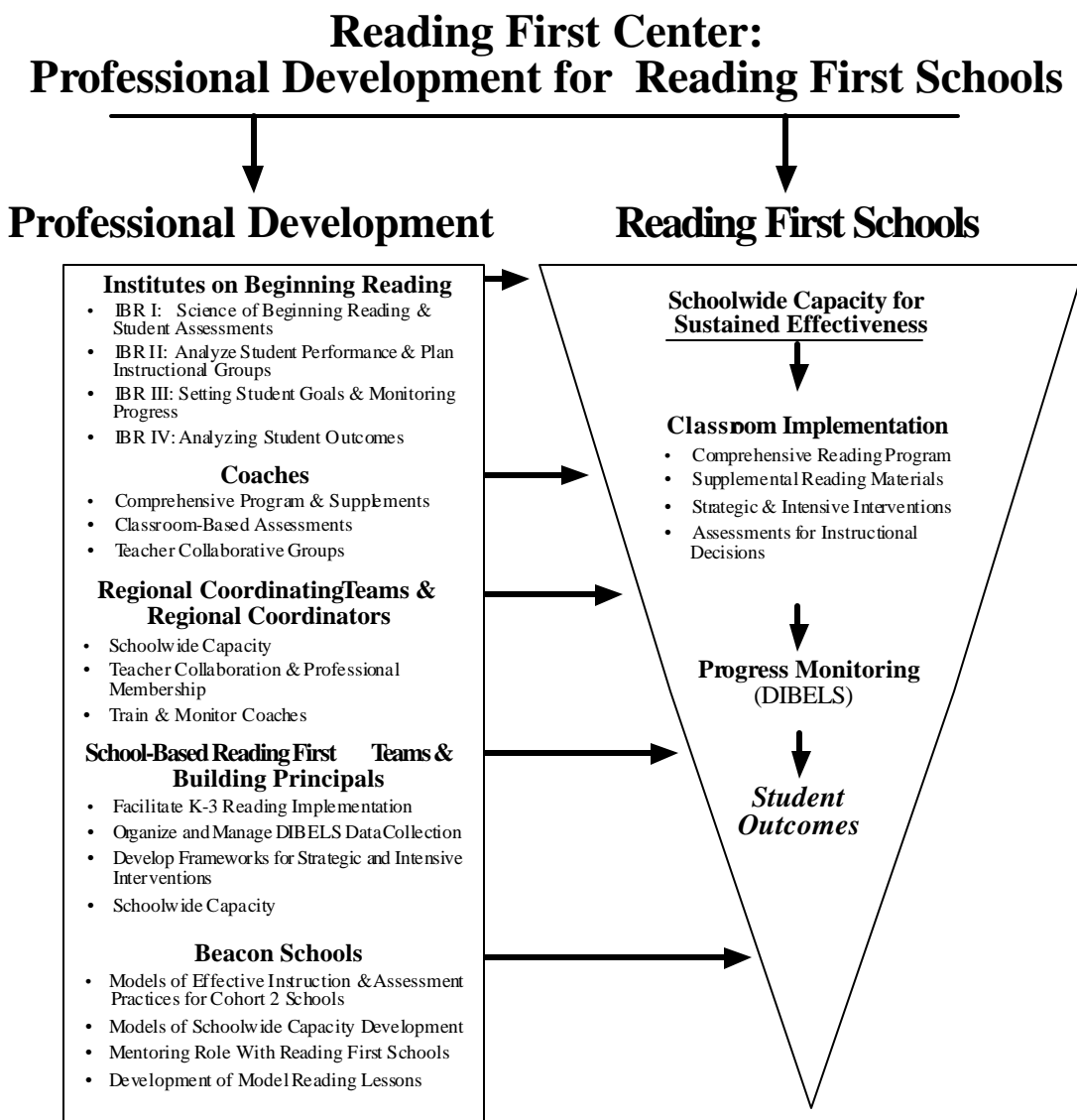
Reading First articulates the importance of a seamless system of delivery of scientifically based reading research instruction to all students, based on individual needs. To make this possible, all staff members in Oregon Reading First Schools will attend Institutes of Beginning Reading where key topics such as instructional strategies and practices effective with English Language Learners and other special groups will be carefully studied to achieve this seamless system of all students learning to read. A key component of a seamless system is planning time for teacher teams working with the same students to coordinate lessons. In Leadership Institutes of Beginning Reading, principals, mentor coaches, and regional coordinators will learn ways to facilitate collaboration, coordination, and planning among teacher teams so that classroom teachers and the teachers of English language learners will plan lessons that are aligned with and support the learning needs of individual ELL students in the regular classroom, in small groups, and in ELL instructional groups.

The Oregon Department of Education will convene a panel with expertise in the area of English language learning and scientifically based reading research to develop recommendations for effective reading instruction for English-language learners under Reading First. The Oregon Department of Education strongly recommends and requests the USDOE to assist us in these efforts.

Professional Development and Ongoing Support to Meet Instructional Objectives

The challenges involved in transforming reading instruction in Reading First schools require a comprehensive, multidimensional focus. An integrated system of professional development, as portrayed in Figure 2, will be used to improve the capacity of Reading First schools to deliver and sustain schoolwide improvement and effective classroom implementation of reading instruction. All components of the professional development system will target these two priorities: schoolwide capacity and classroom implementation. Together, a schoolwide focus on beginning reading and classroom implementation should result in enhanced reading outcomes for all students, K-3.

**Figure 2: Structural Elements of Professional Development
for Oregon Reading First**



The professional development system will be a major component of the Reading First Center, which will be directed by Drs. Ed Kame'enui and Deborah Simmons of the Institute for the Development of Educational Achievement at the University of Oregon. The Reading First Center will work directly with Reading First districts and schools on capacity building and the implementation of effective reading programs. Center activities will also assist Reading First leadership structures in developing strategies to support the ongoing professional development of Reading First schools. These leadership structures will include school-based mentor coaches, school-based Reading First teams, regional coordinating teams, and Beacon Schools. The framework of the professional development system will be presented in Section 1f.

Section 1c. State Definition of Sub grant Eligibility

Which local educational agencies will be eligible for Reading First Sub grants?

In order to ensure the success of the Reading First Grant Program, awards to LEAs will be of sufficient size and scope to enable eligible districts to make significant improvement in reading instruction. In determining eligibility, the Oregon Leadership Team used a thoughtful and strategic approach. To target pockets of high poverty and low achievement, both percentages and numbers of students were used to determine district eligibility. The schools that LEAs may apply on behalf of are also identified based on measures of poverty and student achievement. Care has been taken to ensure that the pool is small enough to ensure that the LEAs receive adequate funding and support, yet broad enough to ensure that only applications of the highest quality are funded. See School Readiness Tool in Section 1d i. Information regarding annual LEA funding and required and allowable activities is included in the budget narrative, Section 2c.

District Eligibility

Reading First district eligibility is determined by two major criteria: student **performance** and the level of **poverty**. The process developed to implement these criteria follows:

Criteria A: District Performance

Performance is the “gate keeping” criteria for Reading First eligibility. If a district does not meet one of the following performance criteria then, even if it meets the poverty criteria, it will not meet the overall eligibility requirements. To be eligible for the performance criteria, a district must meet the requirements in **either (a) or (b)** below:

- a. Be performing below the statewide average for third graders not meeting the reading/literature third grade performance standard as

measured by the 2002 Oregon Statewide Assessment. This percentage is determined by adding the total percentage of students not meeting standards when tested under regular conditions plus the percentage of students taking modified assessments, plus the percentage of students exempted from assessment in Grade 3. The LEA must have a minimum of 15 students reading below third grade level, **OR**

- b. Have 100 third grade students in the district who are not meeting the reading/literature third grade performance standard as measured by the 2002 Oregon Statewide Assessment. This number is determined by adding the total number of students not meeting standards plus the number of students taking modified assessments, plus the number of students exempted from assessment in Grade 3.

Criteria B: District Poverty

If a district meets one of the performance criteria above, they become eligible to apply for the Reading First Grant **IF** one of the following poverty criteria is met:

- a. The LEA is in a Federal Empowerment or Entitlement Zone, **OR**
- b. The LEA has a school in Title I School Improvement as defined by Title I, Part A, **OR**
- c. 20% or more of the students within an LEA are counted under section 1124 (c) of the No Child Left Behind Act of 2001, **OR**
- d. 1000 or more students within an LEA are counted under section 1124 (c) of the No Child Left Behind Act of 2001.

Using this definition, 21 (11%) of Oregon's 198 LEAs will be eligible to apply for the Reading First Grant as part of Cohort A. This number, and the process from which it was derived, will ensure that LEAs receive adequate funding and support. This definition provides geographic and demographic diversity, and includes both rural and urban districts.

Required Priority

Priority will be given to districts in which at least:

- 15 percent of the children served by the eligible LEA are from families with incomes below the poverty line; or
- 6,500 children served by the eligible LEA are from families with incomes below the poverty line

School Eligibility

Reading First school eligibility is determined by two major criteria: student **performance** and the level of **poverty**. The process developed to implement these criteria follows:

Criteria A: School Performance

As with district eligibility, performance is the “gate keeping” criteria for Reading First school eligibility. If a school does not meet one of the following performance criteria then, even if it meets the poverty criteria, it will not meet the overall eligibility requirements. To be eligible for the performance criteria, a school must meet the requirements in **both (a) and (b)** below:

- a. Be performing below the statewide average for third graders not meeting the reading/literature third grade performance standard as measured by the 2002 Oregon Statewide Assessment. This percentage is determined by adding the total percentage of students at the school not meeting standards when tested under regular conditions plus the percentage of students taking modified assessments, plus the percentage of students exempted from assessment in Grade 3, **AND**
- b. Have fifteen or more third grade students in the school who are not meeting the reading/literature third grade performance standard as measured by the 2002 Oregon Statewide Assessment. This number is determined by adding the total number of students not meeting standards plus the number of students taking modified assessments, plus the number of students exempted from assessment in grade three.

Criteria B: School Poverty

If a school meets BOTH of the performance criteria above, the school becomes eligible to apply for the Reading First Grant IF one of the following poverty criteria below is met:

- a. The school is in Title 1 School Improvement Status based on student performance on Oregon’s 2001 Statewide Assessment, **OR**
- b. At least 50% of the students qualify for Free and Reduced Lunch under federal guidelines. (See Appendix M)

Reading First
District Eligibility Matrix

| | Performance criteria <u>Must have at least one box shaded</u> | | AND | Poverty criteria <u>Must have at least one box shaded</u> | | | |
|------------------|--|--|-----|--|----------------------------|--|--|
| District | 21 % or more of 3 rd grade students reading below grade level* (Minimum of 15 students) | 100 or more 3 rd grade students reading below grade level # | | Entitlement or Empowerment Zone | Title I School Improvement | 20 % or more students are in Title I poverty count | 1000 or more students are in Title I poverty count |
| Beaverton | No (20 %) | Yes (557) | AND | No | No | No (7 %) | Yes (2395) |
| Bend-LaPine | No (16.7 %) | Yes (161) | | No | No | No (14 %) | Yes (1930) |
| Coquille | Yes (23.9 %) | No (16) | | No | No | Yes (20 %) | No (277) |
| David Douglas | Yes (26.6 %) | Yes (180) | | No | Yes | No (17%) | Yes (1297) |
| Eagle Point | Yes (22.1 %) | No (69) | | No | No | Yes (24 %) | Yes (1118) |
| Eugene | No (16.5 %) | Yes (184) | | No | No | No (12 %) | Yes (2541) |
| Greater Albany | No (16.5 %) | Yes (100) | | No | No | No (10.5 %) | Yes (1150) |
| Hillsboro | Yes (29.6 %) | Yes (427) | | No | No | No (11 %) | Yes (2058) |
| Jefferson County | Yes (32.2 %) | No (73) | | No | No | Yes (21 %) | No (645) |
| Klamath County | Yes (26.9 %) | Yes (157) | | No | No | Yes (22 %) | Yes (1045) |
| Lincoln County | Yes (26.5 %) | Yes (118) | | No | Yes | Yes (20 %) | Yes (1576) |
| Medford | No (17.2 %) | Yes (171) | | No | No | No (16.8 %) | Yes (2171) |
| Milton Freewater | Yes (37.1 %) | No (59) | | No | Yes | No (18 %) | No (370) |
| North Clackamas | No (16.2 %) | Yes (193) | | No | No | No (8.4 %) | Yes (1342) |

| | Performance criteria <u>Must have at least one box shaded</u> | | AND | Poverty criteria <u>Must have at least one box shaded</u> | | | |
|--------------|--|--|-----|--|----------------------------|--|--|
| District | 21 % or more of 3 rd grade students reading below grade level* (Minimum of 15 students) | 100 or more 3 rd grade students reading below grade level # | | Entitlement or Empowerment Zone | Title I School Improvement | 20 % or more students are in Title I poverty count | 1000 or more students are in Title I poverty count |
| Ontario | Yes (37.0 %) | No (85) | AND | No | No | Yes (22 %) | No (758) |
| Portland | Yes (22.0 %) | Yes (854) | | Yes | Yes | Yes (18 %) | Yes (12,165) |
| Salem-Keizer | Yes (30.3 %) | Yes (830) | | No | Yes | No (14 %) | Yes (5361) |
| Sheridan | Yes (33.3 %) | No (21) | | No | No | Yes (20.6 %) | No (239) |
| South Umpqua | Yes (27.5 %) | No (44) | | No | No | Yes (21 %) | No (526) |
| Springfield | No (20.3 %) | Yes (176) | | No | No | No (19 %) | Yes (2280) |
| Woodburn | Yes (61.3 %) | Yes (220) | | No | Yes | Yes (33 %) | Yes (1282) |

* - This percentage is determined by adding the total percentage of students not meeting standards when tested under regular conditions plus the percentage of students taking modified assessments, plus the percentage of students exempted from assessment in Grade 3.

- This number is determined by adding the total number of students not meeting standards plus the number of students taking modified assessments, plus the number of students exempted from assessment in Grade 3.

Performance Data Source:
Poverty Data Source:

OSAT 2002 3rd Grade Assessment
Empowerment/Enterprise Zone
Title I School Improvement
Title I Poverty Count

<http://www.ode.state.or.us/asmt/results/>
<http://www.ezec.gov>

Oregon Dept of Education – Office of Student Services
Oregon Dept of Education – Office of Student Services

| Reading First School Eligibility | | | | | | | | |
|----------------------------------|--------------------------------------|--|-----|-----|-----|----------------------------|----|--|
| District | School | Performance criteria | | AND | | Poverty criteria | | |
| | | At least 21% of 3rd grade students reading below grade level * | AND | | | Title I School Improvement | OR | At least 50% of students on Free and Reduced Lunch |
| Beaverton | Aloha Park | 43.4 % | AND | 53 | AND | No | OR | 56.8 % |
| | Barnes | 40.4 % | | 40 | | No | | 57.7 % |
| | Beaver Acres | 23.7 % | | 28 | | No | | 50.9 % |
| | Vose | 44.5 % | | 49 | | No | | 62 % |
| | William Walker | 47.5 % | | 38 | | No | | 65.1 % |
| Bend-LaPine | No schools meet eligibility criteria | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| Coquille | Lincoln | 23.9 % | | 16 | | No | | 51.9 % |
| David Douglas | Cherry Park | 23.7 % | | 23 | | No | OR | 55.5 % |
| | Lincoln Park | 30.2 % | | 32 | | No | | 80.2 % |
| | Mill Park | 22.4 % | | 17 | | No | | 59.7 % |
| | Ventura Park | 27.0 % | | 17 | | No | | 57.9 % |
| | West Powellhurst | 27.1 % | | 16 | | No | | 62.2 % |
| Eagle Point | Mountain View | 34.6 % | | 18 | | No | | 83.2 % |
| | | | | | | | | |
| | | | | | | | | |
| Eugene | Westmoreland | 39.0 % | | 16 | | No | | 77.1 % |
| Greater Albany | Sunrise | 29.7 % | | 19 | | No | | 72.4 % |
| | | | | | | | | |
| | | | | | | | | |
| Hillsboro | David Hill | 59.5 % | | 25 | | No | | 80.9 % |
| | Peter Boscow | 51.6 % | | 33 | | No | | 70.5 % |
| | Mooberry | 39.1 % | | 25 | | No | | 51.5 % |
| | W L Henry | 74.4 % | | 58 | | No | | 65 % |
| Jefferson County | Warm Springs | 33.3 % | | 23 | | No | | 91 % |
| | Madras | 30.3 % | | 20 | | No | | 62.2 % |
| | | | | | | | | |

| Reading First School Eligibility | | | | | | | | | | |
|----------------------------------|-------------|--|-----|---|--------|----------------------------|----|--|--|--|
| | | Performance criteria | | | AND | Poverty criteria | | | | |
| District | School | At least 21% of 3rd grade students reading below grade level * | AND | At least 15 reading below grade level # | | Title I School Improvement | OR | At least 50% of students on Free and Reduced Lunch | | |
| | Westside | 37.0 % | | 20 | | No | | 75.7% | | |
| | | | | | | | | | | |
| Klamath County | Altamont | 33.3 % | | 16 | | No | | 72.4 % | | |
| | Chiloquin | 37.8 % | | 17 | | No | | 50.5 % | | |
| | Stearns | 35.2 % | | 19 | | No | | 51.8 % | | |
| | | | | | | | | | | |
| Lincoln County | Sam Case | 21.1 % | | 15 | | No | | 63.9 % | | |
| | Taft | 36.7 % | | 29 | | No | | 62.7 % | | |
| | | | | | | | | | | |
| Medford | Howard | 28.0 % | | 26 | | No | | 60 % | | |
| | Jackson | 35.6 % | | 21 | | No | | 72.4 % | | |
| | Jefferson | 21.2 % | | 18 | | No | | 55.7 % | | |
| | Oakgrove | 25.4 % | | 18 | | No | | 65.8 % | | |
| | | | | | | | | | | |
| Milton-Freewater | Ferndale | 34.1 % | | 15 | | No | | 56.6 % | | |
| | Freewater | 36.2 % | | 34 | | No | | 70.5 % | | |
| | | | | | | | | | | |
| North Clackamas | Whitcomb | 32.5 % | | 26 | | No | | 65.6 % | | |
| | | | | | | | | | | |
| Ontario | Alameda | 35.8 % | | 24 | | No | | 70 % | | |
| | May Roberts | 43.1 % | 28 | No | 79 % | | | | | |
| | | | | | | | | | | |
| Portland | Arleta | 32.6 % | 15 | No | 72.7 % | | | | | |
| | Atkinson | 27.7 % | 23 | No | 53.2 % | | | | | |
| | Beach | 25.7 % | 19 | No | 73.4 % | | | | | |
| | Boise-Eliot | 21.7 % | 18 | No | 66.7 % | | | | | |
| | Brooklyn | 58.1 % | 18 | No | 66.7 % | | | | | |
| | Clark | 39.3 % | 33 | No | 65.8 % | | | | | |
| | Clarendon | 35.7 % | 25 | No | 87 % | | | | | |
| | Creston | 32.1 % | 18 | No | 70.8 % | | | | | |

| Reading First School Eligibility | | | | | | | | |
|----------------------------------|--------------|--|-----|---|-----|----------------------------|----|--|
| | | Performance criteria | | | AND | Poverty criteria | | |
| District | School | At least 21% of 3rd grade students reading below grade level * | AND | At least 15 reading below grade level # | | Title I School Improvement | OR | At least 50% of students on Free and Reduced Lunch |
| | Faubion | 30.6 % | | 15 | | No | | 69.5% |
| | Humboldt | 34.0 % | | 18 | | No | | 93.9 % |
| | James John | 41.7 % | | 45 | | No | | 77.7 % |
| | Kelly | 30.2 % | | 26 | | No | | 76.5 % |
| | King | 34.3 % | | 24 | | No | | 92 % |
| | Lee | 35.9 % | | 23 | | No | | 66.4 % |
| | Lent | 46.0 % | | 30 | | No | | 68 % |
| | Marysville | 38.9 % | | 21 | | No | | 69.9 % |
| | Rigler | 28.6 % | | 22 | | No | | 74.4 % |
| | Scott | 25.5 % | | 25 | | No | | 66 % |
| | Vernon | 26.3 % | | 15 | | No | | 89.7 % |
| | Whitman | 45.5 % | | 30 | | No | | 79.4 % |
| | Woodlawn | 38.3 % | | 36 | | No | | 82.4% |
| | Woodmere | 24.1 % | | 19 | | No | | 76.1 % |
| | | | | | | | | |
| Salem-Keizer | Auburn | 24.2 % | | 22 | | No | | 54.5 % |
| | Bush | 41.9 % | | 26 | | No | | 82.0 % |
| | Four Corners | 56.9 % | | 41 | | No | | 62.1 % |
| | Grant | 43.0 % | | 34 | | No | | 94.3 % |
| | Hayesville | 42.4 % | | 28 | | No | | 59.7 % |
| | Highland | 58.8 % | | 30 | | No | | 92.5 % |
| | Hoover | 34.2 % | | 25 | | No | | 79.9 % |
| | Kennedy | 41.4 % | | 24 | | No | | 68 % |
| | Mary Eyre | 51.6 % | | 48 | | No | | 70.6 % |
| | Richmond | 64.1 % | | 41 | | No | | 91.2 % |
| | Scott | 31.9 % | | 30 | | No | | 56.8 % |
| | Swegle | 30.0 % | | 21 | | Yes | | 61.8 % |
| | Washington | 54.9 % | | 45 | | No | | 86.4 % |
| | | | | | | | | |
| Sheridan | Faulconer | 33.3 % | | 21 | | No | | 55.4 % |
| | | | | | | | | |

| Reading First School Eligibility | | | | | | | | |
|----------------------------------|--------------|--|-----|---|--|----------------------------|----|--|
| | | Performance criteria | | AND | | Poverty criteria | | |
| District | School | At least 21% of 3rd grade students reading below grade level * | AND | At least 15 reading below grade level # | | Title I School Improvement | OR | At least 50% of students on Free and Reduced Lunch |
| South Umpqua | Myrtle Creek | 24.5 % | | 23 | | No | | 53.2 % |
| | Tri-City | 48.6 % | | 18 | | No | | 59.7 % |
| | | | | | | | | |
| Springfield | Guy Lee | 39.7 % | | 31 | | No | | 64.7 % |
| | | | | | | | | |
| Woodburn | Heritage | 50.0 % | | 45 | | Yes | | 87.6 % |
| | Lincoln | 65.5 % | | 76 | | No | | 94.4 % |
| | Nellie Muir | 59.4 % | | 38 | | No | | 94.3 % |
| | Washington | 68.5 % | | 61 | | No | | 94.4 % |

* - This percentage is determined by adding the total percentage of students not meeting standards when tested under regular conditions plus the percentage of students taking modified assessments, plus the percentage of students exempted from assessment in Grade 3.

- This number is determined by adding the total number of students not meeting standards plus the number of students taking modified assessments, plus the number of students exempted from assessment in Grade 3.

Performance Data Source:

OSAT 2002 3rd Grade Assessment

<http://www.ode.state.or.us/asmt/results/>

Poverty Data Source:

Title I School Improvement

Oregon Dept of Education – Office of Student Services

Title I Poverty Count

Oregon Dept of Education – Office of Student Services

In 2004-2005, eligibility for the school districts and schools will be recalculated based on current data. Districts will have the opportunity to apply on behalf of the newly eligible schools in their district as well as the previously eligible schools that were not awarded a Reading First grant in the previous submission, as long as those schools meet the most current eligibility criteria.

In addition to the performance and poverty criteria, each district will be asked to provide evidence that they are fully committed to the intent and rigor of this project. A School Readiness Tool (see overview in Section 1d i; see Appendix L for School Readiness Tool) will be provided to all eligible districts as a component of the selection process. To ensure this commitment and guarantee each application is of the highest quality, interested eligible districts are required to attend a Reading First Orientation Conference and a Reading First Bidders' Conference.

Section 1d: Selection Criteria for Awarding Sub grants

Section 1d: i. Schools to be served

How will the sub grant selection process evaluate the criteria LEAs use to identify schools to be served through Reading First, as well as LEAs capacity to support these schools?

Readiness as a critical element of success

Research shows that readiness is an essential ingredient in effective professional development, especially professional development that guides implementation of new programs and strategies. The Oregon Reading First sub grant application process includes the following two components designed to assist eligible districts in determining which eligible schools are ready to be part of their district's Reading First application:

- An orientation meeting to familiarize districts with the requirements for Reading First Schools, and
- A School Readiness Tool (see Appendix L) to help districts gauge the willingness of school staff and the capacity of school leadership to embrace and implement the required components of Reading First.

This process will help assure that only schools ready for Reading First will become Reading First Schools. Districts will use the School Readiness Tool and their knowledge of Reading First requirements to inform and support their decisions about which schools to include in their applications. Eligible schools that either do not choose to be part of the district's Reading First application or are deemed by the district not ready to be part of the application for the first round of applications in Spring 2003 will have at least one more opportunity to be a Reading First School in Spring 2005, if they meet the eligibility requirements at that time.

STEP ONE: Orientation

Eligible districts are required to send a district administrator to the orientation meeting on October 1, 2002, in order to apply for the Reading First grant. Principals of eligible schools are also invited to attend. Topics to be covered at the one-day meeting include:

- Criteria for school eligibility
- Overview of Reading First components and requirements
- Overview of accountability and criteria for future funding based on continuous improvement
- Overview of the School Readiness Tool (See Appendix L)

STEP TWO: Each district will administer the School Readiness Tool to all school staff in those schools meeting the Reading First eligibility requirements.

The School Readiness Tool, developed by the Northwest Regional Education Laboratory, is based on the Reading First Guidance and is a useful device to help districts determine whether a school is ready to study and implement the components of Reading First. The School Readiness Tool surveys the principal, all K-3 teachers, special education teacher(s), Title 1 teacher(s), and teacher(s) of English language learners, on Reading First criteria such as the following:

- Fluency-based progress monitoring assessment system
- Frequent classroom assessments to inform instruction
- Direct/explicit instruction
- Coaching/mentoring
- Small group flexible instruction for all students
- Selecting from among research-based reading programs
- Leadership capacity and commitment.

STEP THREE: Districts send Letter of Intent to Apply to ODE

By October 30, districts will provide a letter of intent to apply for each of the schools the district has determined is ready, using the School Readiness Tool criteria. This intent to apply contains a commitment statement from each member of the selected eligible school staff that indicates willingness to participate fully in the Reading First grant as a staff member of a Reading First School. Districts will also return a form with a summary of the School Readiness Tool results from eligible schools that the district has determined are not yet ready to be part of the district's Reading First grant application and the reasons why that determination has been made based on the School Readiness Tool criteria. In addition to the letter of intent to apply, the Oregon Department of Education may conduct a site visit to the selected eligible schools.

STEP FOUR: Mandatory Grant Writing Workshop for Eligible Districts/Schools

Each eligible district must send at least one, preferably two or more, district administrators who will oversee the writing of the district's grant application to the Mandatory Grant Writing Workshop on November 4 and 5, 2002. Teams from the eligible schools that have been selected by their districts must also attend the Mandatory Grant Writing Workshop. Each of the selected schools will send a team of not more than eight staff that

must include the following members: the school principal, a teacher from Kindergarten, Grade 1, Grade 2, Grade 3, the Title I teacher, the Special Education teacher, and a teacher of English language learners (if applicable). The two-day workshop will prepare the district and school teams to address each of the following sections in their grant application:

- Scientifically-based reading research requirements of Reading First
- The full range of reading assessments (e.g., screening, diagnosis, progress monitoring, outcomes)
- Comprehensive, supplemental, and intervention reading programs
- Characteristics of a Reading First Classroom
- Accountability.

STEP FIVE: Application Due Date

By February 3, 2003, no later than 5:00 pm., each district will submit an application to the Oregon Department of Education on behalf of selected schools.

Section 1d: ii. Instructional Assessments

How will the sub grant selection process evaluate the screening, diagnostic, and classroom-based instructional assessments that the LEAs and schools will use, including the validity and reliability of these assessments?

A comprehensive, integrated, efficient, and valid assessment system is a central feature of Oregon Reading First. Reading First requires that three types of assessments be used for the purposes of guiding instruction. Screening instruments are used to identify children in need of extra instructional support, which in Oregon will be delivered through strategic and intensive interventions. Diagnostic assessments will form a critical part of the database for determining a student's specific instructional needs. Progress monitoring assessments are measures that can be administered to students at least three times per year to determine whether adequate rates of progress are being achieved. Oregon Reading First will also include outcome assessments for the purpose of determining student learning outcomes at key time points during K-3.

A strength of Oregon Reading First will be that all Reading First schools will use a common battery of measures to (a) screen students who need additional instructional support, (b) diagnose students' instructional needs, (c) monitor student progress over time, and (d) evaluate outcomes. The measures used for the different types of assessment purposes, by beginning reading component and grade, are presented in Table 1. Oregon Reading First districts and schools will be trained by the Reading First Center in the administration and scoring of all measures used for screening, diagnostic, and progress monitoring purposes. The collection and analysis of additional measures needed for outcome assessments will be the responsibility of the Reading First Center. The evaluation of Oregon Reading First will be discussed in greater detail in Section III.

The measures listed in Table 1 have “sufficient evidence” for the stated purpose, according to criteria in the document, *An Analysis of Reading Assessment Instruments for K-3*, prepared by the Assessment Committee (Kame'enui, 2002). The purpose of the report is to provide “State and local education agencies assistance on the selection and use of reading assessment instruments for kindergarten through Grade 3 (K-3)” (p. 5).

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for Screening and Progress Monitoring

Table 1 reveals that for many screening and progress monitoring decisions and outcome analyses, the measurement approach referred to as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in English and Spanish (Kaminski & Good, 1996) will be used. The developers of DIBELS will be part of the Reading First Center and will assist in training Reading First schools in the administration, scoring, interpretation, and decision making that are part of the DIBELS system. A number of professional development experiences, in the context of the Institutes of Beginning Reading (described below) have been provided to Oregon schools and many schools throughout the state are currently using DIBELS to assess student performance and growth. Currently, about 150 elementary schools in Oregon use DIBELS to assess the reading of students in K-3.

DIBELS will be administered to all students in K-3 in Reading First schools at least 3 times per year, roughly corresponding to the beginning, middle, and end of the school year. A significant advantage in having all Reading First schools employ the DIBELS system is that a common database across the state will be available for evaluating the Reading First program, in helping the state fulfill its responsibility to “effectively monitor the academic impact on its recipient LEAs” (Section E-5 (3)). The common measurement approach will also facilitate collaboration among Reading First schools to improve the effectiveness of their beginning reading programs.

A strength of the DIBELS system is that the measures can be used to screen students who require more intense reading intervention as well as to systematically monitor the progress of students over time. DIBELS will be administered more frequently than three times per year to measure the progress of students receiving an intervention. The precise number of progress monitoring data points will depend on the severity of the reading problem (i.e., the more severe the problem, the more frequently progress will be monitored).

Table 1: Summary of Assessment Measures Administered in Reading First Schools

| Measures by Essential Reading Components | Screening | | | | Diagnosis | | | | Progress Monitoring | | | | Outcome Assessments | | | |
|--|-----------|---|---|---|-----------|---|---|---|---------------------|---|---|---|---------------------|---|---|---|
| Grade | K | 1 | 2 | 3 | K | 1 | 2 | 3 | K | 1 | 2 | 3 | K | 1 | 2 | 3 |
| Phonemic Awareness | | | | | | | | | | | | | | | | |
| Dynamic Indicators of Basic Early Literacy Skills–5 th Ed. Eng. & Spanish | | | | | | | | | | | | | | | | |
| Initial Sound Fluency | X | X | | | | | | | X | X | | | | | | |
| Phoneme Segmentation Fluency | X | X | | | | | | | X | X | | | X | X | | |
| Comprehensive Test of Phonological Processing (CTOPP) | | | | | X | X | | | | | | | | | | |
| Phonics | | | | | | | | | | | | | | | | |
| Dynamic Indicators of Basic Early Literacy Skills–5 th Ed. Eng. & Spanish | | | | | | | | | | | | | | | | |
| Letter Naming Fluency | X | X | | | | | | | | | | | | | | |
| Nonsense Word Fluency | X | X | X | | | | | | X | X | X | | | X | X | |
| Woodcock Reading Mastery Test–Revised | | | | | | | | | | | | | | | | |
| Letter Identification | | | | | X | | | | | | | | | | | |
| Word Attack | | | | | X | X | X | | | | | | | | | |
| Stanford Achievement Test–9 th Edition | | | | | | | | | | | | | | | | |
| Word Reading | | | | | | | | | | | | | | X | | |
| Word Study Skills | | | | | | | | | | | | | | X | X | |
| Fluency | | | | | | | | | | | | | | | | |
| Dynamic Indicators of Basic Early Literacy Skills–5 th Ed. Eng. & Spanish | | | | | | | | | | | | | | | | |
| Reading-Oral Reading Fluency | | X | X | X | | | | | | X | X | X | | X | X | X |
| Gray Oral Reading Test IV (GORT-IV): Rate | | | | | | X | X | X | | | | | | | | |
| Vocabulary | | | | | | | | | | | | | | | | |
| Woodcock-Johnson III Test of Achievement | | | | | | | | | | | | | | | | |
| Picture Vocabulary | | X | X | X | | X | X | X | | X | X | X | | | | |
| Stanford Achievement Test–9 th Edition | | | | | | | | | | | | | | | | |
| Reading Vocabulary | | | | | | | | | | | | | | X | X | |
| Listening Comprehension | | | | | | | | | | | | | | X | X | |
| Reading Comprehension | | | | | | | | | | | | | | | | |
| Woodcock Reading Mastery Test – Revised | | | | | | | | | | | | | | | | |
| Passage Comprehension | | X | X | | | X | X | | | | | | | X | X | |
| Texas Primary Reading Inventory & Tejas Lee: Reading Comprehension | | | | | | | | | | X | X | | | | | |
| Stanford Achievement Test - 9th edition | | | | | | | | | | | | | | | | |
| Reading Comprehension | | | | | | | | | | | | | | X | X | X |
| Sentence Reading | | | | | | | | | | | | | | X | | |

The DIBELS system is complex. During the first year, the Institutes of Beginning Reading (IBRs) will focus extensively on the components of the system and how the system is connected to the comprehensive reading program and strategic and intensive interventions. DIBELS includes a number of different validated measures (and several experimental measures that are under development). Reading First schools will use several of the validated measures, which will be administered in different combinations at different grades.

DIBELS Measures and Administration Schedule

In kindergarten, two measures of phonemic awareness, one measure of phonics, and one measure that is a strong predictor of reading achievement will be administered. In the Fall of kindergarten, the strong predictor of reading achievement, Letter Naming Fluency (LNF), and a measure of phonemic awareness, Initial Sound Fluency (ISF), will be administered to all students. Performance on the two measures will be used to screen kindergarten students for reading interventions. Performance on LNF will not be used to screen students for reading interventions because the ability to identify letter names is a mediating variable in terms of reading performance, not a causal variable. That is, the ability to name letters quickly and accurately will not on its own lead to better reading outcomes, whereas teaching students fluency in phonemic awareness skills will lead to better reading outcomes.

In the Winter of kindergarten, the same two measures will be given, plus two additional measures. A second measure of phonemic awareness, Phonemic Segmentation Fluency (PSF), and a measure of phonics, Nonsense Word Fluency (NWF), will be administered. Growth from Fall to Winter will be determined for ISF (growth on LNF will not be determined). Benchmark performance on all of the measures will be determined and criteria based on student performance on the combination of measures will be used to screen students for reading interventions.

In the Spring of kindergarten, three of the four measures that were administered in the Winter will be administered. The ISF measure will not be administered because for the vast majority of students, performance on this measure will have approached ceiling (the top score) on the Winter assessment. The most important phonemic awareness measure on the Spring assessment is PSF. As in the Winter, growth on the various measures will be assessed, benchmark performance at the Spring of kindergarten will be determined, and screening decisions made for reading interventions.

In the Fall of first grade, LNF (a predictor of reading), PSF (a measure of phonemic awareness), and NWF (a measure of phonics) will be administered. Growth for those students who were assessed in kindergarten will be determined, benchmark performance analyzed, and screening decisions for reading interventions made. In the Winter of Grade 1, LNF will no longer be administered because its ability to predict reading achievement is better left to other measures that are also excellent intervention targets. The best predictor of reading achievement is reading using Curriculum-Based Measurement procedures (R-CBM) (Deno, 1985), which will be administered for the first time. R-CBM, a measure of reading fluency, is one of the most thoroughly investigated and psychometrically strong measures of overall reading proficiency available (Shinn, 1998). The vitality of the measure

is particularly great in the early primary grades. One of the most important aspects of R-CBM is that many studies have established that the measure is highly correlated with reading comprehension (Fuchs et al., 2001; Marston, 1989). The reason this is so important is because direct measures of reading comprehension that are reliable, valid, efficient, and can be used regularly to monitor reading progress, do not exist. Consequently, the use of R-CBM as a valid and critical indirect measure of reading comprehension can be one key aspect of gauging the comprehension skills of students. The strong correlation between R-CBM and direct measures of reading comprehension is further supported by a strong theoretical basis for the relationship (Shinn, Good, Knutson, Tilly, Collins, 1992).

Beginning with the Winter of Grade 1, R-CBM will be administered at each measurement period to the end of Grade 3. In the Spring of Grade 1, Phonemic Segmentation Fluency, Nonsense Word Reading Fluency, and R-CBM will be administered to all Reading First students. Growth and benchmark performance will be determined and screening decisions made regarding the need for reading interventions.

In Grades 2 and 3, the measurement approach for monitoring performance at least three times per year will be simplified. At all three time points in second and third grade, students will be assessed on R-CBM. Determinations of reading progress, and decisions about reading interventions will be made largely based on performance on this measure. At the end of Grade 3, all students will also be administered the Oregon State Assessment. The reading subtest on Oregon State Assessment will be used to provide additional information about the impact of Reading First.

The DIBELS measurement system contains multiple forms on all measures for frequent administration to monitor progress as regularly as needed. The measures are also quick to administer (e.g., All measures are 1-minute fluency measures) so for any particular child only a small amount of time is taken up with test administration, even when progress is monitored on a frequent basis.

Materials and training on all DIBELS assessments, as well as training in how the data are used, will be provided by the Reading First Center. During the first year of a school's participation in Reading First, district and school personnel will learn to collect data on all DIBELS measures. In the Fall, the evaluation arm of the Reading First Center will be responsible for data collection in all Reading First schools. In the Winter, the Center and Reading First school personnel will work together to collect the data. In the Spring, each Reading First school will have the training and resources necessary to collect all of the DIBELS data on their own. School data collection responsibilities will continue in Year 2 and the subsequent years.

DIBELS data at all Reading First schools will be entered at the school site by personnel trained in data entry. These data are stored in a DIBELS web-based system, which is part of the Technology and Dissemination Unit of Reading First. Schools and classroom teachers can access the DIBELS web-based system through a password-protected protocol. The DIBELS website currently contains information on approximately 836 active schools, and over 120,000 students. In Oregon, approximately 150 schools were active this year.

DIBELS Sample Report

Once the data are entered, classroom teachers, principals, and other LEA staff members will be able to instantly access computer-generated reports that summarize the data at multiple levels. A sample report for kindergarten at one school is presented in Appendix G. The first part of the report provides information at the school level. On PSF, LNF, and NWF, benchmark performance at the Spring assessment (in May) is presented for all kindergarten students in the school. The number of students who have what are labeled as established skills or emerging skills in phonemic awareness and phonics (established is high performance, emerging is average to low average performance), or who have a skill deficit (at-risk and clearly require intervention) is clearly indicated. In this particular school, 25% of the students have established phonemic awareness skills, 54% have emerging skills, and 21% have a skill deficit.

The second part of the report presents performance at the classroom level. The skills for each student in each classroom (in this case in Teacher A's classroom) are presented. The individual teacher report lists each student, their score on each measure, the percentile rank for their score, whether each score corresponds to established, emerging, or deficit performance, and the instructional recommendation for each individual student. Instructional recommendations are provided at one of three levels: (a) general education instruction, without modifications being needed (called benchmark instruction—i.e., students are on track for meeting benchmark performance standards in reading), (b) a strategic intervention, or (c) an intensive intervention.

These school and teacher reports will also be part of the assessment materials that the evaluation component of Reading First will work on with Reading First schools to meet the requirement that Reading First schools report end of year outcomes in all essential components of reading growth.

Section 1d: iii. Instructional Strategies and Programs

How will the sub grant selection process evaluate the instructional strategies and programs based on scientifically based reading research that LEAs and schools will use? (See also Section 1b for implementation and Section 4 for accelerating and monitoring progress)

Selecting a comprehensive program is clearly one of the most critical decisions facing a Reading First LEA or school. A comprehensive reading program is “the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A comprehensive program should address the instructional needs of the majority of students in a respective school or district.” (Simmons & Kame'enui, 2002).

The design requirements of a comprehensive reading program that is able to meet the instructional needs of 75-80 percent of the students in any given classroom are considerable. The demands of the phonologic, alphabetic, semantic, and syntactic systems

of written language require a careful sequence of prioritized objectives, explicit strategies, and scaffolds that support students' initial learning and the ability to apply that knowledge in multiple contexts. The requirements of curriculum construction and instructional design that effectively moves children through the learning-to-read stage to the reading-to-learn stage are too important to leave to the judgment of individuals. The better the comprehensive program addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners. (Simmons & Kame'enui, 2002).

Reading First Schools will select scientifically based comprehensive reading programs, without layering selected programs on top of non-research based programs already in use. Schools will use grant funds to replace previously purchased materials not approved by the Curriculum Review Panel. Materials and programs without scientifically based research will not be used in Reading First Schools.

It is also an extremely complex and time-consuming task to analyze the instructional design quality of comprehensive reading programs. We believe asking LEAs and schools to conduct thorough evaluations of comprehensive programs and supplemental materials is an unreasonable request. Without specialized training and a larger time commitment than is currently the case with LEA and school review teams, the analysis tasks would have to be done with a series of compromises that would restrict the potential quality of the decisions made. For these reasons, state level Reading First staff will work in partnership with Reading First LEAs and schools to select comprehensive reading programs that meet scientific standards for design construction and evidence of effectiveness.

This process will begin by having one of the major components of Oregon Reading First, the Reading First Curriculum Review Panel (CRP), evaluate the scientific merit of proposed comprehensive reading programs. The panel will do this by working with other state departments of education to analyze comprehensive programs, and by conducting their own evaluations of comprehensive programs. For example, the state of Washington has analyzed comprehensive reading programs in the context of Reading First applications. The CRP will evaluate the results of that analysis; programs that have met Oregon's criteria will be eligible for selection by Reading First LEAs and schools. For comprehensive programs that have not been adequately reviewed by other states, the panel will ensure that its members have the expertise and resources necessary to conduct thorough evaluations on their own.

Members of the initial panel will include the following individuals from the Reading First Center: Drs. Ed Kame'enui, Deborah Simmons, Scott Baker, Barbara Gunn, and David Chard. Merced Flores, Associate Superintendent of Student Services at the Oregon Department of Education will also serve. Additional SEA members will include Jackie Burr and Julie Anderson. Individuals from districts who will be contacted to serve on the committee include educators deeply knowledgeable in scientifically based reading research, Drs. Carl Cole, Drew Braun, and Rhonda Wolter, MsEd. from the Bethel School District and Drs. Keith Hollenbeck and Carrie Thomas from Springfield Public Schools. Panel members will rotate over time, but membership will always include representatives from the Reading First Center, the SEA, and Oregon school district personnel.

The criteria used by the CRP in analyzing the work of other state level agencies and in conducting their own reviews, will be the Consumer's Guide to Evaluating a Core Reading

Program Grades K-3: A Critical Elements Analysis developed by Drs. Simmons and Kame'enui (2000) for the Institute for the Development of Educational Achievement (IDEA) at the University of Oregon. This Consumer Guide was included in the Reading First Leadership Academy Notebooks for use in evaluating the quality of comprehensive reading programs. It requires extensive training to use reliably, but that will be a major purpose of the review panel. Our familiarity with the process used by the state of Washington suggests that there will be a high degree of congruence between their initial review and our analysis of their work.

Proposed programs that were not reviewed by the State of Washington, either because they were not yet published or for some other reason, will be reviewed by the CRP. The Consumer Guide to Beginning Reading Programs will also be used in this initial review. The end result of the review process will be list of comprehensive programs from which Reading First LEAs and schools may select following IBR 1 in June 2003 for Cohort A and in June 2005 for Cohort B respectively. If a Reading First LEA chooses to select a comprehensive program that is not on the list reviewed by the CRP, the LEA can request that the CRP review the program.

All grades will use the same comprehensive program to facilitate communication among teachers, enable within-class, across-class, and across-grade grouping, and maximize resources for professional development. Schools will select a program as one of their first activities connected with the IBRs.

The IBRs are a series of professional development inservices that will be conducted four times per year with all Reading First schools. IBR 1, addressing program selection among other key topics, will be held in June 2003 following funding. One of the purposes of these institutes will be to review comprehensive reading programs and help schools develop the knowledge base for choosing programs that best fit their needs. Part of the training of the Institutes of Beginning Reading will focus on critical features of comprehensive reading programs and principles of instructional design that effectively structure the content for teaching. Extensive use of examples from comprehensive reading programs will be used to show how different programs approach similar content issues. Through this process, Reading First schools and LEAs will begin to develop the knowledge they need to implement the comprehensive program effectively.

Applicants will describe if and how they will integrate their own plans for professional development within the professional development framework of the Reading First Center. To do this, applicants will describe their current procedures for helping teachers use effective instructional strategies in the classroom, and how those techniques are aligned with the scientific basis of early reading instruction.

Finally, Reading First applicants will be asked to describe their student population, focusing in particular on students for whom they believe the comprehensive reading program will be sufficient to meet reading goals, and students for whom they believe additional instructional supports will be necessary. For example, our experience has been that a strong, well-implemented comprehensive program will meet the instructional needs of approximately 75-80 percent of the students in typical classrooms. Further, we can predict with a fairly high degree of accuracy that students with low performance levels at the beginning of the school year, students who live in poverty, and minority students, will be

more likely to require reading interventions to achieve satisfactory rates of progress. Reading First applicants will be asked to describe the students for whom they believe the comprehensive reading program will be sufficient to achieve satisfactory progress, and which students they believe might be in need of reading interventions.

Reading interventions will fall into two general categories. For approximately 20 percent of the students in typical classrooms, adequate rates of progress will be achieved with strategic interventions that require the use of supplemental materials. For approximately 5-10 percent of the students in typical classrooms, adequate rates of progress will not be achieved unless intensive interventions are used that are individually developed to meet a student's needs. These numbers may vary for schools serving large percentages of English language learners. We expect schools will be familiar with the types of students who might fall into these two intervention categories, as well as familiar with some of the intervention strategies that might be used to boost growth. Applicants will be asked to demonstrate their knowledge of students who are not making sufficient progress, including approximately how many students might fall into each of the intervention categories, and examples of intervention approaches that they believe might be effective in increasing growth.

Section 1d: iv. Instructional Materials

How will the sub grant selection process evaluate the instructional materials based on scientifically based reading research that LEAs and schools will use?

Less precise information is available on the scientific evidence of the supplemental materials that are used with students who are not making sufficient reading progress. In general, more scientific evidence is available on the effectiveness of interventions for students with severe reading problems as opposed to the effectiveness of interventions for students with less severe reading difficulties (e.g., students with reading disabilities compared to students in Title I). The State of Florida has conducted an analysis of effective supplemental reading programs and materials and identified approximately 20 interventions that have sufficient evidence for their use as supplemental materials for students with reading difficulties. The Reading First Curriculum Review Panel (CRP) will analyze the work of Florida using the Consumer's Guide to Beginning Reading Programs to identify a corpus of supplemental programs and procedures that Oregon Reading First schools can select from in identifying the intervention procedures they will use with students who need extra reading support.

For supplemental materials not reviewed by Florida but for which the State of Oregon believes there may be sufficient evidence for their use, the CRP will review these supplemental programs prior to IBR 1 to be held in June 2003 for Cohort A and June 2005 for Cohort B respectively. The CRP will work closely with Regional Coordinating Teams (another major component of Oregon Reading First, designed to build networking infrastructure between Reading First Schools, discussed in Section 2) to identify potential supplemental materials that would meet the review criteria and that would be of benefit to Reading First schools.

Reading First LEAs and schools will select from these reviewed supplemental materials to improve the reading performance of students whose instructional needs are not being adequately addressed through the comprehensive reading program. We predict this may be 20-25 percent of the students in a typical K-3 classroom. Reading First LEAs and schools will describe the types of students they believe might fall into this category, including the number of students at each grade level. If a Reading First LEA chooses to select supplemental materials that are not on the list reviewed by the CRP, the LEA can request that the CRP review the program.

Supplemental materials are not limited for use with those students who require interventions on the basis of their reading performance. Supplemental materials, including print materials and technology, may also be part of an overall reading program for all students, or they may be part of a program for certain groups of students such as students with disabilities or English-language learners, as appropriate. If Reading First LEAs and schools are planning to use supplemental materials for purposes other than interventions, it will be important for them to clearly describe the purpose of the supplement, for whom the supplement is intended, and to describe how the supplement will be used in support of the comprehensive reading program. In other words, Reading First LEAs and schools must describe how the comprehensive reading program remains a central feature for all Reading First students.

Section 1d: v. Instructional Leadership

How will the sub grant selection process evaluate the instructional leadership that LEAs and schools will provide for their scientifically based reading program?

Applicants will be asked to describe how the school will function as the central structure for school improvement and high levels of student performance in reading in K-3. This will require strong administrative leadership from LEAs and schools, and classroom teachers who work closely with administrators, teacher colleagues, and Reading First mentor coaches to do three things. First, classroom teachers must teach a comprehensive beginning reading program that focuses on the five essential beginning reading components. Second, classroom teachers must use a comprehensive set of instructional strategies and approaches that effectively teaches these components to all students. Third, when classroom-based student performance data indicate that students are not making adequate progress, classroom teachers must play the primary role in making sure that research-based interventions are implemented that align with the comprehensive reading program.

This is a significant challenge for teachers that will only be attained with the strong support of administrative leadership. Reading First leadership must have an active and consistent presence throughout funding of Reading First and beyond. This leadership is not just to provide teachers with the resources they need to implement the comprehensive reading program and interventions, but it requires that administrators and other leaders to be active participants from the beginning (as opposed to primarily responding to problems that arise, for example) and understand issues of effective implementation at the individual classroom level.

The leadership structure provided by LEAs and schools will exist at multiple levels through: (1) school-based reading teams and principal leadership, (2) classroom mentor coaches, (3) Reading First Beacon Schools, and (4) Regional Coordinating Teams. It will be the applicant's task to describe how within their existing school structures they envision these different leadership structures being effectively integrated.

School-Based Reading First Teams and Principal Leadership

The principal will be a key member of Reading First teams at each school and be responsible for overall Reading First implementation at the school level. By serving as an instructional leader, principals, and the school-based teams they run, will need to be intimately familiar with the responsibilities of classroom teachers and the degree of support each teacher requires to meet instructional goals. Building principals will attend all of the Institutes of Beginning Reading, through which they will gain an understanding of the elements of high quality reading instruction, decision making based on student assessments, and building schoolwide capacity for Reading First sustainability.

The principal will also have thorough knowledge of the selected comprehensive reading program by attending all of the Reading First IBRs, all of the school-level program-specific trainings on the selected comprehensive program, all of the Leadership IBRs where program-specific training sessions will be held for coaches, principals and regional coordinators, and by observing K-3 reading lessons daily in Reading First classrooms. The principal will also become a resident expert in the DIBELS data system.

School-based Reading First teams, assembled both across grades and within each grade, will be responsible for the day-to-day operation of the Reading First program, making sure that:

- Reading First goals and objectives are being met,
- the quality of implementing comprehensive programs and interventions is being monitored, and
- the progress monitoring system is operating correctly.

LEA and school applicants will describe how these Reading First teams will be integrated within the schools' existing instructional leadership structure and how the schools will build new structures to accommodate the Reading First team activities.

Leadership Institutes of Beginning Reading will be held twice each year for three days, specifically to train principals, mentor coaches, regional coordinators, and other leadership personnel in the scientific base for effective reading programs, in the implementation and management process, and in methods of progress monitoring and data based decision-making. LEA applicants will also describe additional plans they have for ensuring that building principals are prepared for Reading First leadership positions within their schools. The LEA must assure leadership participation in Reading First schools and their policies and plans to promote continuity of leadership at the school level.

Reading First Mentor Coaches

One of the leadership mechanisms that will function nearest to the level of classroom implementation will be Reading First mentor coaches. Ideally, classroom mentor coaches would be excellent teachers who will receive training in the comprehensive reading program being used in their Reading First school, in principles of effective reading instruction, and in the use of DIBELS to assess reading performance. Mentor coaches also should have the necessary skills to communicate effectively with other teachers. The three regional coordinators (each accountable for one third of the Oregon Reading First Schools) will be responsible for training mentor coaches and monitoring their performance in schools and classrooms. Mentor coaches will work closely with classroom teachers on implementation and they will work with other leaders on effective schoolwide implementation of reading practices.

Applicants will need to adequately budget fiscal resources for Reading First mentor coaches. They will be asked to describe how the responsibilities of the Reading First mentor coaches will be effectively integrated within the school's ongoing routines and structures. It will be important that mentor coaches not be assigned to directly provide instruction to children on an ongoing or "substitute" basis. It is also important that mentor coaches not be designated to carry out essentially clerical tasks, such as ordering, distributing, and managing Reading First materials.

Mentor coaches and building principals will work together to build a cohesive atmosphere among teachers for the purpose of engaging in professional dialogue and offering each other support and assistance. Mentor coaches will have a key role in helping to shape the culture of the school so its support for quality beginning reading programs becomes and remains an essential objective above and beyond formal funding of Reading First.

Both mentor coaches and principals will also become resident experts in the DIBELS data system and will work with teachers on data interpretation and making appropriate instructional decisions based on data. Principals and mentor coaches will assemble grade level instructional teams to monitor individual and classroom level progress in reading and to make data based decisions about instruction.

Beacon Schools

One of the unique aspects of Oregon's Reading First model will be the use of Beacon Schools to fill a leadership role and provide examples of successful beginning reading programs. Mentor coaches and principals, in particular, will work closely with Reading First Beacon Schools in Cohort A (the first group of Reading First Schools) on how they can provide support and guidance to other Reading First schools in Cohort A and in Cohort B (the second group of Reading First schools to be funded in March 2005). The cohort implementation design will be explained in Section 2. Beacon schools will be able to do this in a number of ways. First, by serving as host sites, Reading First teachers and other personnel will be able to visit an exemplary program and classroom to observe model lessons, talk with their colleagues, see models of data utilization, and study intervention

designs. Second, by visiting Reading First schools and classrooms, they will be able to offer specific feedback to teachers on implementation and other issues.

Regional Coordinators

One of the main responsibilities of regional coordinators will to train and supervise the Reading First mentor coaches.

Another major responsibility of the regional coordinators will be to address how Reading First schools can build the capacity they need to maintain effective programs in beginning reading after their formal project involvement ends. To do this, regional coordinators will work closely with building principals to build the schoolwide structures necessary for Reading First success and sustainability. For example, one of the key sustainability structures that regional coordinators will address is the collaborative network that exists within and among Reading First schools. There is ample evidence to suggest that the successful implementation of new innovations increases when teachers work together and feel part of a community with similar goals and objectives.

Regional Coordinating Teams

Regional coordinating teams (to be configured after the grant awards are made) will be headed by a regional coordinator, and will also include mentor coaches, principals, and school-based specialists, such as reading teachers and special education teachers. The three regional coordinators together will also work closely with the Director of Reading First and with the Reading First Center to promote Reading First throughout the state. Regional coordinators will attend the Leadership Institutes of Beginning Reading because of the central role they will play in fostering success of Oregon Reading First.

Throughout Reading First schools, other individuals may emerge as potential leaders in the pursuit of Reading First goals and objectives. Regional coordinating teams will assist in identifying and fostering additional leaders and leadership structures at Reading First schools. Typical in the implementation of complex innovations, leadership structures emerge from sources other than the building principal and district personnel. It may be a classroom teacher, a reading specialist, a school psychologist, or a special education teacher who assumes a leadership role that serves to keep implementation high, provides support, and helps successful programs grow. Sometimes referred to as “local facilitators,” these individuals become particularly effective liaisons between teachers who are implementing the intervention and leadership personnel who may be far removed from the details of day-to-day implementation.

Section 1d: vi. District and School Based Professional Development

How will the sub grant selection process evaluate the professional development plan related to their scientifically based reading program that LEAs will implement?

The state of Oregon will work cooperatively with Reading First schools in the provision of high quality professional development, targeting effective administrative support as well as effective classroom implementation. Professional development activities will be based on principles of effective staff development derived from scientific research. The overall professional development plan for Reading First teachers and administrators in Oregon's Reading First schools is composed of five interconnected elements. The integration of these five elements will be a key goal of the Reading First program.

1. Institutes of Beginning Reading (IBRs) will be held for teachers, mentor coaches, principals, and other personnel involved in Reading First implementation. These institutes, aligned to the Grade 3 Reading standards and K-2 Optional Curriculum, will be organized and delivered by the Reading First Center and will involve the participation of all Reading First schools. The focus of these institutes will be on the science of beginning reading, comprehensive reading programs that are constructed according to principles of the scientific knowledge base, instructional strategies for effectively teaching the comprehensive program and reading interventions, and assessing reading performance for different purposes and at different points in time.
2. Regional coordinating teams will play a key role in building cohesion among Reading First teams in each region, in developing each school's capacity to carry out Reading First implementation, and in extending the Reading First model to other schools throughout the state. Regional coordinators will play an important role in supervising Reading First mentor coaches.
3. School-based Reading First teams will ensure that the day-to-day implementation of the Reading First program is operating smoothly. Both within grade and across grade teams will work to make sure the comprehensive programs are being used as intended, that interventions are being delivered to students who need them, and that the assessment information on student performance is being collected on schedule and is being used to make instructional decisions. By serving as the team leader on the school-based teams, the building principal will ensure that Reading First remains a strong school priority. Building principals also ensure that schoolwide implementation is occurring on schedule and with a high degree of fidelity, and that support for individual classroom teachers is provided in a timely and effective manner.
4. Reading First mentor coaches will work closely with classroom teachers to ensure that the comprehensive program and strategic and intensive interventions are delivered as outlined in the Institutes of Beginning Reading. They will work with teachers individually on specific implementation issues and with groups of teachers

on conceptual aspects of beginning reading as well as particularly thorny implementation issues. Mentor coaches will also have a key role with the building principal in making sure that teachers are interpreting and using the classroom-based assessments according to principles outlined in the Institutes of Beginning Reading.

5. Finally, Beacon Schools will be identified within the first cohort of Reading First schools and will be a resource for support and development of Reading First schools and classrooms in Cohort A and Cohort B. Beacon Schools will be selected on the basis of the progress they make in demonstrating high quality strong implementation of effective beginning reading programs and strong student outcomes.

Section 1d: vii. District Based Technical Assistance

How will the sub grant selection process evaluate the technical assistance LEAs will provide to participating schools relating to the implementation of Reading First?

District and school based professional development will be coordinated with the state's professional development framework. An important aspect of ensuring that schools are receiving high quality professional development that is specific to their needs, LEAs will describe how the support they provide individual schools will be integrated within the Reading First professional development framework. LEA support and ongoing professional development that is tailored to the specific needs of schools and classroom teachers will be guided by the classroom-based assessment data that each school will collect on all K-3 students. To understand how this process might work, consider the hypothetical case when all K-3 students in the school are making adequate reading progress and reaching benchmark levels of performance. In that case, when both Reading First schools and LEAs analyze the data, very few adjustments would seem to be warranted and a likely conclusion might be that the professional development structure is meeting the needs of students, teachers, and schools.

Of course, not all students in a school, or even in a classroom, are likely to be making adequate reading progress. A key objective of Reading First is being able to respond to students who require additional instructional support as early as possible. Thus, LEAs will be working most closely with schools when there is evidence that students require additional support. LEAs will want to make sure that schools are accurately identifying students who require additional instructional supports and are providing those students with appropriate interventions in a timely manner. When schools have trouble providing timely, effective support, LEAs should be able to respond quickly and provide the additional assistance schools need to meet Reading First objectives. In their Reading First applications, LEAs will explain (a) the structures they currently have in place to respond to the ongoing professional development of their schools, (b) what additional structures they might put in place to respond to the needs of individual Reading First schools, and (c) how the support they would provide will be effectively integrated into the overall framework of professional development provided through Reading First.

In their applications, LEAs will also describe the following concrete forms of assistance they will provide to individual Reading First schools:

1. Providing positive attention, recognition, and support for Reading First schools throughout the district. This service will be coordinated with one of the important objectives of the regional coordinating team, using Reading First as a springboard for the expansion of scientifically based reading instruction throughout each Oregon district and region.
2. Providing resources for the ongoing data collection activities that will occur multiple times per year in all K-3 Reading First classrooms.
3. Assisting schools to incorporate the grade-level goals and benchmarks of Oregon's Reading First grant into their school-based professional development plans and to write plans that include a comprehensive professional development support system for teachers who need additional assistance in order to provide the instruction necessary to enable their students to meet the grade-level expectations of the Reading First grant.
4. Assisting schools in writing school-based reports for parents, the school board, and the Director of Reading First on Reading First implementation and progress.
5. Providing substitute pay as needed to provide teachers opportunities to collaborate, study, observe others, debrief on observations, explore and use the "Big Ideas in Reading" and the "Reading First" websites, visit Beacon schools, etc.

Section 1d: viii. Evaluation Strategies

How will the sub grant selection process evaluate the methods LEAs will use to assess the effectiveness of Reading First activities for the district as well as for individual participating schools?

How will the sub grant selection process evaluate LEAs plans for using the outcome information to make decisions about continuation funding for participating schools?

Districts can satisfy the requirement to evaluate their Reading First programs by agreeing to four cooperative arrangements.

First, they will provide data from the DIBELS progress monitoring system and end of year outcome assessments in a timely fashion to the Reading First Center. For the DIBELS data, this will be relatively easy because once the data are entered, the Reading First Center will have the information it needs to analyze the data.

The second arrangement is that districts will designate assessment personnel from existing resources or budget the use of Reading First funds to pay for the cost of collecting the assessment data related to screening, diagnostic, and progress monitoring decisions (see Table 1) in Year One only. As part of the evaluation task, the Reading First Center will train district personnel in test administration and efficient methods for organizing the testing in Reading First schools. Researchers at the Reading First Center have extensive experience in this area. Districts teams will collect data for Cohort A in Fall 2003 and Winter

2004 and for Cohort B in Fall 2005 and Winter 2006. The spring data collection each year and all subsequent data collection for each cohort will be the responsibility of the school-based data collection teams. To help districts plan for the costs of participating in the evaluation and progress monitoring assessments, we have outlined below the personnel needs, training schedule, and assessment plan to be used in Reading First schools. Districts will follow this plan as part of their participation in Reading First.

After has been notified of its award and identified personnel to serve as mentor coaches, the mentor coaches along with other individuals who will serve on assessment teams (e.g., school psychologists, speech and language pathologists, part-time teachers, instructional assistants, retired teachers, etc.) will be trained to administer the screening and progress monitoring instruments for the Fall assessment (training takes approximately one full day). Districts will budget the necessary resources for training and for conducting the assessments in the Reading First schools. Master trainers from the Reading First Center who have extensive experience training testers in these procedures will conduct the training. During the first month of the school year, or as close to that target date as possible, the Fall K-3 assessment will occur. Mentor coaches will be responsible for coordinating and assisting with the assessment at their school(s). We estimate that the testing will be completed, including “make up” testing of absent students, during a two-week period.

Each district assessment team will be responsible for testing all K-3 students at the Reading First schools in that district. Members of the team will be assigned to enter the data on the web-based DIBELS data entry system, which will be part of the Technology and Dissemination unit of the Reading First Center. The IBR 1 will train teachers to administer the DIBELS measures. For the Winter data collection cycle, a combination of the District data collection team and a school data collection team will be responsible for data collection. Approximately seven school members will serve as the school-based data collection team. The Winter data will be collected in January and the data will be entered onto the DIBELS web-based system.

For the Spring data collection cycle, the school-based data collection teams will be responsible for collecting all of the K-3 data at their school. This activity will be supervised by the district data collection team to ensure that the quality of data collection remains high. The district data collection team will also be responsible for the administration and scoring of any other end-of-the-year assessments administered to students in K-3. The Spring data collection will take place in May.

The third arrangement is that Reading First schools will allow the Reading First Center to study implementation in Reading First schools and classrooms. This will involve questionnaires given to Reading First teachers and selected classroom observations during reading instruction. Observations will be conducted in the context of site visits that will be conducted with a sample of Reading First schools randomly selected to represent the geographic and demographic diversity of Reading First schools. Districts will also provide yearly implementation reports set up by the Reading First Center to ensure that uniform descriptive data about each Reading First program in the state is provided for overall evaluation purposes. Districts will be responsible for ensuring that all assessment data and report information is submitted in an accurate and timely fashion.

The fourth arrangement is that districts will cooperate with state or national level external evaluation agencies who may need to plan a site visit or request information in order to complete their evaluations. In addition to implementing the assessment measures in Reading First schools, schools eligible for Reading First funds may also be approached to participate in the evaluation as a control group.

Section 1d: ix. Access to Print Materials

How will the sub grant selection process evaluate the programs and strategies LEAs and schools will use to provide student access to engaging reading materials?

In this section, districts should describe how Reading First funds will be used to increase the availability and use of engaging and appropriate reading material in both the classroom and school libraries. For example, for first graders, beginning books with decodable text will be available as well as practice readers for students to use in building fluency skills. Also a wide variety of rich children's literature and other reading materials will be made available, including a wide array of narrative and expository texts.

Strategies for increasing the volume of reading are appropriate for this section, as are methods to increase the probability that children will choose books to read that are at an appropriate level of difficulty for them. Oregon's plan to use Reading First funds to contract with Metametrics to align the state's Grade 3 Reading Assessment with the Lexile Framework (See Appendix N) will assist with this effort. As a result, every third grader in Oregon will receive a lexile score and a list of books within that student's lexile reading range, in addition to their state reading comprehension score. Knowing the range of books a child will likely be able to read is useful information for the classroom teacher. Parents will also appreciate a list of books as a resource for helping and encouraging their child in reading.

Susan Neuman's research (Neuman, 2001) suggests several types of accommodation that will alleviate the disparities in access to print, including quality classroom libraries in close proximity to children, tying literacy to real situations, strengthening family connections with school, and finally, more equitable funding for school and public libraries so that all children have access to a rich variety of reading materials and the support to use those materials.

There are a variety of state and local organizations that can participate in partnerships with LEAs to provide access to materials and programs that promote reading. Those partnerships could include the local public library and local councils of the Oregon Reading Association. Community volunteer programs such as First Book, Reading is Fundamental, and Start Making a Reader Today (SMART) provide an additional source of engaging reading material and can help create home libraries that are a critical component of access to reading materials. Professional librarians in both school media centers and public libraries can provide access to a wide variety of reading materials, as well as provide enjoyable reading promotions that encourage more reading that supports fluency, vocabulary development, and comprehension.

Section 1d: x. Additional Criteria

How will the selection sub grant process evaluate any additional uses of funds by LEAs and schools? What, if any, additional criteria will the SEA use in its sub grant selection process?

Because Oregon's Reading First grant to Districts is essentially formula driven and grant activities have been described, all funds under this program are allocated as set forth in the budget proposed in this application.

Section 1d: xi: Competitive Priorities

How will the sub grant selection process apply the required competitive priority? What, if any, additional competitive priorities will the SEA use in its sub grant selection process?

In Section 1d i, the following competitive priority is set forth:

Required Priority

Priority will be given to districts in which at least:

- 15 percent of the children served by the eligible LEA are from families with incomes below the poverty line; or
- 6,500 children served by the eligible LEA are from families with incomes below the poverty line.

No additional priorities have been set.

Section 1e: Process for Awarding Sub grants

What process will the SEA use to award Reading First sub grants to eligible LEAs, including the number and size of anticipated sub grants, a timeline for the sub grant process, and a description of the review process? How will the SEA disseminate information about the Reading First program and the SEA's sub grant process to eligible LEAs?

Oregon's draft LEA application is included in Appendix K of this proposal.

Oregon Timeline for Dissemination and Sub grant awards

PLEASE SEE UPDATED TIMELINE ON THE READING FIRST WEBSITE

Oregon proposes to fund projects at an average of \$275,000 per school (with an “average” sized school in Oregon having approximately 310 K-3 students), for the first year with some reduction in material and training costs for the subsequent years, provided that the overall percentage of Reading First funds allocated to the LEA is not less than the percentage of funds received under Title 1 A the previous year. Because of the comprehensive scope of our proposed sub-grants, it is essential that districts be both well informed and well prepared for the obligations and expectations that accompany Reading First dollars.

Once the Oregon Reading First application has been approved, district eligibility notification will be made through electronic and hardcopy newsletters and the list of Oregon’s 25 eligible districts with minimum sub grant amounts will be posted on the Oregon Department of Education’s website (www.ode.state.or.us/readingfirst). Eligible districts, as determined by the eligibility criteria, will also receive written notification from the State Superintendent of Schools and the Reading First Director. Written notification will include:

- an overview of the program and accountability requirements of Oregon Reading First,

- eligibility requirements for schools and a list of the district's eligible schools,
- the minimum sub grant amount for each eligible LEA (not to be less than the percentage of Title 1A funds received by the district in the previous year),
- a timeline of required technical assistance meetings and grant deadlines,
- the Request for Proposals for Oregon Reading First sub grants, and
- a copy of the School Readiness Tool to administer to all eligible schools in the district (See overview in Section 1d i; see Appendix L for School Readiness Tool).

An orientation will be held for Oregon's eligible districts (See Section 1d i) on October 1, 2002.

The review process will take place in February 2003. Each sub grant application will be reviewed by a three member team, with each team to include one Oregon Department of Education staff member with expertise in writing/reading state-level grants and the components of Reading First, one staff member from the Reading First Center with expertise in scientifically-based reading research, and one Oregon school district expert in scientifically-based reading instruction. The school district members will be from districts that are not eligible for Reading First sub grants but have proven track records of implementing scientifically based reading practices.

The Department of Education anticipates receiving approximately 20 LEA applications for Reading First on behalf of up to 45 schools. Therefore, we expect to have three expert review teams. These teams will meet on February 11, 2003, for a one-day grant reading training. The experts will come to the training familiar with the research base for Oregon's Reading First application, the sub grant RFP and scoring guide, and the Reading First Guidance. Because of the career responsibilities of the experts involved, we expect they will have a deep knowledge of at least two of the three-mentioned domains. Reviewers will be assigned to teams to mitigate any potential gaps.

The training will consist of an opportunity for the experts to dissect and discuss the components and requirements of Oregon Reading First, followed by an opportunity to score an actual application and calibrate scores through consensus. Before the reviewers leave, they will receive a copy of each grant that their team will be reviewing and will establish the order in which they will be discussed at the February 26-27 scoring meetings. The experts will read and score the applications on their own in the intervening two weeks and will then have two days of team meetings to reach consensus on the scores of each application. Each team may be responsible for scoring up to seven applications representing up to 15 schools, but given that the most time-intensive component of the scoring, actually reading the grants, will be done independently, we believe this gives the expert panels sufficient time to discuss each application.

Notification of awards will occur following the State Board meeting on March 20, 2003. By combining first and second year funding, Oregon will be in a position to fund all 45 sites that we anticipate will apply, should they all have high quality applications; however the Oregon Department of Education anticipates funding up to 20 schools initially and conditionally funding up to an additional 15 schools pending the release of second year funds in July 2003. Using this approach, up to 35 schools will be able to begin work on Reading First. They are referred to in this application as Cohort A.

Any district who is deemed not ready by the eligible district, or whose application for funding in Year One was not accepted will receive priority in the second funding cycle in March 2005, if they meet eligibility requirements at that time.

Section 1f: State Professional Development Plan

What is the SEA's plan for Professional Development related to the Reading First program? How will teachers statewide receive PD in the essential components of reading instruction, using scientifically based instructional strategies, programs, and materials, and using screening, diagnostic, and classroom based instructional assessments?

Professional Development Structures

In Figure 2, located at the end of Section 1b, we outline the central elements that will guide the professional development model that will be used in Oregon Reading First. Individual Reading First schools will receive professional development from the Institutes of Beginning Reading (IBRs) and ongoing professional development from a number of additional sources that will follow-up on IBR content, including mentor coaches, regional coordinating teams, school-based Reading First teams, and Beacon Schools.

Within each Reading First school, the establishment of schoolwide capacity for high-quality reading programs and sustainability will support each classroom teacher's effort to effectively implement the comprehensive reading program and interventions, and use assessment data for instructional decision making. As Figure 2 shows, effective classroom implementation leads directly to improved reading outcomes for all K-3 students.

To achieve these school-based objectives requires a comprehensive professional development structure. The figure identifies five integrated components that will work toward the attainment of school-based objectives. Institutes of Beginning Reading (IBRs) will work directly with schools on capacity development, classroom implementation, and assessments of student performance to monitor progress and improve programs. The IBRs will also work with other Reading First leadership structures on providing ongoing professional development to Reading First schools.

We now describe each of the professional development components.

Institutes of Beginning Reading (IBRs)

Reading First schools will participate in four Institutes of Beginning Reading (IBRs) distributed throughout the academic year. In addition to school participation, a parallel series of IBRs will be conducted with Reading First leadership personnel.

Peers, principals, and central office administrators exercise a powerful influence on whether a teaching innovation is implemented (e.g., Fullan, 1985; Huberman & Miles, 1984). In some cases, schools follow through with a proposed adoption only with the strong

support of the central office (e.g., Gersten et al., 1986). Similarly, changes in teaching practices are more likely to be adopted in schools characterized by collegial decision-making and strong support from the principal and other teachers (Fullan, 1985). With this in mind, Oregon's Reading First principals and mentor coaches will attend both the school-based IBRs and leadership IBRs to develop their knowledge of scientifically-based reading principles and plans for capacity building.

We will now describe the IBRs for school-based teams, which will include teachers, principals, and mentor coaches. A parallel series of IBRs will be conducted with regional coordinators, principals and mentor coaches focusing on ways to support and foster high-quality classroom implementation and building schoolwide capacity for Reading First sustainability. Following the description of the IBRs, we describe other components of the professional development framework.

IBR 1

The first Institute on Beginning Reading—aligned to the Grade 3 Reading standards and K-2 Optional Curriculum—a four-day intensive knowledge and application session conducted in the summer prior to the beginning of the academic year, will focus on the scientific principles of beginning reading and the application of those principles to grade-specific goals and content. Reading First school teams that will participate in the first series of institutes and all subsequent institutes will be all K-3 teachers, the Title I teacher(s), the special education teacher(s), the teacher(s) of English language learners, the Reading First school mentor coach, the school principal as team leader of the school-based Reading First team, and the district team member(s). Also, every K-12 special education teacher in the Reading First LEAs will attend the Institutes of Beginning Reading.

The first series of IBRs will emphasize the underlying theory/conceptual development of beginning reading acquisition. Extensive research regarding the process by which children learn to read (e.g., Grossen, 1997; Moats & Lyon, 1996) will be summarized via videotape and lecture presentations. Content will also include information about the processes underlying reading acquisition and the structure of language, including the phonology, morphology, and sound-symbol relationships that link spoken and written English.

Participants will study and apply research-based findings on the five essential components of beginning reading: (a) phonemic awareness, (b) phonics, (c) reading fluency, (d) vocabulary development, and (e) text comprehension (National Reading Panel, 2000). The first series of IBRs will also address the designs of specific comprehensive reading programs to provide information to districts and schools on the process of selecting a comprehensive reading program. The IBR will include program overviews from different comprehensive programs, specific examples, and selected analysis content, as a way to illustrate important principles in scientific basis of early reading instruction.

During the IBR 1, participants will also conduct a schoolwide audit (Kame'enui & Simmons, 1999) (explained in Section 4) and learn to assess student performance formatively using the DIBELS system (Kaminski & Good, 1998). Participants will learn to administer and interpret measures aligned with the "big ideas" in early reading including: (a)

Letter Naming Fluency, (b) Initial Sound Fluency, (c) Phonemic Segmentation Fluency, and (c) Nonsense Word Fluency, and (d) Oral Reading Fluency. Together these measures provide “vital signs of growth in basic skills comparable to the vital signs of health used by physicians” (Deno, 1992, p. 6). The validity and reliability of DIBELS and R-CBM are well established (Good, Simmons & Kame’enui, 2001; Kame’enui & Simmons, 2001; Kaminski & Good, 1998) and have been evaluated in the Analysis of Reading Assessment Instruments, K-3.

A critical feature of the DIBELS system consists of a web-based component for managing student performance data. The DIBELS system (<http://dibels.uoregon.edu/>) includes a web-based database for entering DIBELS data, tracking student performance, and generating reports. A sample kindergarten report was described earlier in the proposal and is included in Appendix G. Report components include (a) histograms of the distribution of student performance on each measure, (b) percentile rankings for a school district, (c) box plots depicting performance across points in time, (d) scatterplot graphs of cross-month and cross-year comparisons, and (e) specification of instructional status and recommendations for each student. Instructional status and recommendations are based on an analysis of performance in terms of benchmark standards for all students in K-3. Students who do not meet specific benchmarks are identified (i.e., the screening decision) as needing extra instructional support in the classroom, which is provided through strategic or intense interventions (addressed in IBR 2).

As part of the broader Technology and Dissemination function, of which the DIBELS web-based system is a component, the developers of DIBELS are also preparing system-wide percentile ranks that summarize the performance of thousands of children across hundreds of districts (Good et al., 2002). These percentile rank scores will allow an individual state, district, school, or classroom to compare the performance of its students to a large normative sample that reflects a stable estimate of population performance.

Reading First schools will use the content of the IBR 1 to summarize their overall level of reading implementation quantitatively, prioritize areas of improvement, and develop an "Reading Action Plan" to direct schoolwide beginning reading improvement. This activity is a key one linking the professional development objectives of the IBR 1 to the activities schools will engage in to improve their beginning reading programs.

IBR 2

Each Reading First school will work with the Reading First Center to collect data on all K-3 students in the Fall data collection cycle. A two-day professional development session, IBR 2, will be conducted immediately after the first student data collection cycle. During this session, teachers will learn to analyze individual student performance and plan instructional groups. Student performance on DIBELS and R-CBM will be compared to benchmark goals to identify children who may be at risk of reading disability or delay. Performance expectations are derived from research-based criterion levels of performance (Hasbrouck & Tindal, 1992; Good et al., 2000), and students are identified as potentially at risk relative to how other students in their school and district perform, as well as in comparison to research-based criteria.

The second focus of IBR 2 is the design of differentiated instruction. Of foremost importance is the fit of instructional reading interventions with the student's needs; therefore, schools invest serious and sustained energy at this stage. In this analysis, decisions focus on (a) high-quality implementation of the comprehensive reading program and (b) customizing strategic and intensive interventions for students not benefiting adequately from the comprehensive curriculum, or (c) providing differentiated instruction to groups of students who are likely to be at higher risk of reading difficulty than other students.

Participants will also learn how effective classroom organization and management helps facilitate student academic achievement. The use and set-up of small, homogeneous instructional groups, appropriate physical set-up, and scheduling adequate time for instruction will also be emphasized. Mentor coaches and teachers will review guidelines for placement testing and grouping students for reading instruction. The rationale for homogeneous grouping will be addressed, as will the appropriate physical set-up for groups, and allotting sufficient time for instruction.

IBR 3

Central to the notion of benchmark performance and differentiated instruction is the idea of frequently monitoring student progress to be able to document the effects of intervention programs, and be able to quickly alter intervention programs when student progress is not sufficient. Consequently, a major focus of IBR III will be learning to set goals and on monitoring student progress formatively. This institute will be held after the Winter data collection cycle. Reading First teachers and other participants will have entered their Winter data and Reading First professional development staff will have prepared an analysis for the one-day institute of student performance and decision-making at selected schools.

All participants will learn to evaluate intervention efficacy and adjust instruction on the basis of student progress. Their own data will serve as major sources for this learning. The advantage of this formative data utilization system is that the effects of instruction are evaluated directly on the basis of student learning outcomes, and interventions are intensified as indicated by student progress. In this IBR, teachers address the following questions: Is the comprehensive program working for the majority of learners in the classroom? Are strategic and intensive instructional interventions working for the students who are receiving them? Are intervention students learning enough? What instructional adjustments might be tried to enhance beginning reading performance? What other resources are needed to increase the potential for improvement?

The ability to sustain effective innovations is greatly enhanced when teachers are able to “see” the effect of their efforts on student learning (Guskey, 1986; McLaughlin, 1990). This ability to clearly see the benefits of good instruction and instructional interventions is a clear strength of the DIBELS system. We expect this transparency will contribute substantially to the sustainability of Reading First programs over time.

IBR 4

The final institute will be held following the Spring data collection cycle. A major focus of this institute will be analyzing student performance at the end of the year as well as analyzing the progress students made from Fall to Winter to Spring. Of particular interest will be the performance of those students who received a strategic or intensive intervention. These students will have been administered additional progress monitoring assessments, and the additional data will provide a better estimate of the effectiveness of the beginning reading interventions.

Student performance on key benchmark indicators at the end of Kindergarten, Grade 1, Grade 2, and Grade 3 will be reviewed and the effectiveness of interventions to increase performance will be analyzed on the basis of (a) end of the year performance and on (b) performance growth over time.

Year Two IBRs

Year Two IBRs—aligned to the Grade 3 Reading standards and K-2 Optional Curriculum—for Reading First schools will be planned in 2003-2004 for implementation in 2004-2005 for Cohort A and 2006-2007 for Cohort B. Year Two IBRs will focus on fidelity of program implementation and refinement of small group instruction strategies.

Pathfinder and Pre-service IBRs

The SEA will also contract with the RFC to provide yearly statewide professional development Pathfinder Institutes of Beginning Reading (IBR) to schools that are not eligible for Reading First, and also to pre-service teachers from the state's seventeen colleges of education. Pathfinder IBRs are similar to the Reading First IBRs. However, school teams—made up of the principal, teachers from Kindergarten, Grade 1, Grade 2, and Grade 3, the special education teacher, the Title 1 teacher, and a teacher of English language learners, if applicable—rather than the entire school staff, will apply to attend the Pathfinder IBRs and will be accepted based on the school's readiness to embrace scientifically based reading research. Teams will include eight staff members each, plus the K-12 special education teachers from that school's district. The School Readiness Tool will be used to help determine readiness.

In the following sections, the roles of key leadership in the implementation of Reading First programs will be described.

Mentor Coaches

Over 15 years of research on the change process led McLaughlin (1995) to conclude that a combination of internal and external “change agents” is the optimal combination in successfully implementing new innovations. Our professional development model will employ both building level change agents and external change agents. Each school will identify a Reading First mentor coach (for very small schools there may be a mentor coach

in every two schools), typically a classroom teacher with strong instructional and interpersonal skills. The mentor coaches' primary responsibility will be to support and guide classroom teachers in their effective implementation of high-quality instruction in beginning reading. Each mentor coach will also have a leadership role in helping to build that school's capacity to sustain schoolwide reading improvement. Each Reading First school will develop a credible plan with the assistance, if requested, of the Director of Reading First. This plan will describe how the District will continue to support the Reading First mentor coach after Reading first funding is gone.

Studies of teacher change indicate that teachers need ongoing consultation, feedback, and support in order to adopt and maintain new teaching strategies (Gersten et al., 1986; Huberman & Miles, 1984). Mentor coaches will be a key component in helping Reading First teachers implement changes targeted at the IBRs. Effective mentor coaches should know how, and expect to, model new teaching strategies, observe the teacher implementing the strategies, then give the teacher direct and explicit feedback (Showers, 1983). After teachers have completed Oregon's Reading First IBR, the school mentor coach will observe each teacher on a regular basis, providing support and feedback, and model instruction as needed or requested by the teacher. During the first year, the emphasis will be on the use of the assessment procedures and data, and instructional strategies that Reading First teachers use. High quality implementation of comprehensive reading programs will be the major emphasis in the second year of professional development. The two-year professional development plan will give teachers, mentor coaches, and regional managers the time needed to learn the multiple complex components of Reading First implementation.

Mentor coaches and teachers will meet regularly, however, to put as much in place as possible during the first year. They will meet a minimum of at least every two weeks to talk about the needs of individual students, and to plan for instruction based on progress monitoring outcomes. Recognizing that the teacher's openness to feedback will be facilitated by the development of a collaborative and supportive relationship with the mentor coach, a strong emphasis of the mentor coaches' training will be on how to develop and maintain a positive teacher-mentor coach relationship.

Research on successful school change consistently indicates the importance of an individual or group of individuals charged with providing ongoing technical assistance related to change targets (Gersten, Morvant, et al., 1995; Hegstad, 1999). Mentor coaches will serve a key Reading First function in that regard. Mentor coaches will be expert teachers who are very knowledgeable about the change targets and are able and available to provide ongoing support and specific and direct feedback regarding implementation (Baker & Smith, 1999; Eisner, 1992).

Recent research (Evertson & Smithey, 2000; Giebelhaus & Bowman, 2000; Hegstad, 1999; Kyle, Moore, & Sanders, 1999) has supported the use of mentor teachers as coaches as a means to assist other teachers in implementing effective approaches in the classrooms. Effects are strongest when mentor coaches receive formal training and support in learning to be mentor coaches, and are provided with specific frameworks for organizing feedback sessions and discussing student performance data. For example, Evertson et al. (2000) compared growth in effective instruction by teachers who were mentored by trained

or untrained mentor teachers and found significant differences favoring teachers assigned to trained mentors who received formal training in the mentor coaching process. It is also critical that teachers have regular opportunities to discuss the impact of new practices on student learning in a supportive, collaborative atmosphere (McLaughlin, 1990; Showers et al., 1987).

Reading First mentor coaches will not only be expert teachers, they will also receive extensive training on how to be an effective mentor coach. Once they begin mentor coaching they will receive extensive feedback on their performance as mentor coaches.

School-Based Reading First Teams and Principal Leadership

School-based Reading First teams will be responsible for making sure the day-to-day implementation of Reading First is occurring as intended. Teams will monitor the successful implementation of the comprehensive reading program, the use of strategic and intensive interventions for students experiencing reading difficulties, and the use of the student assessments for identifying students for interventions and monitoring student progress. With these varied responsibilities, and because they will serve as leaders on the school-based teams, building principals will have the necessary opportunities to stay closely connected to the schoolwide implementation of the Reading First programs. Principals will also help build schoolwide capacity for Reading First sustainability.

In working closely with other leadership personnel, including classroom mentor coaches and regional coordinators, building principals will also have the necessary opportunities to play a key leadership role in building capacity for Reading First and the sustainability of effective programs. This will entail making sure their schools institutionalize those components of Reading First that will ensure success and increase the likelihood of program implementation remaining high despite changes in teaching personnel, mentor coaching positions and structures, and changes in building principals.

Regional Coordinating Teams and Regional Coordinators

The state of Oregon will be divided into three major regions. Each region will have a regional coordinating team responsible to the Director of Reading First, who will work with mentor coaches, building schoolwide Reading First capacity, and extending Reading First activities to schools throughout the region. A regional coordinator will be responsible for working directly with each Reading First school in the region. Their primary contacts with each Reading First school will be the building principal and the Reading First mentor coach. Regional coordinators will be critical linchpins in assuring that there is ample continuity from the state level Reading First structure to individual Reading First schools and classrooms.

The regional coordinators will have expertise in beginning reading and administration. Unlike the Reading First mentor coaching positions, which will need to be supported by individual schools Reading First funding is gone, the regional coordinator position is slated to be a permanent state-level position. Consequently, a critical component

of the regional coordinator will be extend Reading First activities to Pathfinder schools, non-Reading First schools that make the decision to also implement K-3 reading programs that use the scientific basis of beginning reading as their foundation for change.

One of the major responsibilities of Reading First schools will be to develop the substantial capacity necessary to carry on the continuous improvement of beginning reading instructional practices throughout their participation in the Reading First project, but most importantly, to continue to improve reading outcomes for students after the formal conclusion of project activities. Of course, building teachers will be essential in making sure that reading improvements are sustained over time. But it will also be essential that key leadership positions also play a major role in sustainability. Building principals will certainly play a key role in this regard. However, the turnover for building principals is also quite high. Consequently, other leadership positions must be identified that will be able to help schools build the capacity for sustaining effective changes in reading instruction. Regional coordinators and their regional coordinating teams will assume a key leadership role in sustaining effective change. In this context, one of their tasks will be to help schools establish necessary structures for sustainability. Professional development efforts will help regional coordinators with this task.

Effective communities exist at many different levels including within a school department, at schoolwide or district levels, or at state, regional, or national levels (McLaughlin, 1994). We view a critical role of regional coordinators to be to find ways to encourage and foster the establishment of a professional community among Reading First teachers, mentor coaches, and other Reading First personnel.

We view this as essential because of the impact it could have on long-term sustainability. The professional development knowledge base has increasingly emphasized the importance of collegial networks for the sustained use of research-based practices. Little (1993) cited several benefits including developing “a norm of informed and steady experimentation” in teaching (i.e., opportunities to experiment with new techniques, evaluate their impact, and then refine instruction based on student data). Little also described how collegial networks can increase teacher capacity by allowing teams of teachers to capitalize on joint expertise. In other words, those with high skill or interest in vocabulary instruction can frequently share their knowledge with peers in a more collegial, practical, and useful manner than might be achieved through a brief visit from an outside consultant. Mentor coaches, regional coordinators, and the Reading First Center will work together to help develop an atmosphere among teachers at Reading First schools that encourages collaboration, problem solving, and the growth of teacher professional networks.

McLaughlin (1994) reported that many teachers feel particularly fatigued by, and unable to accommodate, the most challenging students in their classrooms. She noted, however, that one factor that distinguished teachers who felt overwhelmed by challenging students from teachers who felt they could meet the needs of challenging students was “membership in some strong professional community” (p. 33). Professional communities seem to provide teachers with an avenue of professional development that is different from traditional professional development. Because of the importance in Reading First on meeting the reading instructional needs of all students, it is particularly critical that

professional development efforts recognize the important role teacher collaborative structures play in improving and sustaining effective practice.

In their recent study of the vagaries of schoolwide reform in seven urban districts, David and Shields (1999) found that in the few schools with sustained change in teaching practice, collegial professional development communities were virtually always present. These professional development or learning communities “involved entire faculties over a period of many years and included opportunities to learn new content knowledge and teaching strategies, to learn from colleagues, and to have help available at the school site from staff developers, the principal and peers” (emphasis added) (p.42).

It is interesting to note that professional communities that are established at the departmental or school level typically are not encouraged or supported, at least initially, by larger organizations. Rather, they tend to evolve at a grassroots level when the “right” combinations of teachers are in close proximity to each other. Once in place, however, school- or district-level professional organizations are sustained by administrative support as well as various logistical concerns, such as having a time and a place to meet. State, regional, or national networks, in contrast, provide a clearer structure in which teachers can share and refine their ideas about timely and important professional issues. These networks also serve to rejuvenate professional commitment to a particular teaching approach.

Beacon Schools

The purpose of Beacon Schools is to provide models of successful schoolwide reading programs according to Reading First criteria. These Cohort A Reading First schools will have made rapid progress in demonstrating the effectiveness of the K-3 reading program. They will have adopted a comprehensive reading program that meets high standards of scientific quality, which will effectively be serving at least 75 percent of the students in K-3. Beacon schools will also be able to demonstrate the scientific merit of the interventions they use to meet the needs of the smaller percentage of students who are not making adequate reading progress. Beacon Schools will be able to demonstrate the validity of their decision making process in terms of student reading outcomes. Beacon Schools will be selected from the 35 Cohort A Reading First schools. We anticipate there will be approximately five Beacon schools in Cohort A that will be available to begin providing assistance to other Cohort A schools, Cohort B schools, and Pathfinder schools in 2005-2006 (the implementation plan will be described in Section 2).

Reading First schools will have the opportunity to learn from Beacon Schools in a number of ways. As their name implies, Beacon Schools will serve as demonstration sites for Reading First schools and teachers in the region, and in some cases for schools in surrounding regions. Teachers from Reading First schools will have the opportunity to visit Beacon Schools to study reading lessons, grouping strategies, and listen in on discussions about reading interventions and data interpretation.

Beacon Schools will also videotape on a regular basis comprehensive reading lessons, intervention lessons, and grouping strategies which Reading First schools will use in collaborative study groups at their own school sites to better understand the connections

between instructional theory and practice. In this context, Reading First mentor coaches will play a key role in helping Reading First teachers identify key features of the videotaped lessons and examples.

Some of the teachers at Beacon Schools will also serve as informal mentors for other teachers at Reading First schools. Similar to the role mentor coaches have in providing feedback to teachers, selected Beacon School teachers will have the opportunity to visit Reading First schools and provide feedback on lessons, schoolwide structures, and the use of student learning data to guide program improvement.

Beacon Schools will be selected during the first year of the project. It is expected that at least one Beacon School will be identified per region, and depending on the number of Reading First schools in a region, more Beacon Schools may be recruited. Regional coordinators, Reading First mentor coaches, and building principals will work collaboratively with the professional development group at the state level to define Beacon School goals and objectives and evaluate the success of Beacon Schools in mentoring more effective beginning reading programs at Reading First schools.

High Quality Professional Development

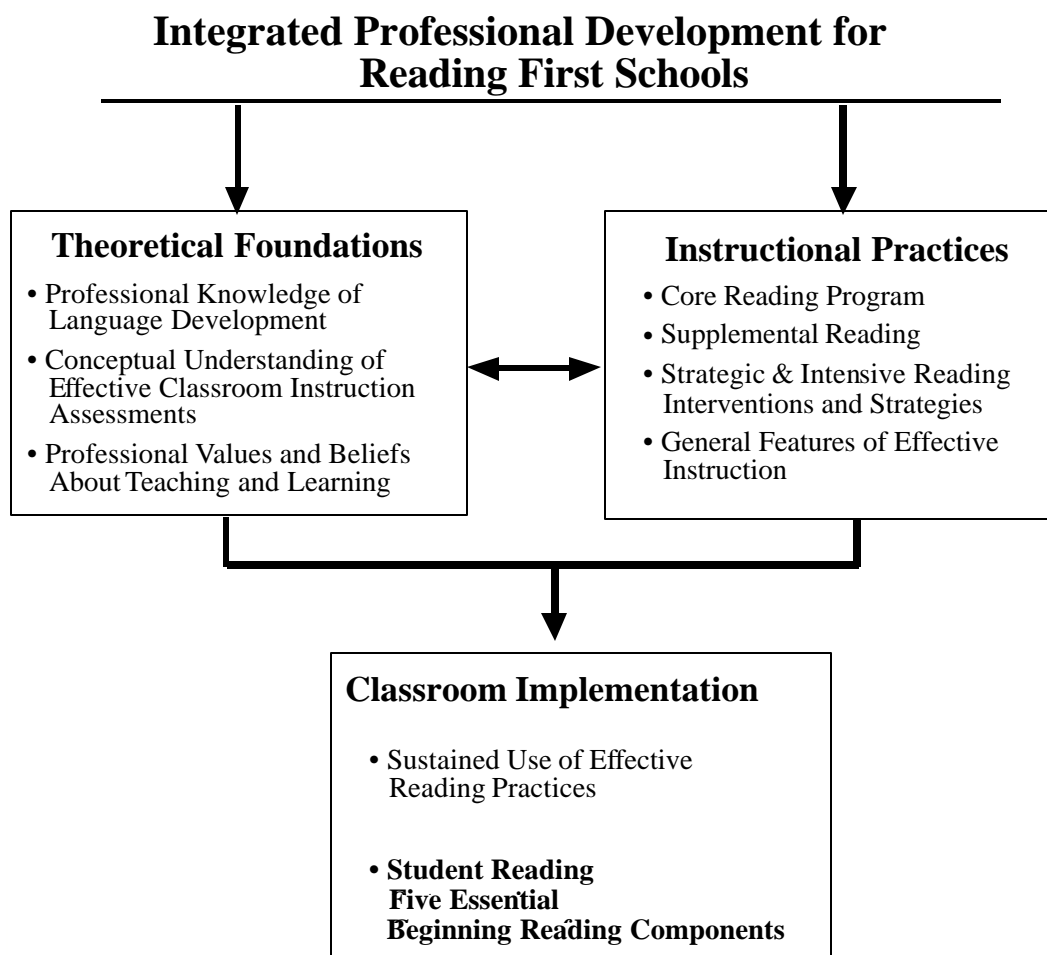
Quality professional development lays the foundation for the successful implementation of the Reading First program. When professional development is of high quality it can be an effective way to help teachers develop and strengthen their teaching skills and promote positive lasting change in teaching practices (Huberman & Miles, 1984). Although a limited number of experimental studies have been published on the effectiveness of inservice teacher education (NRP, 2000), a synthesis of experimental research findings reviewed by Gage & Needels (1989) supports the effectiveness of inservice professional development as a viable approach for improving teacher instruction and child outcomes. Effect sizes of inservice teacher training programs indicate that interventions typically have a meaningful effect on both teacher behavior and student achievement and social behavior. For example, even though the median amount of time spent training teachers was only about 7.5 hours, the median effect size on student achievement and social behavior was around .60, which is typically considered a moderately strong intervention (Cohen, 1988). Effect sizes on teachers' behavior, reported for three of the studies, were .60, .93, and .93, which is considered a moderate to large impact. Gage and Needels (1989) note that these effect sizes compare favorably with effect sizes commonly found in medical experiments.

A research synthesis on professional development that included quasi-experimental as well as experimental studies (Showers, Joyce, & Bennett, 1987) also supports the effectiveness of professional development for improving instruction and student achievement. What is of particular interest is the training that teachers took back to the classroom with them and actually used during instruction. Four features stood out, which Oregon will use in its Reading First professional development plan: (a) presentation of theory or rationale, (b) demonstration of the new strategy, (c) initial practice, and (d) immediate feedback and ongoing support.

In Figure 3, we present our conception of the impact we believe the professional development model will have on individual Reading First schools. Integrated professional development will target both theory and practice dimensions of beginning reading instruction. The overarching goal is improved classroom level implementation of beginning reading programs, which means the sustained use of effective reading practices and enhanced reading performance of students on five essential components of beginning reading.

Research has consistently demonstrated that a key variable in successful outcomes for children is quality implementation (Baker & Smith, 1999; Miles & Huberman, 1994). When teachers implement any type of structured curriculum program, regardless of how well constructed it is, implementation quality varies and student outcomes are affected (Kinder, Gersten, & Kelly, 1989). Even when the highest standards of professional development are used, variation in implementation will occur (Gersten, Baker, & Lloyd, 2000), as will the degree to which teachers sustain their use of effective practices over time (Kennedy, 1997; Miles & Huberman, 1994). The way to address this inevitable pattern and ensure that implementation quality has the chance to be as strong as possible among all the teachers in Reading First classrooms is to make sure professional development is intense and relies on sound principles of effective classroom change.

Figure 3: Professional Development Impact on Reading First schools



Targeting Theoretical Foundations and Instructional Practices

Virtually all the writing on professional development over the past ten years has stressed the need for technical assistance that is geared towards “the ongoing and sometimes unpredictable support teachers need” (McLaughlin, 1990, p. 12). A useful way to think about professional development is that it should have a measurable impact on both teachers’ theoretical understanding of the innovation they are being asked to implement as well on developing the practice expertise that define high quality implementation of the innovation. When professional development effectively combines conceptual and practice dimensions, the positive impact it can have on classroom change is more likely to be sustained over time, well beyond the funding cycle of a particular project, for example (Baker, Gersten, Dimino, & Griffiths, in press; Gersten, Chard, & Baker, 2000).

Professional development activities frequently rely heavily on procedural aspects of teaching, such as the steps in correcting a student’s errors, and pay insufficient attention to underlying concepts and theoretical rationale, such as how a particular error correction approach is aligned with a specific theory of learning (Gersten & Brengelman, 1996; Showers, Joyce, & Bennett, 1987). When professional development is heavily procedural, the superficial features of instruction may change, but fundamental principles of teaching and learning are unlikely to be altered (Applebee, 1991; Cohen, 1990; Peterson, 1990). Alexander, Murphy and Woods (1996) suggested that if teachers are to develop “principled understanding that is rooted in reflection about comprehensive concepts” (cited in Lloyd, Winetraub, & Safer, 1997), it is critical that professional development address the underlying conceptions that guide the surface level features of instructional delivery.

The power of effectively combining conceptual and classroom practice components in professional development was verified in the meta-analysis conducted by Showers et al. (1987). These researchers found that programs that included a cognitive-conceptual component tended to triple the effect of programs that merely trained practitioners on new techniques. As Kennedy (1997) suggested, the potential for research to contribute to changes in teacher practices “depends on its ability to influence teachers’ thinking” (p. 7).

Balancing theoretical foundations and classroom applications is intricate, as Smylie (1995) noted in his observation about change in teaching practice, which, in his words, “entails resolution of the tensions between abstract principles and the complexity of classroom practice” (p. 107). When professional development is too theoretical or conceptual in nature and fails to provide clear examples and models of what new teaching practices really look like in the classroom, it is unlikely that teachers will embrace new innovations (Gersten & Woodward, 1992; Showers et al., 1987). Thus, a major goal of Oregon’s Reading First program will be to ensure that professional development activities include both the mechanics of instruction—the accurate delivery of comprehensive reading programs and interventions as well as the use of effective teaching techniques and strategies—and the underlying conceptions that support the use of specific programs and instructional approaches.

The integrated nature of our professional development goals is central to this charge. For example, the Institutes of Beginning Reading (IBRs) will provide a foundation for teachers’ understanding of the scientific basis of beginning reading instruction. The

institutes will also give clear demonstrations of what effectively translating that knowledge into classroom practice looks like in operation. As teachers struggle to apply this information in their own classrooms, they will be guided by the expertise of mentor coaches who will consistently link classroom applications to the supporting rationale and to models of high fidelity implementation.

Issues in Ongoing Professional Development for Teachers

The National Staff Development Council (NSDC) has outlined three aspects of professional development that focus on raising the performance levels of teachers and students. We will use this framework in our professional development model.

Context. The context of professional development helps provide an understanding of how effective change takes place. One underlying principle is that it is necessary for everyone involved in the change process (in this case the implementation of Reading First) to be involved in that process. It is also important that the involvement of participants be active. Rather than merely attending an inservice, for example, and perhaps having a vague notion of “trying something out in the classroom,” it is necessary that teachers, administrators, and mentor coaches be active participants in the professional development process throughout its duration. Professional development should not be something that happens to them; it is something they should be intimately involved in developing and constructing from beginning to end. For active, persistent involvement on the part of participants to work it is important that professional development expectations be clear and consistent. In Reading First, professional development goals will be clearly articulated and sequenced and linked to student reading outcomes.

Another important context variable is that time and resources necessary to accomplish professional development objectives should be allocated. Reading First professional development activities will occur over two years and be staggered over the course of each year so that teachers and other participants will have the time they need to learn and apply new knowledge. The resources necessary to target professional development from a number of integrated sources will be allocated so that teachers will have the intensity of training they need to effectively change the way they teach beginning reading. Teachers will also have time for coaching debriefings; roving substitutes funded through Reading First will enable teachers to meet with mentor coaches the afternoon of the coaching session.

Finally, professional development should be structured not only in recognition that teachers will learn from formal professional development structures, but also to reflect the fact that teachers will learn a substantial amount from each other away from the microscope of formal activities. We have indicated our support for this learning dimension by prioritizing the development of close collaborative relationships among teachers as a critical professional development goal. The school-based Reading First team will plan time each week for this to occur.

Content. The content of professional development will focus on the underlying theoretical support for beginning reading instructional practices and how to translate that knowledge effectively in the context of real classroom environments. The five essential

instructional components (phonemic awareness, phonics, reading fluency, vocabulary, and text comprehension) provide a clear content foundation, and the assessment system offers a valid way to determine what progress students are making toward achieving key reading outcomes. Instructional priorities will be clearly articulated for students who are making adequate progress, as well as a framework of providing research-based interventions for those students whose progress is not sufficient.

Processes. The charge to fundamentally and dramatically change the way reading is taught in K-3 requires a professional development process that is aligned with the immensity of the Reading First task. Professional development structures must take into account that teachers and other Reading First personnel are being asked to learn a great deal and change a great deal about how children are taught to read in their schools. Reading First goals will not be accomplished all at once, of course, and need to reflect the fact that learning occurs in stages and that teachers will be at different stages of knowledge, development, and application during the professional development experience.

For example, as professionals, teachers progress through a series of stages as they develop from newcomers fresh out of pre-service programs to seasoned veterans with multiple years of experience in the classroom (Huberman, 1995). Recognizing the influence of teacher experience and teacher characteristics is essential in understanding how teachers will approach new expectations associated with Reading First. This understanding can be used to positively influence the nature of teacher professional development in the context of Reading First.

Section 1g: Integration of Proposed Reading First Activities with REA Activities

In August 1999, Oregon was awarded an REA grant in the first round of competition. Fourteen schools from twelve districts were awarded funds for Oregon's Reading Excellence Act Program, "Oregon Reads."

As discussed in Section 1a under "gaps," two of the following documents were drafted, formally adopted and made state policy by the state governing boards based on Oregon's REA application, and the third stems from a strong need identified during the REA implementation:

- the state plan for K-3 reading, "Improving Reading Performance: A Guide for K-3 Oregon Educators,"
- the newly revised licensure requirements for primary teachers in which teacher education is aligned with the Learning First Alliance publication "Every Child Reading: A Professional Development Guide," and
- Oregon's newly adopted Grade 3 Standards and K-2 Optional Curriculum aligned to *Preventing Reading Difficulties in Young Children* (June 2002).

These three REA-inspired documents will foster and support alignment in statewide professional development for K-3 teachers as well as greatly increase the knowledge base

of pre-service teachers regarding scientifically based reading research and its application in Grades K-3.

The Oregon Department of Education contracted with the Northwest Regional Educational Laboratory (NWREL) to conduct a statewide evaluation of Oregon Reads. The year one report was completed in August 2001. The following discussion is based on that interim evaluation. The grant period ends August 20, 2002, and the final report will be available in September.

There is evidence that Oregon Reads has enabled teachers to improve instructional strategies and contributed to the reading growth of project students. For example, data from site visits, focus groups, and the written survey indicate increased use of research-based practice, increased use of assessment data in instructional planning and decision-making, and a high degree of student engagement with instructional activities. The site coordinators report several unanticipated positive outcomes, including a heightened sense of professionalism, widespread ownership of student performance, and increased collaboration and openness among project and school staff. Reading growth is shown in the results of both the Texas Primary Reading Inventory (TPRI) and a reading fluency measure based on standard reading passages.

On the other hand, data from the evaluation describing reading gains following the first year of implementation in REA schools caused concern. While project schools made some reading gains, there was no consistent evidence that the increase was greater than that of their comparison counterparts. Moreover, while a large majority of the project students met the state reading benchmark for third-grade in 2000-2001, only five of the project schools showed increased percentage of students meeting or exceeding the benchmark relative to the previous school year. Although it is understandable that gains from the Year one implementation may be slight, Oregon is also anticipating only modest gains in Year two. This prompts some analysis and adjustments in the use of Reading First funds.

The Oregon Reads (REA) Interim Evaluation Report lists suggestions from participating teachers and administrators for how to improve Oregon Reads. Following are three of the suggestions and an overview of planned improvements for Reading First based on "lessons learned from REA."

- 1) Emphasize the Oregon Department of Education's role in identifying effective reading programs and disseminating related research findings.

Lessons learned from REA:

Oregon did not require districts to select reading programs from a list of "approved" scientifically based reading research programs. Although the majority of schools did select a core research based program, some schools spent their funds on intervention programs and supplemental materials to add to their existing programs and currently do not have a comprehensive reading program based on scientifically based reading research. Some of these funded programs have questionable

evidence of effectiveness in the populations of the schools in which they were implemented.

Implications for Reading First:

More targeted training is needed to ensure Reading First funds are used to support research-based efforts. The Institutes of Beginning Reading will provide this training. Reading First LEAs and schools will select the comprehensive reading program and supplemental reading programs from lists of reviewed programs and materials prepared by the Curriculum Review Panel after they attend IBR 1. Oregon will also not approve the layering of research-based programs over current programs not reviewed by the Reading First Curriculum Review Panel. In addition, the reading mentor coach at each school and the Director of Reading First and the regional coordinators from the Oregon Department of Education and the Reading First Center will monitor each school to ensure that programs are being implemented with fidelity.

- 2) Increase professional development and technical assistance, particularly with respect to research-based instructional methods.

Lessons learned from REA:

Although Oregon's REA application included various mechanisms for implementing training on effective reading practices—with an emphasis on training provided by the publishers of the programs and additional expert trainers that schools could schedule as part of their staff professional development—these mechanisms were not fully implemented.

Because the Oregon Reads schools were located throughout the state, the REA state coordinator was not able to closely monitor implementation and offer regular technical assistance. With 3% allotted for state technical assistance, Oregon did not have the FTE to provide the oversight we would have liked to ensure fidelity of implementation. Oregon Reads also did not have a mentor coach at each school to assist in program implementation monitoring; rather, each school had a reading coordinator to oversee program logistics and data collection but not specifically to mentor coach or to ensure fidelity of program implementation.

Implications for Reading First:

The statewide professional development plan is ready to be implemented with some of the infrastructure already in place (Reading First Institutes of Beginning Reading) to assure that all K-3 teachers, Title 1 teachers, and teachers of English Language Learners in Reading First Schools, and all K-12 Special Education teachers in Reading First Districts, receive ongoing and extensive professional development on scientifically based reading instruction over a two-year period.

The Director of Reading First, the English/Language Arts specialist, and the three regional coordinators in addition to the Reading First Center will oversee implementation at Reading First Schools. Moreover, a portion of the awarded funds for each grant will be allocated for an on-site reading mentor coach. The school mentor coaches, the regional directors, and the principals will be trained at Leadership Institutes of Beginning Reading. Through on-going professional development in mentor coaching strategies provided by the regional coordinators and the Leadership Institutes of Beginning Reading, mentor coaches will be trained and supported as they, in turn, support Reading First teachers implementing scientifically based reading programs.

3) Increase teacher buy-in

Lessons learned from REA:

Apparently not all Oregon Reads schools were unanimous in their decision to pursue an Oregon Reads Grant even though the department required that all staff sign that they were in support of the proposal. While it is important for school leadership to be enthusiastic, if the majority of staff is not committed, it is better for that school to provide awareness level professional development first.

Implications for Reading First:

Staff buy-in is critical—even before the application process is started—if Reading First Schools are to post strong gains in reading. Oregon has designed a thorough pre-application process that includes a School Readiness Tool for districts to use with each eligible school staff to determine which have staffs ready to make the “Reading First change.” After districts notify ODE of the schools they have selected to be part of the district’s Reading First application, ODE may also choose to conduct a follow-up site visit to schools to confirm the issue of readiness.

Those Oregon Reads Schools not in districts eligible for Reading First may apply with priority points to attend the first round of Pathfinder Institutes of Beginning Reading—available for non-Reading First eligible schools who can show readiness for in-depth year-long research-based reading professional development. These institutes will cover the same topics that will be presented at the Reading First Institutes of Beginning Reading.

REA laid the foundation for scientifically based reading instruction in Oregon. Reading First—with a level of specificity and accountability that goes far beyond REA—will provide the pillars and structure. Grateful for the REA foundation, Oregon is eager to begin building capacity in the state for research-based reading instruction through Reading First.

Section 2: State Leadership and Management

The SEA's application describes the State's plan for providing coherent leadership by 1) providing targeted LEAs and schools that receive Reading First sub grants with technical assistance in implementing strategies to improve reading instruction that are based on scientifically based reading research, and 2) building a statewide Reading Leadership Team to coordinate State efforts to improve reading instruction, and with a leadership capability that approves and monitors the underlying scientific basis of the instruction implemented by targeted districts and schools. The application must also demonstrate a feasible plan to effectively manage the State's Reading First program. The application must specifically address the following:

a. State Technical Assistance Plan—How will the SEA provide technical assistance to LEAs and schools participating in Reading First? How will the SEA monitor the progress of participating LEAs and schools?

b. Building Statewide Infrastructure—How will the SEA use Reading First to build statewide commitment to improving K-3 reading instruction and raising K-3 reading achievement? What leadership at the SEA will be dedicated to Reading First? Has the State established a Reading Leadership Team?

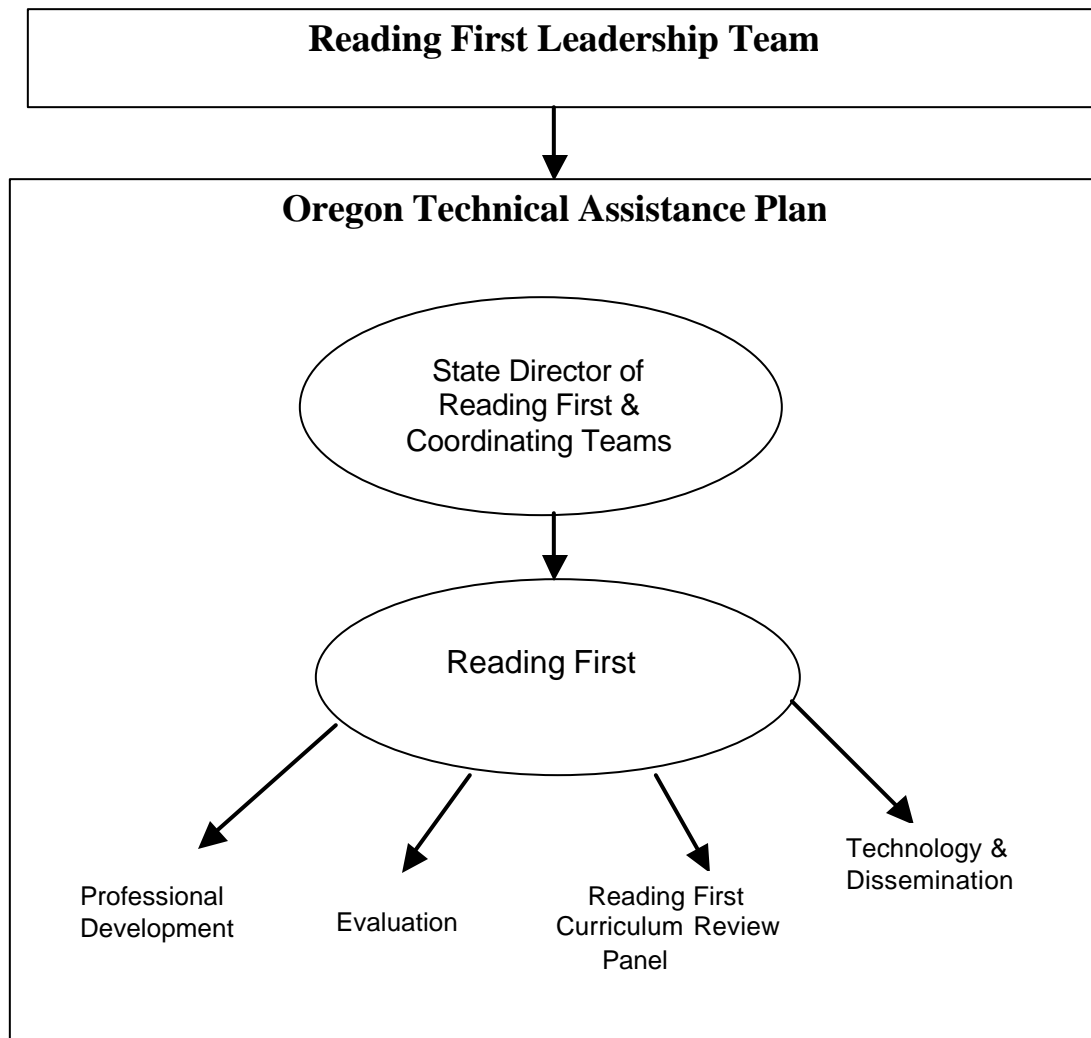
c. State Management Plan—What staff will the LEA provide for the administration of the Reading First program? What is the timeline for carrying out activities related to the administration of the Reading First program? How will resources be used to implement the Reading First program?

Section 2a: State Technical Assistance Plan

How will the SEA provide technical assistance to LEAs and schools participating in Reading First? How will the SEA monitor the progress of participating LEAs and schools?

Figure 1 provides a visual depiction of the structure of the state plan for providing technical assistance to schools participating in Reading First. A specific timeline for these activities is included in Section 2c. The plan begins with the Reading First Leadership Team, which will be in frequent contact with the Director of Reading First for the State of Oregon. The Director of Oregon Reading First, Dawn Billings, will monitor the four primary elements of the state's plan to provide professional development, ongoing technical assistance, and support to Reading First districts, schools, and classrooms, and to evaluate the efforts of Oregon Reading First to substantially improve the reading outcomes of students in K-3.

Figure 1: Oregon Technical Assistance Plan



Reading First Director: Leadership for the Oregon Technical Assistance Plan

Operational leadership of the Oregon Technical Assistance Plan for Oregon Reading First begins with the Director of Reading First, which will be Dawn Billings. Reading First funds will contribute to the support of this position throughout the duration of the Reading First program. When Reading First no longer receives external funds to support the Reading First program in Oregon, the Oregon Department of Education will maintain the funding support.

Figure 1 shows that the Director of Oregon Reading First will serve as Chair of the Reading First Leadership Team and collaborate directly with the Reading First Leadership Team and the Reading First Center on how to enhance the state's capacity to provide high quality reading programs to all K-3 students in Reading First schools. The Director will work closely with the Reading First Leadership Team to communicate the results of Reading First throughout the state: among the highest levels of state's legislative body, to the public, and throughout Oregon's system of public education. Critical in the relationship between the Director of Reading First and the Reading First Leadership Team will be efforts to expand the scientific basis of reading research to all of Oregon's elementary schools. In this expansion effort with Pathfinder schools, the state legislature will need accurate information on the progress of Reading First districts and schools so that fiscal decisions about adequately funding the expansion of reading goals and objectives throughout the state can be justified, established, and maintained.

The relationship between the Director of Oregon Reading First and the Reading First Center, and the four central functions of technical assistance provided by the Reading First Center, is the primary structure of the Oregon Technical Assistance Plan. These four functions are: (a) Professional Development, (b) Evaluation, (c) the Reading First Curriculum Review Panel, and (d) Technology and Dissemination.

The Director of Reading First will be responsible for managing the overall Reading First program throughout the state. One of the major responsibilities in that regard will be to work with the Reading First Center to ensure that the four technical assistance functions of Oregon Reading First have the resources they need, and are providing the necessary direct and indirect services to Reading First schools. The Director of Reading First will have to know the responsibilities of each of the separate functions, and understand how they should interact together to successfully provide the services Reading First schools and districts need. It will be important, for example, that services provided by each of the functions not be duplicated or in conflict with one another. In other words, if the evaluation element is providing information to a school on the use of a particular screening measure, it will be important that the Technology and Dissemination unit understands what information is being provided and why.

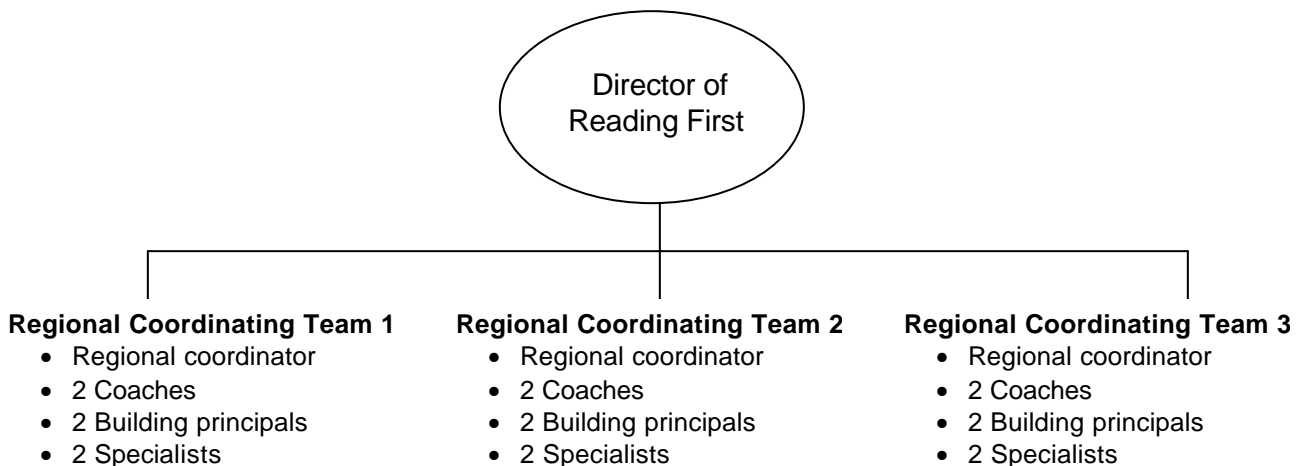
Two formal procedures will be put in place to ensure that the Director communicates directly with the Reading First Center and each of the four functions of the Oregon Technical Assistance Plan, and is able to foster effective communication and planning among them. First, the directors of the Reading First Center (Kame'enui and Simmons) will meet quarterly with the Director of Reading First (Billings) to evaluate progress and finalize plans for the subsequent quarter. Second, Billings, Kame'enui, and Simmons will meet quarterly with the key personnel from each of the technical assistance functions and the three Regional Coordinators to evaluate progress of Oregon Reading First and plan for the continued coordination of the technical assistance functions.

The eventual goal for Oregon is that Oregon Reading First schools will be models of scientifically based reading research into practice. The Director of Oregon Reading First will have the major responsibility for ensuring that progress toward this goal is maintained during Oregon Reading First, and that each of the technical assistance elements is able to provide the necessary support that Reading First schools need to initiate and sustain this transformation.

Regional Coordinating Teams

The three Regional Coordinating Teams will work directly with and report to the Director of Reading First. The coordinating teams will have a significant responsibility for ensuring that Reading First schools receive high quality leadership and the ongoing technical assistance they need to implement the components of Reading First. The focus of their responsibilities will be addressed as part of the IBRs. Figure 2 below shows that each Regional Coordinating Team will be comprised of a Regional Coordinator, who will head the team, two school-based Reading First mentor coaches in that region, two building principals, and two specialists (e.g., special education specialist, district reading or curriculum specialist) who have attended all of the Institute of Beginning Reading Trainings and the Leadership Institute of Beginning Reading Trainings.

Figure 2: Structure of Regional Coordinating Teams



Regional Coordinators will be hired by the State Director of Reading First, and will have expertise in beginning reading and school administration. Throughout Reading First, the regional coordinator positions will be funded by Oregon Reading First. At the conclusion of Reading First, the coordinator positions are expected to be maintained as state-supported positions. Throughout funding of Reading First, the Regional Coordinators will have primary responsibility for providing leadership and technical assistance directly to Reading First districts and schools. After Reading First funding, the primary responsibility of the Regional Coordinators will be to ensure that the expansion of the scientific basis of beginning reading to elementary schools throughout the state is proceeding as planned.

One of the main responsibilities of each Regional Coordinator will be to directly supervise the classroom mentor coaches, and together with the Reading First Center, to train mentor coaches to work effectively with teachers and fulfill their other responsibilities. Monitoring and supervising the interactions between classroom mentor coaches and teachers will be an important focus for Regional Coordinators, especially as the mentor coaches begin to work with classroom teachers on the effective implementation of specific comprehensive reading programs and the use of supplemental materials.

One of the first tasks of a Reading First school will be to assess student performance on key instructional components of beginning reading. The Regional Coordinating Teams will be responsible for assembling the district and school data collection teams, scheduling data collection training with the Reading First Center to make sure that all data collectors are properly trained, and helping set up formats and procedures schools will use for data analysis and interpretation. In terms of data analysis and use, the Regional Coordinating Teams will work closely with building principals and school based mentor coaches. Together with building principals, the Regional Coordinating Teams will make sure that the school-based Reading First teams are able to address the day-to-day questions about data analysis and interpretation. The Regional Coordinating Teams will make sure that mentor coaches and classroom teachers also have the opportunities they need to work with the classroom data and make appropriate instructional decisions.

In total, the work of the Regional Coordinating Teams is ultimately tied to building capacity within and among Reading First districts, schools, and classrooms. They will do this systematically by first making sure that each critical element is in place—e.g., school assessments, effective curriculum implementation and intervention—and then by making sure that the necessary procedures are in place for sustainability. To do this, it will be necessary that the structures are not dependent on the input of key individual staff members.

One important way to influence sustainability is to foster networks among schools and teachers that focus on Reading First goals and objectives. Regional Coordinating Teams will be responsible for helping to develop and strengthen these networks by serving as leaders in initial development and as key participants as the networks become part of the Reading First culture. Examples of these networks include teacher study groups, linkages with Beacon Schools as experienced mentors, and using the Technology and Dissemination Unit to set up extended learning opportunities for rural schools on key Reading First topics

and tasks. The Regional Coordinating Teams and the school-based Reading First teams schedule time for these activities to occur.

The Director of Oregon Reading First will work closely with the three Regional Coordinators to monitor the activities of the Regional Coordinating Teams. Meetings between the three Regional Coordinators and the Director of Reading First will occur on a quarterly basis. Together, this group will decide whether additional personnel will participate in these meetings, but a likely composition would also include building principals and classroom teachers. This configuration would include two key groups that receive technical assistance support and service from the Regional Coordinating Teams: (a) principals, who are critical in building schoolwide capacity, and (b) teachers, who are essential in the effective implementation of Reading First at the classroom level.

The goals of the meetings between the Director, Regional Coordinators, and other potential members, is the analysis of the quality of technical assistance provided at different levels of the Reading First system (e.g., regional, district, school, classroom), and the recommendation of feasible plans for improvement. Each Regional Coordinating Team will further analyze the quality of the technical assistance within their own region and prioritize technical assistance needs.

We now describe in more detail the Reading First Center and the four major functions of the Center.

Reading First Center

The Reading First Center will be directed by Drs. Edward Kame'enui and Deborah Simmons. The two major responsibilities of the Reading First Center are to (a) coordinate four functions of technical assistance provided to Reading First schools, and (b) collaborate with the Director of Reading First and the Oregon Department of Education (ODE) in responding to future reading initiatives, grants, and contracts. The four primary functions of technical assistance provided through the Reading First Center are to: (a) provide professional development for Reading First schools, Pathfinder Institutes and Pre-service Teacher Institutes, (b) conduct an internal evaluation of Oregon Reading First, (c) monitor the Reading First Curriculum Review Panel, and (d) manage Technology and Dissemination for Reading First schools and other schools throughout the state (see Figure 1, this section).

Below, we describe each of these functions, as well as ongoing collaboration with the Director of Reading First and ODE. The professional development model for Oregon Reading First was explained in Section 1, and plans for the internal and external evaluations are explained thoroughly in Section 3.

Professional Development

Five formal professional development structures will be used in Oregon Reading First (see Figure 3). The first are the Institutes of Beginning Reading (IBRs), which were described extensively in Section I. IBRs, under Oregon's existing Reading Initiative, have been provided to many schools in Oregon and throughout the United States. The IBRs will: (a) provide direct service to Reading First schools and Reading First leadership personnel, and (b) provide a framework the additional four professional development structures will use in working to meet the technical assistance needs of Reading First districts, schools, and classrooms. In Appendix H, we present the table of contents and the institute schedule of the IBRs.

Year Two IBRs for Reading First schools will be planned during 2003-2004 for implementation in 2004-2005.

Leadership IBRs that will parallel the strand provided to schools, but will focus on providing key information and training to Reading First leadership personnel, including building principals, classroom mentor coaches, district leadership, Regional Coordinators, and key staff at Beacon Schools will be developed during the first three months of Reading First funding. Principals from Pathfinder Schools will be invited to attend these institutes. Their primary purpose will be to develop structures and procedures to be used for leaders to support capacity building and sustainability, and establishing procedures to continuously improve implementation quality and student outcomes.

A second supportive professional development structure is the Regional Coordinating Teams, which will help schools implement the plans that are outlined during the IBRs. The Regional Coordinating Teams will begin by working with Reading First schools to make sure that the comprehensive plans for student assessments are implemented with integrity. In addition, they will help schools set up ways that will facilitate their use of the data for instructional decision making. As classroom teachers begin implementing the comprehensive reading program and using supplemental materials for students who are not making adequate progress, the Regional Coordinating Teams will work to set up ways Reading First schools and classrooms can focus on improving implementation quality systematically over time.

Figure 3.
Professional Development

| |
|---|
| Institutes on Beginning Reading |
| <ul style="list-style-type: none">• IBR I: Science of Beginning Reading & Student Assessments• IBR II: Analyze Student Performance & Plan Instructional Groups• IBR III: Setting Student Goals & Monitoring Progress• IBR IV: Analyzing Student Outcomes |
| Coaches |
| <ul style="list-style-type: none">• Comprehensive Program & Supplements• Classroom-Based Assessments• Teacher Collaborative Groups |
| Regional Coordinating Teams & Regional Coordinators |
| <ul style="list-style-type: none">• Schoolwide Capacity• Teacher Collaboration & Professional Membership• Train & Monitor Coaches |
| School-Based Reading Teams & Building Principals |
| <ul style="list-style-type: none">• Facilitate K-3 Reading Implementation• Organize and Manage DIBELS Data Collection• Develop Frameworks for Strategic and Intensive Interventions• Schoolwide Capacity |
| Beacon Schools |
| <ul style="list-style-type: none">• Models of Effective Instruction & Assessment Practices• Models of Schoolwide Capacity Development• Mentoring Role With Cohort B Reading First Schools• Development of Model Reading Lessons |

A third professional development dimension that will have a strong direct impact on classroom instruction is classroom mentor coaching. The link between mentor coaches and the Regional Coordinating Team will occur primarily through the Regional Coordinator, who will be heavily involved in training and overseeing classroom mentor coaches. The majority of the mentor coaches' time will be spent providing direct services to teachers in the classroom. Classroom mentor coaches will also work extensively with school-based Reading First teams and Beacon Schools, the fourth and fifth professional development dimensions.

School-based Reading First teams will be lead by the building principal. Their primary objective will be to ensure that the day-to-day operational procedures of Reading First are occurring as intended. Scheduling assessments, identifying students that require additional instructional supports to meet reading goals, developing school-based inservices around key Reading First objectives are some of the activities school-based Reading First teams will be involved in.

Mentor coaches, principals, and school-based Reading First teams will also become familiar with the ongoing professional development services that Beacon Schools can provide. Opportunities for Reading First teachers to visit Beacon Schools' classrooms or schedule an observation by an expert teacher from a Beacon School classroom are two prime examples.

Evaluation

Evaluation of Oregon Reading First program will address (a) the progress being made in building capacity at the state and local level to provide high quality reading programs, and (b) the ability of individual schools and classrooms to successfully implement and sustain those programs. Both formative evaluations, which provide information designed to be used for systematic program improvement, and summative evaluations, which provide information primarily for program accountability, will be part of the evaluation format.

The Reading First Center will evaluate (a) the functions of technical assistance provided to districts and schools for the Reading First implementation, and (b) the performance of Reading First schools in terms of classroom implementation of scientifically based reading instruction, and student reading outcomes. Of primary importance in the evaluation will be student reading growth and outcomes on key components of effective reading.

The evaluation will seek to identify key variables that are responsible for changes in student reading performance, such as the knowledge teachers acquire about early reading development and instruction, and how teachers act on that knowledge during day-to-day classroom instruction. In fact, we hypothesize that these two variables—teacher knowledge and classroom practice—will turn out to be particularly crucial components of successfully increasing student reading outcomes in K-3.

Reading First Curriculum Review Panel

The major purpose of the Reading First Curriculum Review Panel is to analyze comprehensive beginning reading programs and supplemental materials for use in Oregon Reading First schools. The goal of the panel is to provide exhaustive reviews of reading programs and materials that are objective and reliable, and that result in a corpus of programs available to Reading First schools that meet the highest standards of scientific merit. As one of the first actions following selection for funding, and after attending the first Institute of Beginning Reading where the components of scientifically based reading instruction and information on the selection of reading programs aligned with scientifically based reading instruction are presented, Reading First schools will select a comprehensive program and supplemental materials that have been approved by the panel. Districts and schools will indicate these choices or submit programs not previously reviewed to the panel for evaluation based on scientifically based reading research.

The long-term goal is for Oregon schools to use the panel's recommendations in their selection of comprehensive reading programs and supplemental reading materials. A key procedural step of Reading First is to expand the scientific basis of beginning reading instruction throughout the state. By the end of Reading First funding, the goal is that all districts and schools will use the criteria outlined by the panel in their selection of comprehensive programs and supplemental materials.

Members of the Reading First Curriculum Review Panel will have expertise in beginning reading instruction, with particular expertise in the principles of instructional design that are critical in the analysis of beginning reading programs. Members of the panel will come from the Reading First Center, ODE, and from practitioners working in Oregon's districts and schools. Reading First Center members who will serve on the panel will include Drs. Kame'enui, Simmons, Gunn, Baker, and Edwards. Members from ODE will be Merced Flores, Julie Anderson, and Jackie Burr. Examples of members from school districts and schools will include Dr. Drew Braun and Carl Cole and Rhonda Wolter, MsEd. from the Bethel School District, and Drs. Keith Hollenbeck and Carrie Thomas from Springfield Public Schools. Members of the panel will serve either one or two years, and the rotation schedule will be staggered so that the panel will always have more experienced members than new members.

The chair of the panel will meet directly with the Director of Reading First and the chairs of the other three technical assistance functions. With input from the other panel members, the Director of Reading First will be responsible for establishing which comprehensive and supplemental programs will be reviewed and procedures and timelines for the reviews. Under the direction of the Director of Reading First, the chair of the panel will be responsible for issuing reports, and communicating the analyses to districts, schools, and the other elements of the Oregon Technical Assistance Plan. All members of the Reading First Curriculum Review Panel will be trained to use The Consumer's Guide to Evaluating a Core Reading Program in K-3: A Critical Elements Analysis (See Appendix I) (Kame'enui & Simmons, 2000) for analyzing comprehensive and supplemental reading programs. This document was included as an evaluation tool in the Secretary's Reading First Leadership Academies conducted in Washington, DC. The Director of Reading First

will review the work of the Reading First Curriculum Review Panel to make sure the panel is functioning effectively and is responsive to the needs of districts and schools in the state.

The Reading First Curriculum Review Panel will offer a significant service to districts and schools throughout the state. The level of expertise and time required to adequately evaluate the scientific merit of beginning reading programs is considerable. Currently, individual districts rely heavily on their own resources to analyze reading programs for adoption. Because of the complexity and technical nature of this task, many comprehensive programs are adopted without benefit of a thorough review. Consequently, comprehensive programs may be selected for which there is insufficient evidence documenting effectiveness or adherence to important principles of instructional design.

The Reading First Curriculum Review Panel will work in concert with other departments of education in their analyses of curriculum programs and supplemental materials. This collaboration will improve the panel's efficiency and increase the number of programs that the panel will be able to review. For example, the state of Washington has conducted an evaluation of comprehensive reading programs and has generated a list of programs that meets their criteria for use by districts and schools. Rather than simply duplicating much of what the state of Washington has already done, the Reading First Curriculum Review Panel in Oregon will analyze Washington's review, and will extend it in whatever ways necessary to complete the final analysis and recommendations.

The Reading Curriculum Review Panel will work with the Director of Reading First to develop ongoing alliances with other state departments of education on ways to collaborate on conducting reviews of comprehensive programs and supplemental materials. This should result in a more efficient process for reviewing the extensive number of programs offered in K-3.

The Reading First Curriculum Review Panel is aware that some school districts and schools will be interested in using comprehensive or supplemental materials that have not been reviewed. In this case, the panel will make a concerted effort to work collaboratively with districts and schools to analyze these programs. In other cases, districts or schools may believe that a comprehensive or supplemental program did not meet the panel's criteria when it should have. In this case, the review panel will meet with the school and district to review the findings.

Technology and Dissemination

The Technology and Dissemination Unit is the final component of the Oregon Technical Assistance Plan. The unit's role is to organize and disseminate information on the other technical assistance elements. There will be two primary functions of the Technology and Dissemination Unit. First, will be accessibility of information contained within three interconnected websites: Big Ideas in Beginning Reading, Dynamic Indicators of Basic Early Literacy Skills, and Oregon Reading First.

A second function of the Technology and Dissemination Unit will be to disseminate information and materials to districts, schools, and classrooms. A major purpose of this dissemination effort is best described broadly as extended learning opportunities.

Websites. Two of the three websites that will be central sources of information for Reading First districts, schools, and classrooms are built and active. Big Ideas in Beginning Reading and DIBELS web are currently maintained independently of Reading First and the Oregon Technical Assistance Plan. The third, Oregon Reading First, will be developed specifically for Reading First districts, schools, and classrooms in Oregon.

The Big Ideas in Beginning Reading site describes the five instructional components of beginning reading (“big ideas”) identified by the National Reading Panel and the Reading First Legislation, and how to teach and assess those skills. In Figure 4 below, the opening screen of the site provides a clear indication of the close link between the site and the major components of Reading First. In addition to the alignment between the big ideas and the essential instructional components of Reading First, the other major dimensions of the site are aligned with goals of Reading First. The assessment area addresses different purposes of assessments including screening assessments, progress monitoring assessments, diagnostic assessments, and outcome assessments. The use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is demonstrated and discussed as a way to assess phonemic awareness, phonics, and reading fluency. The Beginning Reading website also has a clear link to the DIBELS website that provides a full treatment of the DIBELS assessment approach.

The Beginning Reading site also includes information on putting a research-based beginning reading model in place at a school. The ideas presented in this part of the site correspond closely to the content of the IBRs and are linked to the schoolwide improvement model, which will be discussed in Section 4.

Figure 4: Big Ideas in Beginning Reading Webpage



The DIBELS site discusses the Dynamic Indicators of Basic Early Literacy Skills, a set of standardized, individually administered measures of early literacy development. The site explains the measures and provides technical data and research information. The site also offers the ability to download the measures for use at no cost. The DIBELS website also includes an DIBELS Data System, a tool that allows schools to enter DIBELS data online and generate automated reports. This data system is provided to every teacher and includes data analysis for every K-3 student in Oregon at no cost.

The following two figures provide a basic indication of the DIBELS website. Figure 5 shows the opening screen of the site and addresses three major questions about DIBELS. The second figure from the site, Figure 6, is an example of the performance of students in one classroom on measures of phonemic awareness, letter knowledge, and phonics (Phoneme Segmentation Fluency, Letter Naming Fluency, and Nonsense Word Fluency). The scores of every child in the kindergarten class are listed for May of the 2000-2001 school year.

The second part of the figure illustrates the ability of the website to provide clear pictures of individual student growth over time as well as an individual student's performance in the context of other students. On a measure of reading fluency, Oral Reading Fluency, the performance of a student in first, second, and third-grade is shown. The shaded area indicates benchmark reading standards for students on this measure at each grade. In Grade 2, the benchmark goals go up at each of the three assessment time points. The student's performance is indicated by the dots and connected line. The graph shows that the student's performance increases within each year, and generally across years. The slight drop from the end of grade 2 to the beginning of Grade 3 probably indicates the effect of a summer out of school, as well as the more difficult assessment material the student was administered in Grade 3 compared to Grade 2.

The graph also shows that the student is consistently below the benchmark performance at each assessment checkpoint, except for the final performance of the end of Grade 3. Tracking progress this way provides a vivid picture of performance and growth over time, and when this type of information is linked to reading instruction, it provides a way to help determine the quality of reading programs for individual students.

Figure 5: Official DIBELS Home Page

The screenshot shows a web browser window titled "Official DIBELS Home Page" with the URL <http://dibels.uoregon.edu/>. The browser's address bar shows the URL, and the navigation bar includes "Back", "Forward", "Reload", "Stop", "Location", and "Sidebar". The page features a blue header with navigation links: "Introduction", "Data System", "Kindergarten", "First Grade", "Second Grade", and "Third Grade". Below the header, the main content area is titled "Official DIBELS Home Page" and includes a bar chart labeled "DIBELS" with five bars of increasing height. The left sidebar contains a blue menu with the following items: "Introduction", "Data System", "Measures" (with sub-links: "Download", "Benchmarks", "Kindergarten", "First Grade", "Second Grade", "Third Grade"), "Logistics", "Sponsors", "Trainers", "Frequently Asked Questions", and "Contact Information". The main content area contains the following text:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure has been thoroughly researched and demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. When used as recommended, the results can be used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

Using the Dynamic Indicators of Basic Early Literacy (DIBELS)

1. [What are the Dynamic Indicators of Basic Early Literacy Skills or DIBELS?](#)
2. [Why use DIBELS?](#)
3. [How do I use DIBELS in my school?](#)

Update: DIBELS 6th Edition is now available. Go [here](#) to download the files.

The DIBELS measures are **FREE** to download and use. Just go [here](#) to login, or sign up for a materials download account if you do not already have one.

We also offer an optional additional service, the [DIBELS Data System](#), which allows you to enter your students' DIBELS data online and generate automated reports, for **\$1 per student, per year**.

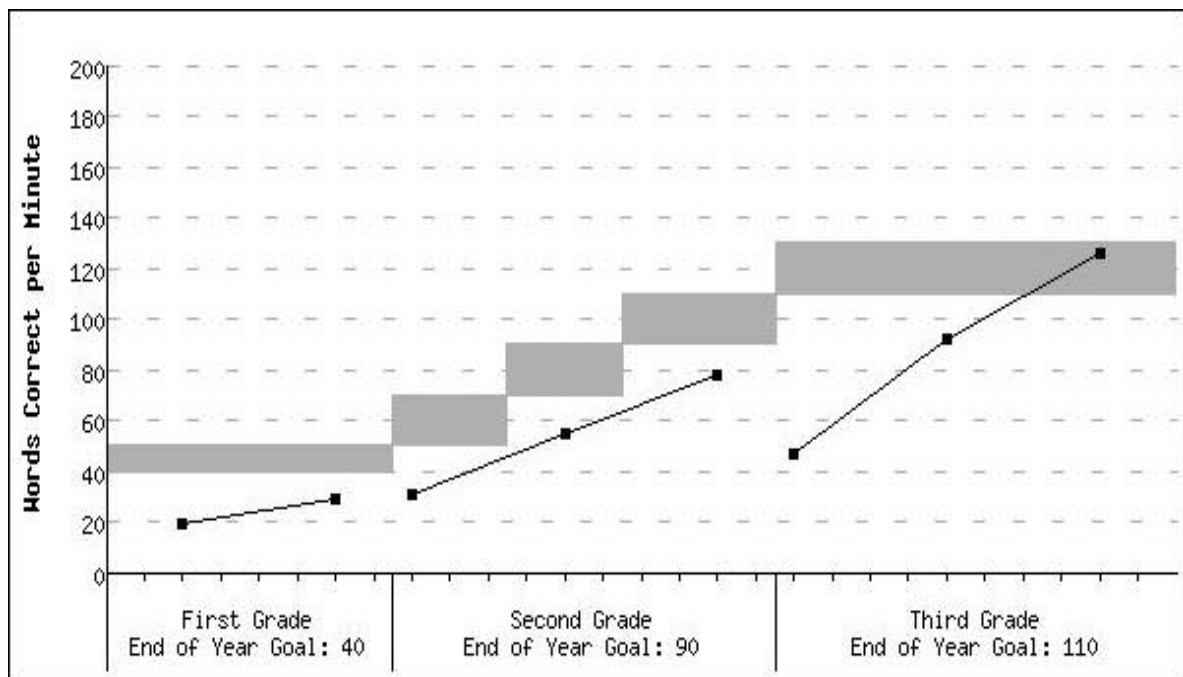
Update: For the 2001-2002 school year, there are now **836 schools** using the DIBELS Data System, across more than 300 districts in 20 states and Canada.

Figure 6 (parts 1 & 2): Example of Student Performance

Adams K Class 1 – May 2000–2001

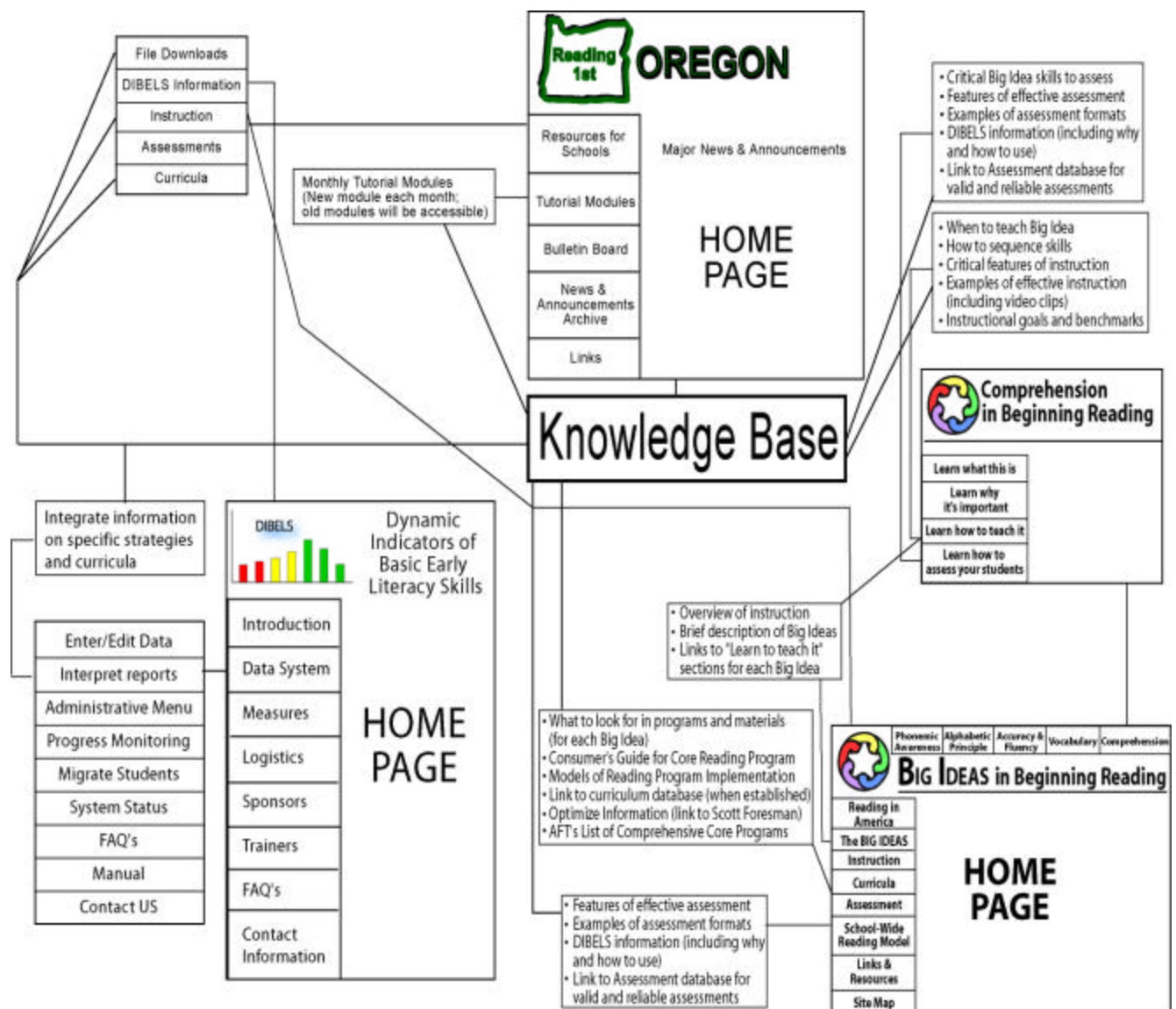
| Student | Student ID | PSF | LNF | NWF | WUF (optional) | Moved out? |
|------------------------------|------------|----------------------|----------------------|----------------------|--------------------------|--------------------------|
| B. Andrew | 04604 | 65 | 56 | 59 | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Raymond | 02460 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Turner | 00713 | 63 | 70 | 73 | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Katie | 04710 | 58 | 41 | 38 | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Travis | 04635 | 59 | 38 | 49 | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Brittany | 04608 | 46 | 19 | 22 | <input type="checkbox"/> | <input type="checkbox"/> |
| G. Lanae | 04625 | 51 | 53 | 55 | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Clayton | 04788 | 55 | 55 | 49 | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Mackenzie | 04620 | 63 | 60 | 45 | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Tyler | 04709 | 55 | 62 | 94 | <input type="checkbox"/> | <input type="checkbox"/> |
| J. Zakary | 04636 | 30 | 24 | 11 | <input type="checkbox"/> | <input type="checkbox"/> |
| K. Jeffrey | 04631 | 53 | 55 | 41 | <input type="checkbox"/> | <input type="checkbox"/> |
| M. Katrina | 01730 | 56 | 42 | 27 | <input type="checkbox"/> | <input type="checkbox"/> |
| O. Cameron | 04722 | 60 | 51 | 29 | <input type="checkbox"/> | <input type="checkbox"/> |
| P. Makaila | 04708 | 43 | 45 | 37 | <input type="checkbox"/> | <input type="checkbox"/> |
| R. Oscar | 04603 | 27 | 20 | 24 | <input type="checkbox"/> | <input type="checkbox"/> |
| S. Austin | 04629 | 46 | 57 | 43 | <input type="checkbox"/> | <input type="checkbox"/> |
| S. Samantha | 01056 | 29 | 49 | 35 | <input type="checkbox"/> | <input type="checkbox"/> |
| W. Keith | 04606 | 57 | 84 | 120 | <input type="checkbox"/> | <input type="checkbox"/> |
| W. Megan | 04707 | 64 | 51 | 55 | <input type="checkbox"/> | <input type="checkbox"/> |
| Y. Pamela | 04618 | 68 | 64 | 68 | <input type="checkbox"/> | <input type="checkbox"/> |

Submit Scores



The Oregon Reading First website will be new (see Figure 7). It will contain information about Reading First, and descriptions of how Reading First is being implemented in Oregon, as well as links to other Reading First Sites. The site will have instructional modules on different topics (e.g., fluency-building) pertinent to Reading First schools, and information about specific assessments and curricula. The site will also be used for dissemination of announcements and materials, and will include a bulletin board message system for participants to ask and answer questions.

Figure 7: Web Map of Oregon Reading First Website



The information on the three websites is complementary and the sites can be used in conjunction with each other. The existing sites will be redesigned somewhat, and the new site built so that the connections between them are clear and information is easy to find.

Extended Learning Opportunities. Oregon is a large and a predominantly rural state. Making sure schools are connected to the internet and other schools in Oregon is an important feature of electronic dissemination. It does little, however, to address ways in which technology might be used to help create more interactive learning environments at Reading First schools and other Reading First sites. A major purpose of the Technology and Dissemination function will be to set up extended learning opportunities at Reading First school sites. To address in a substantive way issues related to Reading First goals and objectives, learning opportunities will be interactive and will include participants from different regions of the state during commonly scheduled, in-person sessions.

We expect the Technology and Dissemination function to play an active role in facilitating the types of extended learning opportunities that characterize schools and district-based inservices, teacher study groups, and other more tutorial types of training sessions. For example, a schoolwide inservice might be developed as a follow-up on an IBR focusing on a specific comprehensive reading program. Different schools using that particular reading program, as well as a facilitator from the Reading First Center, a Regional Coordinating Team, or the Director of Reading First, would work closely with the Technology and Dissemination Unit to set up this type of inservice. In some cases the inservice might be primarily didactic; in other cases it might be highly interactive. The nature and format would be dictated by inservice goals, not by logistical issues related to distance and location.

Another example would be to hold regularly scheduled Reading First team meetings, where teachers at a particular Reading First school might work with someone in another school or another group of teachers at a Beacon School on a sequenced series of learning activities related to particular topic. For instance, a school might want to set up a series of strategic and intensive interventions with students in K-3 following the fall screening assessments. Teachers might meet once or twice a week for a month to plan and implement a variety of approaches and receive ongoing feedback on their efforts. Or, teacher study groups might be set up with a partner Beacon School to have ongoing discussions on specific conceptual issues related to beginning reading. Teachers could have assigned readings or data collection during the week and Technology and Dissemination function would help set up interactive discussions among one or more schools related to those activities.

In other cases, videotaped examples of beginning reading instruction might serve as a stimulus for groups of teachers, mentor coaches, and Regional Coordinators to analyze critical features of beginning reading instruction. These lessons could be sequenced to match what teachers are currently focusing on in the classroom so that in between weekly meetings, teachers could work on implementation tasks with their own students. They could report on these efforts at the next meeting; and when the group was cohesive enough, the Technology and Dissemination function could assist in videotaping teachers' implementation efforts for presentation at the weekly meetings.

In some cases, teacher study groups might take on a more tutorial flavor. For instance, there are many "steps" involved in the different assessment systems schools will learn at the IBRs. Regional Coordinators and mentor coaches might regularly work with specific schools to make sure the steps are implemented and also engage in long-distance

discussions with teachers as they complete specific steps to make sure they understand the underlying rationale. This pace of implementation would give teachers the time they need to process complex information, and get specific feedback on their efforts to achieve high quality implementation.

Collaboration with ODE

The Oregon Reading First application has been developed and written by the Oregon Department of Education and the Institute for the Development of Educational Achievement (IDEA) at the University of Oregon. This effort represents the latest in a series of collaborations in the area of beginning reading. The establishment of the Reading First Center will formalize an ongoing mechanism that will be used for future collaborative efforts.

The focus of these collaborative efforts will involve three main activities. First, the Reading First Center will be the structure through which ODE will improve reading instruction throughout the state. Second, the Reading First Center provides a mechanism through which ODE will be able to provide ongoing professional development to districts, schools, and teachers throughout the state of Oregon. Third, the Reading First Center provides a mechanism for evaluating efforts by the state, districts, schools, and classrooms to improve reading instruction and outcomes for students throughout the state. Finally, the Reading First Center offers a mechanism for developing further proposals to study beginning reading using the highest standards of scientific rigor.

Progress of Participating Schools

Oregon Reading First Implementation Plan

An overview and timeline of the Oregon Reading First Plan is presented in Table 1. Two cohorts of Reading First schools will be supported for multiple years to achieve high quality implementation of research-based programs in beginning reading. The first two years of funding for each cohort occur in the Implementation Phase and the final two years occur in the Sustainability Phase.

Table 1: Oregon Reading First Implementation and Sustainability Design

| | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
|--------------------------------------|--|----------|---|-----------|------------------------|----------|
| Reading First Implementation Phase | Cohort A 30-35 Schools | | Cohort A | | Cohort A | |
| | | | Cohort B 10-15 Schools | | Cohort B | |
| Reading First Sustainability Phase | | | Cohort A (35 Schools) 30 Continuing Schools; 5 Beacon Schools | | Cohort B 10-15 Schools | |
| | | | | | Cohort A (35 Schools) | |
| State-Level Professional Development | <div><div></div><div><ul style="list-style-type: none">• Leadership IBRs• Pathfinder IBRs• Pre-service IBRs</div><div></div></div> <div></div> | | | | | |

Cohort A schools will begin funding in Year One and will potentially receive funding for five years, as long as they make adequate progress in meeting Reading First goals and objectives. Between 10 and 15 Cohort B schools will receive funding starting in Year Three and will continue to receive funding through Year Six if satisfactory progress is made. General guidelines for satisfactory progress are the following. In Year One, satisfactory progress will be defined primarily on establishing the necessary school infrastructure for high quality implementation of research-based beginning reading programs. All K-3 staff must attend the series of IBRs, collect and organize student performance data, and implement the comprehensive beginning reading programs and supplemental materials in all K-3 classrooms. The final four years of funding will be based primarily on two factors: (a) improvements in student reading performance, and (b) demonstrating improved responsiveness to students who are not making satisfactory reading progress and require additional instructional supports. The internal evaluations will help inform this decision.

Five schools in Cohort A will be identified during the Implementation Phase (the first two years) and recruited to serve as Reading First Beacon Schools for the duration of Reading First. Beacon Schools will be recruited on the basis of their strong implementation of scientifically based reading programs and strong student reading outcomes. These five Beacon Schools will assist other Cohort A schools and Cohort B schools as demonstration sites on the components of Reading First.

Among all Reading First schools, a number of factors will go into the calculations of improvements in student reading performance. Overall levels of reading performance at each of the measurement time points and at each grade will be considered. Changes in the percentages of students meeting key benchmark performance standards at each grade, on the five essential components, will also be considered. Finally, changes in performance according to key demographic variables, such as SES, ethnicity, language status, and the presence of a disability will be factored into analyses of continuous improvements in student performance.

Classroom teachers and school-based Reading First teams can also demonstrate responsiveness to student reading data in a number of ways. For example, their requests for technical assistance to respond to clear problems indicated by student reading outcome data would be a indicator of responsiveness. Another example would be clear indicators that classroom mentor coaches are spending direct time with teachers who are struggling to attain high quality implementation levels of the comprehensive program. Finally, an indicator of responsiveness would be documentation that students with the greatest instructional needs are provided with programs that are clearly designed to meet their individual instructional needs.

The first two years of funding will enable each Reading First school to pay for a full-time Reading First mentor coach (except in the case of smaller schools which might share a mentor coach or have a half-time mentor coach) and to attend the IBRs. In the Sustainability Phase (see Table 1), each Reading First school that makes acceptable progress will continue to receive funding for Reading First. This funding will be used by the school to support continued efforts to implement high quality reading programs. Before receiving Year Three funds, each Reading First school will make a proposal to the Director of Reading First describing how and why they propose spending their Year Three funds. They will make a

case for their position, explain why alternatives are not as desirable as their proposal, and delineate how they would monitor the successful use of those funds.

The school-based Reading First team and the Regional Coordinator will work together on this proposal. We expect that a variety of acceptable models will be used by Reading First schools in allocating their Year Three and Four funds. The proposals will be reviewed and approved by the Director of Reading First.

During Years One through Six, an ongoing series of Leadership Institutes of Beginning Reading will be provided through the state's professional development framework. Their purpose will be to prepare key personnel in Reading First schools and districts throughout the state to provide leadership in implementing research-based programs in beginning reading. Concurrently with this focus on leadership, IBRs for non-Reading First schools (Pathfinder schools) and pre-service teachers and staff from the state's seventeen colleges of education will be provided to promote and expand the implementation of scientifically based reading programs across the state.

Monitoring Progress of Students in Reading First Schools

Throughout Oregon Reading First, the Oregon Technical Assistance Plan will also play a key role in monitoring the progress Reading First schools make in improving their beginning reading programs. One of the most significant ways progress will be monitored is also one of the most efficient. All Reading First schools will administer and use DIBELS to monitor the reading progress of all students at least three times per year. The data will be entered and analyzed using the DIBELS web-based system that will be coordinated by the Reading First Center. The Reading First Center has created an analysis package and reporting format that districts and schools can use to improve their instructional programs for students (See Appendix G). The state will also use this reporting format to determine the success and difficulties Reading First schools are having.

Not only will this analysis of information provide a general way to determine how well children are doing on Reading First assessments, but it will also allow the professional development and evaluation component to analyze how individual schools identify students for strategic and intensive interventions, as well as determine the effectiveness of their intervention efforts. An example can help illustrate this point. The DIBELS system includes a printout at the individual classroom level suggesting categories of instructional service that each student should receive based on the assessment results. For students who do very poorly on the DIBELS measures, for instance, the recommendation is that an intensive intervention should be implemented. The printout does not specify the nature of the intervention. That decision would be made on the basis of diagnostic assessments along with the professional judgment of the classroom teacher and other members of the decision making team.

The point is that the school, the building administrator, and classroom teacher would be clearly alerted to the potential reading difficulties for every student in K-3. In many cases, the data will suggest that the core reading program is working effectively; in other cases, the data will suggest that students are struggling and should be provided with some type of instructional intervention. Because this information is part of the web-based analysis

system, the state has a built-in mechanism for monitoring how effectively schools and classrooms are responding to individual students. Of course, the state would need additional information to determine if an intervention was actually implemented, and if so, how it was constructed and implemented. Once that information was determined, the student's progress could be monitored in the context of the intervention designed to boost reading performance.

The evaluation component of Reading First will assist schools and districts to monitor the effectiveness of their Reading First programs by providing timely reports to principals and district level leaders. The reports are based on the common set of progress monitoring and outcome assessments that will be required in all Reading First schools. These reports will assist local school leaders to identify classrooms and schools that are achieving exemplary outcomes as well as those that may be in need of further support and training to achieve desired outcomes. The unique value of the evaluation component is that the process allows teachers, principals, and district level teachers to examine their own progress in relation to the progress of other schools that serve populations of children who enter K-3 classrooms with similar demographic and achievement characteristics. Broad participation in this evaluation process will establish a normative expectation for appropriate early assessments as an established component of effective reading programs.

Section 2b: Building Statewide Infrastructure

How will the SEA use Reading First to build statewide commitment to improving K-3 reading instruction and raising K-3 reading achievement? What leadership at the SEA will be dedicated to Reading First? Has the State established a Reading Leadership Team?

Reading First is the impetus for improving K-3 reading instruction in non-Reading First schools throughout Oregon through vehicles including Pathfinder Institutes of Beginning Reading (IBRs); Pre-Service IBRs; direct support to K-3 schools through regional coordinators; Beacon Schools; DIBELS, Big Ideas in Reading, and Reading First websites; web support for DIBELS data analysis; K-3 Reading Standards and K-2 Optional Curriculum; strengthening of licensure requirements for primary teachers; continued dissemination and support of the K-3 "Improving Reading Performance: A Guide to Oregon Educators"; and direct outreach to schools and districts via ODE's Teaching and Learning Web space and regular videoconferencing opportunities. With the Reading First funding model, designed to complement and enhance Oregon's existing reading efforts for the state's schools, Oregon's Reading First program will foster the institutionalization of the principles of scientifically based reading research.

Oregon's Reading First program includes a model infrastructure designed to sustain Reading First in participating schools and expand statewide a program of beginning reading based on scientific principles derived from reading research. State and local resources will be used during and after the Reading First funding period to support this program expansion. Oregon's Reading First program builds on a statewide initiative already in place.

Oregon's State Superintendent of Public Instruction's Reading Initiative was announced at the first Oregon Reading Summit, sponsored by the Oregon Department of Education, in March 1999. The Summit announced a clear direction for early reading instruction in Oregon; Dr. Ed Kame'enui from the University of Oregon was the keynote speaker and each of the 500 educators present received a copy of the Learning First Alliance publication, "Every Child Reading: An Action Plan." In preparation, earlier that year, the Oregon Department of Education had contracted with the Institute for the Development of Educational Achievement (IDEA) at the University of Oregon to write a K-2 Toolkit for Beginning Reading to be used for summer institutes with follow-up professional development throughout the school year. To further support this initiative, at the reading summit schools were invited to apply for a grant to attend this first Institute on Beginning Reading where 200 educators would learn about the five components in effective reading instruction for four days in June 1999, with an additional four follow-up days of technical assistance during the school year.

The April 2000 Reading Summit provided the same focused message to an expanded audience. Phyllis Hunter presented to 800 educators on the importance of phonemic awareness, phonics, fluency, vocabulary, and comprehension in a beginning reading program. Participants received copies of "Teaching Reading Is Rocket Science" by Louisa Moats and Dr. Roland Good introduced the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). In the Fall of 2000, the Big Ideas in Reading website, sponsored by the University of Oregon in partnership with the Oregon Department of Education, was designed to articulate with the DIBELS website, providing teachers with "next-steps" online tutorials for strategies and interventions to use with students based on their DIBELS results.

Phyllis Hunter was invited back to keynote the third Summit in April 2001 where she presented her "Top Ten" list of scientifically based reading research publications to 1200 educators, addressing the topic of research into practice—what it looks like in the classroom. Marilyn Jager Adams and Anne Cunningham presented additional information on the research base for primary reading; all participants received copies of the Learning First Alliance document, "Every Child Reading: A Professional Development Plan." It was at this Summit that the Oregon Department of Education first announced that DIBELS online data analysis would be made available at no cost (the cost is one dollar per student per year) for all Oregon K-3 students for school year 2001-2002 through a contract between ODE and the University of Oregon. Schools were also invited to sign up teams of K-3 teachers to attend (at no cost) one of three one-day workshops on DIBELS sponsored by the Oregon Department of Education. Three hundred teachers were trained in DIBELS—administering, submitting data, interpreting data, and using data to inform instruction.

Most recently Catherine Snow keynoted the April 2002 Reading Summit with an overview of the National Research Council's research report *Preventing Reading Difficulties in Young Children*. The Oregon Department of Education announced that DIBELS data analysis would again be provided at no charge for every K-3 child in Oregon, and that 150 out of the 800 schools in Oregon now collect DIBELS data.

In Fall 2000, Oregon chose to use part of the last year of Goals 2000 funding to offer a K-3 scientifically based reading grant opportunity to schools. Modeled after the school-based reading program portion of the REA grants, these grants built on lessons learned from REA about SBRR program selection and SBRR professional development. Dr. Deborah Simmons provided the initial scientifically based reading research training to 350 educators at the Goals 2000 Grades K-3 Grant-writing Workshop. As a requirement of the grant application, each school analyzed their current reading program using "The Consumer's Guide to Evaluating a Core Reading Program in K-3: A Critical Elements Analysis," developed by the Institute for Development of Educational Achievement (IDEA) at the University of Oregon.

Since the announcement of the Oregon Reading Initiative, the Oregon Department of Education, in partnership with the University of Oregon and the IDEA center, has been working to promote the "big ideas in reading"—phonemic awareness, phonics, fluency, vocabulary, and comprehension—throughout the state. Products of this partnership include tools, resources, materials and programs to help equip teachers, parents, and the early childhood community with the necessary knowledge base to create successful, independent readers, and for communities and businesses to get involved in the literacy efforts of the state. Reading First will be both a logical extension of these efforts and a crucial bridge for Oregon to meet its educational goal of Every Child a Reader. Reading First will extend Oregon's efforts through the following projects.

Pathfinder Institutes of Beginning Reading

The SEA, as part of its statewide activities, beginning in July 2003 will provide annual grants to School teams to attend Pathfinder Institutes of Beginning Reading. These funds will come from the SEA portion of Reading First. The Reading First Center (RFC) will staff this statewide professional development to schools that are not eligible for Reading First. Pathfinder IBRs are similar to the Reading First IBRs, running seven days rather than nine. School teams—in this case made up of the principal, teachers from Kindergarten, Grade 1, Grade 2, and Grade 3, the school special education teacher, the Title 1 teacher, a teacher of English language learners, if applicable, and the district K-12 special educators—rather than the entire school staff, will apply to attend. Grant award will be based on the school's readiness to embrace scientifically based reading research as determined by the School Readiness Tool developed by the Northwest Regional Laboratory and may include an on-site visit to confirm readiness. The grant awards will provide for the cost of the Institutes and expenses of participants including substitute pay or stipend, travel per diem and costs of materials.

Pre-service Institutes of Beginning Reading

The SEA, as part of its statewide activities, will provide yearly statewide professional development Pre-service Institutes of Beginning Reading (IBR) to pre-service teachers and staff from the state's seventeen colleges of education. Staffed by the RFC, Pre-service IBRs are similar to the Pathfinder IBRs, but running four days rather than seven. This difference is primarily because pre-service teachers may not have a classroom for implementation of the research, assessment, and analysis pieces of the Pathfinder IBRs. Travel, food, and lodging costs will be paid for those traveling from Southern or Eastern Oregon.

Regional Coordinators

To ensure that the statewide expansion of research based beginning reading through the Pathfinder IBRs is proceeding as planned, experts in reading instruction and administration will be hired by the Oregon Department of Education to coordinate targeted professional development to Oregon Districts and Reading First mentor coaches. While the major focus of these employees will be the Reading First Schools, their work with Pathfinder IBRs and Pathfinder schools will build capacity at the state level to assure continuation of high quality research based reading professional development long after the expiration of the Reading First grant program.

DIBELS and Big Ideas in Beginning Reading websites

As part of the statewide outreach, access to the DIBELS website <http://dibels.uoregon.edu> and its strong data analysis component for every Oregon K-3 student will be provided at no charge to all Oregon educators. This feature is a key element of Reading First and will build both on the Pathfinder IBRs and also provide individual schools and teachers not attending IBRs with a powerful tool to assist in scientifically based reading instruction and classroom assessment. For additional explanation regarding DIBELS and its website, see Section 1d ii, Section 1d viii, and Section 2a and 3a.

The Big Ideas in Reading website <http://reading.uoregon.edu/>, sponsored by the University of Oregon in partnership with the Oregon Department of Education, was designed to articulate with the DIBELS website, providing teachers with “next-steps” online tutorials for strategies and interventions to use with students based on their DIBELS results. Describing the five essential instructional components identified in the Reading First legislation and how to teach and assess those skills, this site is closely aligned to the content of the Institutes of Beginning Reading and also provides clear links to the DIBELS website, see Section 2a.

Beacon Schools

The Reading First Center will identify Beacon Schools from the first 30 to 35 Reading First Schools in Cohort A—based on exceptional student performance and effective implementation of research-based reading practices. These Beacon Schools will serve as laboratory schools of research-based reading implementation for other Reading First Schools, Pathfinder Schools, state and private Colleges of Education, and interested elementary schools.

Lexiles

The Lexile Framework, <http://www.lexile.com> developed with funds from the NICHD to measure both the difficulty of text and the reading ability of readers, will be linked to Oregon’s Statewide Assessment in Reading. Student reports will include the student’s lexile reading range along with a list of books in that student’s lexile reading range as supplemental information to the student’s performance on the Statewide Assessment in Reading. Knowing the range of books a child will likely be able to read is useful information

for the classroom teacher as well as for the student. Parents will also appreciate a list of books as a resource for helping and encouraging their child in reading. (See Appendix N)

Dedicated SEA Leadership

In addition to significant FTE at the SEA dedicated to providing direct service to Reading First schools and statewide outreach for other K-3 schools in scientifically based reading research methods, Oregon has dedicated significant SEA leadership and policy support FTE for Oregon Reading First. This commitment further strengthens Oregon's existing Reading Initiative to assure that all children can read at grade level. Through the Reading First Grant, this commitment will be supported by the addition of FTE dedicated solely to the success of Reading First. This leadership includes Dr. Kate Dickson, Deputy Superintendent for Elementary and Secondary Education, Dawn Billings, MsEd, Director of Reading First and Julie Anderson, MsEd, Team Leader of Reading First personnel. This FTE, some of which is provided as in-kind, totals an equivalent FTE of 2.0. The Director and staff will work closely with both the Reading Leadership Team and the Reading First Center. This dedicated leadership at the Oregon Department of Education has over the past four years planned and carried out the activities listed in the introduction to this section. Additional information regarding the qualifications and commitment to scientifically based reading research of the ODE leadership staff may be obtained by contacting Phyllis Hunter, Marilyn Adams, Ed Kame'enui, Deborah Simmons and Roland Good. Vitae for directors and researchers at the Reading First Center—the primary Reading First professional development providers—Drs. Ed Kame'enui, Deborah Simmons, Roland Good and Scott Baker, are included in Appendix B. Vitae for the three reading coordinators will be provided to the Federal Office of Reading First as a condition of their employment.

The Reading First Director and staff will be responsible for managing the overall Reading First program throughout the state and for monitoring and communicating progress towards all students reading at grade level by third grade. This will entail close collaboration with both the Reading First Center and the Reading First Leadership team. The Director of Reading First and designated staff will be responsible for communicating activities and evaluation results to the legislature and stakeholders and to the members of the Reading First Leadership team to be disseminated to the legislature and Oregon's system of public education.

It will also be the responsibility of the Director and designated staff to coordinate statewide technical assistance and professional development to avoid repetitious or inefficient service. For this purpose, the Director will establish and head a Regional Coordinating Team. The Director of Reading First and the Regional Coordinating Team will meet quarterly with Drs. Edward Kame'enui and Deborah Simmons of the Reading First Center to evaluate completed activities and prepare project plans for the upcoming quarter. (See Section 2a)

Reading First Center

To streamline parallel efforts and access a substantial reading resource in the state of Oregon, the Department of Education contracted with the University of Oregon to create the Reading First Center. The Reading First Center will be directed by Drs. Edward Kame'enui and Deborah Simmons, two nationally recognized leaders in reading research.

The Reading First Center will play a significant role in the implementation of Oregon's Reading First proposal, including designing and providing professional development for Reading First schools and school leaders based on the pillars of reading instruction, managing and analysis of diagnostic and assessment data, providing individualized support of Reading First schools, and supporting web-based initiatives for statewide professional development.

Oregon Reading Leadership Team and Reading Literacy Consortium

As stipulated in the Reading First legislation, Governor Kitzhaber, in consultation with State Superintendent of Schools Stan Bunn and the Oregon Department of Education has established the Reading Literacy Consortium as the initial leadership team for Reading First and charged them with coordinating the state's Reading First Plan and assisting with oversight and evaluation components in the law. The membership and makeup of the Oregon Literacy Consortium is detailed in the chart below:

The Reading First Grant Leadership to date and through December 2002 has been and will continue to be provided by the existing Oregon Literacy Consortium—formerly the Reading Excellence Literacy Consortium—as provided for in the Reading First Guidance. In November 2002, Oregon will elect a new governor, and legislature. A new Superintendent of Public Instruction, Susan Castillo, will take office in January 2003. In January 2003, changes to the House and Senate Education Committees are also anticipated. In January 2003, the Leadership of the Reading First Grant will pass from the Reading Literacy Consortium to the Reading First Leadership team, configured as described in the federal legislation and guidance for Reading First. The Oregon Literacy Consortium, Reading First Center and Director of Oregon Reading First will meet with new members of the Reading Leadership Team to ensure a smooth transition.

The Oregon Reading Literacy Consortium includes *ex officio* members and all members of the Oregon 21st Century Schools Committee and the Oregon Commission on Children and Families. This list below matches the membership of the Oregon Literacy Consortium with the list of required participants.

| PARTICIPANTS REQUIRED | OREGON PARTICIPANTS |
|---|---|
| Governor | Governor John Kitzhaber |
| Chief State School Officer | Stan Bunn Superintendent of Public Instruction |
| Chair, and ranking member of House and Senate education | Senator Charles Starr Chair Senate Education Senator Susan Castillo Vice-Chair Representative Vic Backlund Co Chair House Education Representative Tootie Smith Co Chair House Education |

| | |
|--|--|
| Representative of local education agency | Wei Wei Lou Portland Public Schools |
| Rep. of Community Based organization that is working to improve reading skills | Betsy Ramsey Oregon Dyslexia Assoc. |
| State directors of Federal or state programs with a strong reading component | Ex officio (Director of Reading First – Dawn Billings) (Title I - Chris Rhines) (State Reading Initiative-Julie Anderson) (Even Start – Cathy Lindsley) (Migrant Education – Merced Flores) (IDEA – Jackie Burr) |
| Parent of a public or private school student | Debi Rocco OPTA President |
| Teacher – successfully teaches reading and Instructional staff member | Mike Gregory, Principal Greenwood Elementary, LaGrande |

| OPTIONAL PARTICIPANTS | OREGON PARTICIPANTS |
|--|---|
| Family literacy service provider | Mary Jean Knoll Lane ESD |
| Rep. of an institution of higher education operating teacher preparation program | Ed Kameʻenui, U of O, Dept of Education Deborah Simmons, U of O, Dept. of Ed. Anita McClain, Pacific University |
| Local education agency | Ignacio Robles, Salem-Keizer SD Rhonda Wolter, Bethel SD |
| School or public library that offers literacy programs for adults and children | Mary Kay Dahlgreen Oregon State Library Youth Services Consultant |

Other members of the Oregon Reading Literacy Consortium:

21st Century Schools Committee

Don Brown
Sandra Carver
Bernie Chastain
Brian Davis
Sherry Duerst-Higgins
Arlene Hett
Lynne LeBlanc
Paul Rushing
Kyle McKinney

Oregon State Commission on Children & Families

Craig Campbell, Victory Group
Rep. Janet Carlson, Legislative representative
Sen. Gene Derfler, Pres., Oregon State Senate
Brian Gard, Gard & Gerber
Bobby Green, Lane Co. Board of Comm.
Samuel D. Henry, PSU
Robert Lieberman, S. Ore. Adolescent Treatment Ctr.
Martha Martinez
T. Allen Merritt, MD
Joann Miksis
Bob Mink, Dir., Dept. of Human Services
Molly Rogers, Wasco Co. Dept. of Youth Services
Ramona Soto Rank
Jon Yunker

Oregon Reading Literacy Consortium is staffed by:

Reading First Work Group

Dawn Billings, Director of Reading First
Julie Anderson, Team Leader Oregon Reading First
Mardale Dunsworth, Director of Field Services at ODE
Joni Gilles, Team Leader for Charter Schools and Professional Development at ODE
Susan Kosmala, Education Specialist, grants, at ODE
Jackie Burr, Special Education State Improvement Grant Project Manager at ODE
Jon Bridges, Team Leader of Grants Management Section at ODE (eligibility)
Tom Tinkler, ODE, Assessment and Evaluation Specialist at ODE (eligibility)
Ardeen Sykes, Specialist in Title 1 at ODE
Anita McClanahan, Director of Early Childhood at ODE
Cathy Lindsley, Even Start Specialist at ODE
Ken Hermens, English/Language Arts Assessment & Evaluation Specialist at ODE.
Wei Wei Lou, Special Assistant to the Superintendent at Portland Public Schools
Barbara Sedgewick, Grants Specialist with Portland Public Schools
Scott Baker (chief writer), Director of Eugene Research Institute
Ed Kameʻenui (chief writer), Professor University of Oregon and Director, Institute for Development of Educational Achievement (IDEA)
Deborah Simmons (chief writer), Associate Professor University of Oregon and Associate Director Institute for Development of Educational Achievement (IDEA)

Commission on Families & Children

Mickey Lansing

Oregon Education Association

Theresa Carter
Courtney Vanderstek

Northwest Regional Education Laboratory

Kim Yap

The first meeting of the Oregon Literacy Consortium in its Reading First leadership role, took place on June 18, 2002. At this time, the Director of Reading First provided the Consortium with a comprehensive overview of Reading First, the responsibilities of the Reading Leadership Team, the components of scientifically based reading research, the application process, the process of initial leadership of Reading First and the transfer of authority and responsibility to the Reading Leadership Team in January 2003. In this first meeting the mission of the team, to ensure that Reading First and a scientific basis for early reading instruction remains a priority at the highest levels of state and local government, was established. University of Oregon, Oregon's partner in the Reading Excellence Act, was confirmed as Oregon's partner in Reading First. The second meeting took place on July 31, 2002, where the first complete draft was presented to the Oregon Literacy Consortium for comment. The Consortium met again on August 14. Dr. Ed Kameʻenui shared with the group the research foundations of early reading and the stringent quality controls necessary for qualification as "scientifically based reading research." Previous written comments and suggested revisions to the application from the Consortium were

synthesized into the third draft that was presented to the Consortium on that date. Over two hours of the meeting was dedicated to work time for the members to review and comment on the third draft. During the first parts of the meeting there was discussion and feedback on the changes made in Oregon's Reading First application regarding eligibility, scientifically based reading research, pre-service efforts, English language learners, and statewide professional development. In the final portion of the meeting the project budget was discussed and approved by the Consortium. Members of the Reading First Consortium met for the final time, via teleconference on August 22 to approve the final draft of the application and authorize its submission to the US Department of Education.

Responsibilities of the Reading First Leadership Team for the State of Oregon

A major responsibility of the Reading First Leadership Team (RFLT) will be to monitor and examine the scientific bases for K-3 reading instruction in Reading First schools. They will play a significant role in ensuring that Reading First and scientifically based reading research for K-3 remains a priority at the highest levels of state and local government. The Reading First Leadership Team has been charged with continuation and enhancement of coordination in K-3 Reading as well as the coordination of professional development aligned with scientifically based reading research in K-3 classrooms. The composition of the Reading First Leadership Team reflects the broad scope of their charge.

During the first three months of the project, the Reading First Leadership Team will meet and review the details of Oregon's plans for Year One implementation in Reading First schools. The RFLT will also play a key role in reviewing the progress the state makes in achieving its Reading First goals. The Reading First Leadership Team will meet quarterly during each project year to review the progress of Oregon Reading First and to review plans for improvement, sustainability, and expansion. The RFLT will have significant input in the planning process.

The Reading First Leadership Team will produce a yearly report describing the state of Reading First in Oregon. This report will summarize Reading First throughout the state, focusing on activities and student reading outcomes. That report will also include a performance analysis by region, with illustrative examples from individual schools and classrooms. An important function of the report will be to make specific recommendations to regions, schools, and classrooms that will serve as a clear and feasible roadmap for planning and improving Reading First programs and student outcomes.

The Reading First Leadership Team will monitor the professional development training and support provided to Reading First schools. They will work closely with the Reading First Center to gather the information they need for this part of their report. The Reading First Center, directed by Drs. Edward Kame'enui and Deborah Simmons of the University of Oregon, will administer and coordinate four primary technical assistance functions provided to Oregon Reading First: Professional Development, Evaluation, the Reading First Curriculum Review Panel, and Technology and Dissemination. The RFLT will also make recommendations for additional professional development opportunities that they believe would benefit Reading First districts and schools including grant approval for

Pathfinder Institutes of Beginning Reading and Pre-service Institutes of Beginning Reading. In their report, and more informally throughout the school year, the Reading First Leadership Team will work with the State Director of Reading First to monitor the effectiveness of the additional professional development opportunities.

The Reading First Leadership Team will make specific recommendations to ODE regarding the effective integration of Reading First within the context of the state's current reading initiative, ORS 329.824. The Reading First Leadership Team will work with the Reading First Center to make sure that those aspects of Reading First implementation that are producing positive outcomes for students, are appropriately highlighted for possible statewide implementation in K-3. For example, the evaluation reports should include sufficient information on training and resources for replication of successful programs, instructional practices, and assessments.

Section 2c: State Management Plan

What staff will the LEA provide for the administration of the Reading First Program? What is the timeline for carrying out activities related to the administration of the Reading First program? How will resources be used to implement the Reading First program?

Administrative Support to the Grant

In addition to the leadership and program staff discussed in Section 2b, LEA staff providing administrative support for Reading First include Susan Kosmala, Education Program Specialist whose area of emphasis is grants management including Goals 2000 and specifically the Goals 2000 grant discussed earlier which were modeled after the REA grant. Additional support will be provided by Elisa Rodriguez, Administrative Assistant, whose specialty is both grants management and the Oregon web based grants database management system. Oversight will be provided by Jon Bridges, Team Leader for Grants Management with extensive background in grants administration including Title II, Goals 2000 and Technology Literacy.

Coordination Among Literacy Programs in the State

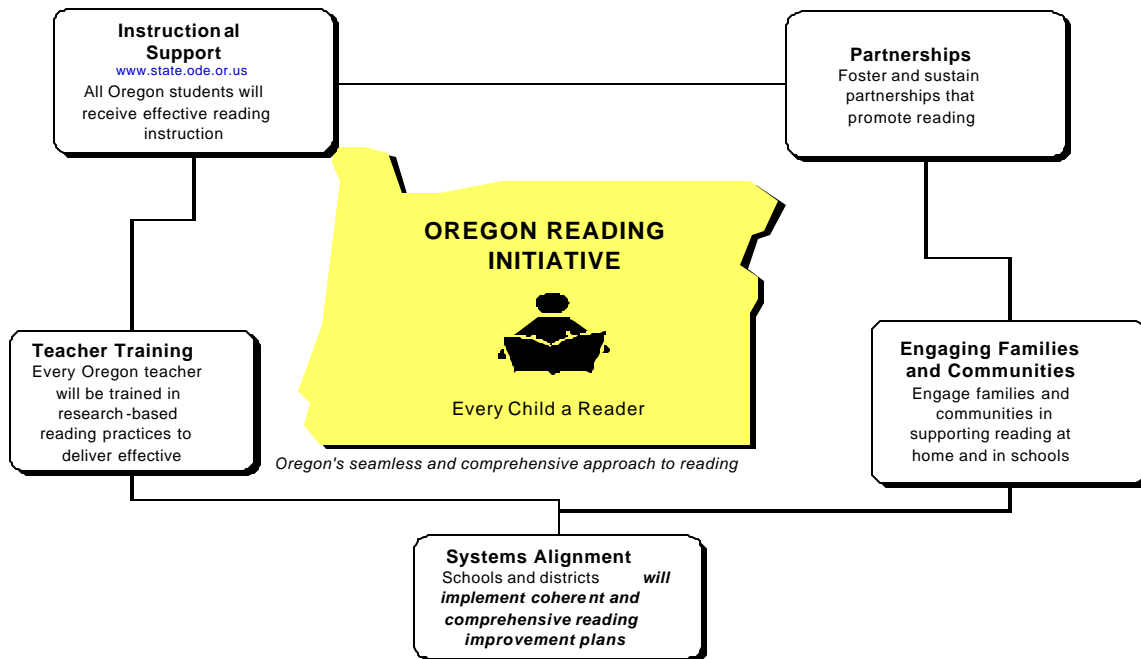
Under the umbrella of the Oregon Reading Initiative, the Reading Literacy Consortium and the Oregon Department of Education have actively encouraged, promoted and coordinated communication between all entities in the state that have a stake in literacy. The Reading First Leadership Team has been charged with continuation and enhancement of that coordination in K-3 Reading as well as the coordination of professional development aligned with scientifically based reading research in K-3 classrooms. The Oregon Reading Initiative, designed to ensure that all students become successful readers, was launched in March 1999. The Oregon Reading Initiative is made up of five priorities, as depicted in the graphic below. These priorities provide the foundation for Oregon's

seamless and comprehensive approach to reading and are the cornerstones for the Oregon Reading First Grant application.

The Reading First Grant is an integral component of the Oregon Reading Initiative. Introduced in 1999, the foundation of this statewide initiative was for every child to be reading at grade level, the vehicle was scientifically based reading research. This coordinated local, state and federal initiative, has led to the following successes:

- Four successful Oregon Reading Summits attended by 3,500 Oregon educators to develop a statewide awareness and understanding of scientifically based reading research;
- The Center for the Improvement of Early Reading Achievement (CIERA) provided a three day workshop on the components of the Reading Excellence Act attended by 300 K-3 educators in Summer 1999;
- Nationally, the first Institutes of Beginning Reading (IBRs) were designed by the University of Oregon for Oregon schools and implemented for the first time by the University of Oregon with 200 teachers in Summer 1999;
- Oregon received Round One funding for the Reading Excellence Act Grant;
- \$1,500,000 in Goals 2000 K-3 Reading Grants were awarded in Fall 2000—modeled after the Reading Excellence Act Grants;
- Grade 3 Standards and K-2 Optional Curriculum--aligned to *Preventing Reading Difficulties in Young Children*—adopted and approved respectively by the State Board of Education in June 2002;
- A copy of “Put Reading First” was sent to every K-5 educator in Oregon (30,000 copies) in Winter 2002.
- Newly revised licensure requirements for primary teachers—aligned with the Learning First Alliance publication “Every Child Reading: A Professional Development Guide”—were adopted statewide in May 2002, now requiring knowledge and proficiency of instruction in the five components of beginning reading;
- Professional development (in addition to that proposed for Reading First) to build capacity and expertise around the state’s new K-2 Optional Curriculum will be provided to twelve school teams that apply and are accepted for this training of trainers model;
- As of Spring 2002, 150 out of 800 Oregon schools were using DIBELS K-3 student data analysis via the DIBELS website through an Oregon Department of Education contract with the University of Oregon to provide data analysis to all K-3 children in all interested Oregon schools;

- The “Big Ideas in Reading” website, designed in 2000 by the University of Oregon to articulate with the DIBELS data analysis website, is a partnership project between the Oregon Department of Education and the University of Oregon;
- \$300,000 over three years for Project Optimize, a small-group research based tutoring program that will provide phonemic awareness interventions to 600 kindergarteners each year for three years through a grant from the PacifiCorp Foundation for Learning administered by ODE.



Click on each of the Oregon Reading Initiative priorities to find out more about specific activities and resources.

Reading First is the Undergirding and the Expansion



of Oregon's Reading Initiative

Oregon Reading First Budget

| Project | Year 1 (02-03) | Year 2 (03-04) | Year 3 (04-05) | Year 4 (05-06) | Year 5 (06-07) | Year 6 (07-08) |
|---|--|---|--|---|--|---|
| | 7.3 million SEA 1.46 million | 8.2 million SEA 1.64 million | 8.2 million SEA 1.64 million | 8.2 million SEA 1.64 million | 8.2 million SEA 1.64 million | 8.2 million SEA 1.64 million |
| Sub grants to LEAs Proposed Allocation (80%) | | | | | | |
| Sub grants to schools | roll 5.92 mil. ? | 5.92 mil.+6.56 mil. Grant 9.6 mil. Cohort A 35 schools roll 2.88 mil. ? | 6.56 mil.+ 2.88 mil. Grant 7 mil. Cohort A 35 schools roll 2.43 mil. ? | 2.43 mil.+6.56 mil. Grant 5.88 mil. to Cohort A Grant 3.11 mil. to 10 Cohort B schools | 6.56 mil. Grant 4.3 mil. to Cohort A Grant 2.27 mil. to 10 Cohort B schools | 6.56 mil. Grant 3.25 mil. to Cohort A Grant 1.9 mil. to Cohort B schools Fund possible Cohort C 1.23 mil. |
| Professional Development (65% of SEA) | | | | | | |
| Reading First Center: | \$447,650 | \$467,794 | \$467,794 | \$467,794 | \$467,794 | \$467,794 |
| Orientation/Grant Writing workshop | \$150,000 | | \$30,000 | | | |
| Printing costs | \$6,500 | \$6,500 | \$4,500 | \$3,500 | \$3,500 | \$3,500 |
| District attendance at RF/Pathfinder IBRs | | \$70,000 80 people | \$37,500 45 people | \$45,000 50 people | \$45,000 50 people | \$45,000 50 people |
| Pathfinder Institute of Beginning Reading | | \$336,000 20 schools | \$336,000 20 schools | \$336,000 20 schools | \$336,000 20 schools | \$336,000 20 schools |
| Pre-Service Institute of Beginning Reading | | \$15,000 100 people | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| Leadership Institute of Beginning Reading | | \$90,000 80 people | \$75,000 70 people | \$75,000 65 people | \$85,000 75 people | \$95,000 84 people |
| Lexile Framework | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 |
| In-state travel | \$10,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| Reading Leadership Team travel | \$8,500 | \$5,100 | \$5,500 | \$5,500 | \$5,500 | \$5,500 |
| Indirect @ 13.2 % (non-contract) | \$30,360 | \$74,791 | \$77,352 | \$73,392 | \$73,260 | \$74,580 |
| Subtotal | \$703,010 roll \$245,990 ? | \$1,130,185 roll \$190,000 ? | \$1,116,146 | \$1,086,186 | \$1,096,054 | \$1,107,374 |
| Technical Assistance (25% of SEA) | | | | | | |
| Regional Coordinators | \$164,949 | \$260,964 | \$260,964 | \$260,964 | \$260,964 | \$260,964 |
| ODE FTE | \$151,596 | \$151,596 | \$151,596 | \$151,596 | \$151,596 | \$151,596 |
| Materials | \$5,576 | \$5,594 | \$5,594 | \$5,594 | \$5,594 | \$5,594 |
| Subtotal | \$322,121 roll \$42,879 ? | \$418,151 | \$418,151 | \$418,151 | \$418,151 | \$418,151 |
| Planning and Administration (10% of SEA) | | | | | | |
| External Evaluation | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 | \$50,000 |
| Operational Expenses (office supplies, postage, etc.) | \$29,377 | \$24,394 | \$24,394 | \$24,394 | \$24,394 | \$24,394 |
| Out of state travel- required | \$12,000 | 12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 |
| Indirect @ 13.2 % | \$54,582 | \$70,969 | \$70,969 | \$70,969 | \$70,969 | \$70,969 |
| Subtotal | \$145,959 | \$157,363 | \$157,363 | \$157,363 | \$157,363 | \$157,363 |
| Total | \$1.17 million roll \$290,000? | 1.71 million roll \$190,000? | 1.69 million roll \$140,000? | 1.66 million roll \$120,000? | 1.67 million roll \$90,000? | 1.68 million |

Sufficient Allocation of Resources to Schools

Oregon proposes to award Reading First grants to between 45 and 50 schools in two rounds of funding. Cohort A proposed for award in March of 2003 will provide funding to between 30 and 35 schools. Cohort B, proposed for funding in March 2005, will provide funding to an additional 10 to 15 schools. This cycle will provide an average award in the first year of \$275,000 per school. This level of funding will ensure that Oregon's least advantaged K-3 students will have high quality scientifically based reading materials and teachers who are trained, knowledgeable, and supported in their use of those materials. The state level funds will be used to train K-3 teachers, K-12 special education teachers, principals, district administrators, ELL teachers, and pre-service teachers in the scientifically based reading instruction and assessments and to assist them through the DIBELS, ODE and Big Ideas in Reading websites to implement those programs in their classrooms.

Reading First schools will receive up to \$200 per student for scientifically based reading materials (should the school's current program be deemed inadequate by the Reading First Center's expert review panel), and approximately \$700 per student in professional development monies. The funding cycle for each site will follow this model:

- Year 1 of implementation: Schools will receive approximately \$200 per student (or \$230 for each special education or ELL student) for the purchase of scientifically based reading research comprehensive reading programs and SBRR supplemental materials, and approximately \$550 per student for teacher training and support. Reading First professional development activities will include participation costs for a one-day training for district assessment team(s), comprehensive reading program specific training, fully funded participation in nine days of Institutes of Beginning Reading, salary and benefits for a school based reading coach, substitute time for collaboration and debriefing with the reading coach, and the development and maintenance of the Reading First technical assistance website. To enrich reading opportunities for children, \$25 per student is provided for early literacy narrative and expository text for classroom and school libraries.
- Year 2 of implementation: Schools will receive approximately \$30 per student (or \$35 for each special education or ELL student) for replacement of consumables and wear of instructional materials (15% of Year 1 program costs), and approximately \$475 per student for teacher training and support, for an overall 28% reduction in school grants when allowing for cost of living increases (3.5%). Year 2 professional development costs will include school based reading professional development and additional program specific training, release time for Beacon school observations, fully funded participation in five days of Institutes of Beginning Reading, salary and benefits for a school based reading coach, substitute time for collaboration, peer observation, and debriefing with the coach, and the maintenance of the Reading First technical assistance website. To enrich reading opportunities for children, \$25 per student is provided for early literacy narrative and expository text for classroom and school libraries.

- Years 3 through 6 of implementation: No Institutes of Beginning Reading are planned for the third year of implementation to allow for intensive implementation of Reading First components. New teachers and administrators will be invited to attend Cohort B professional development. Schools will receive approximately \$30 per student (or \$35 for each special education or ELL student) for the replacement of consumables and wear of instructional materials, and approximately \$375 per student for teacher training and support, for an overall 15% reduction in school grants when allowing for cost of living increases (3.5%). Years 3 through 6 professional development costs will include school based professional development in reading, release time for high quality professional development, salary and benefits for a reading coach, substitute time for collaboration, peer observation, and debriefing with the coach and regional coordinators and internal and external evaluators and access to the Reading First technical assistance website. To enrich reading opportunities for children, \$25 per student is provided for early literacy narrative and expository text for classroom and school libraries.

Schools will be asked to reapply for funding following the second year of implementation. Schools that are not meeting the requirements for Reading First may be excluded from further funding. Schools that demonstrate a district capacity to continue Reading First activities beyond the scope of the grant will receive priority in this application process.

The reductions that will occur in program and IBR costs in Year 2 and Year 3 of Cohort A will be added to the Year 1 carry over to fund Cohort B schools in 2005-2006. Should the Cohort A schools require less than the \$9.6 million that has been allocated in the first funding cycle, unallocated funds will be used to supplement the rollover for Cohort B schools and support a larger number of schools in Cohort B.

Cohort B will follow the same allocation process as Cohort A, reducing materials and IBR costs in the second year of implementation, and eliminating IBR costs in the third year of implementation. Cohort B schools will also be asked to reapply for funding at the end of their second year of implementation.

Sufficient Allocation of Resources for Statewide Professional Development

While Reading First schools will be provided with funding to cover costs for attending the Institutes of Beginning Reading, the State of Oregon has contracted with the University of Oregon and the Reading First Center to provide professional development service to the rest of the state. To these ends, Oregon has planned for three additional types of Institutes of Beginning Reading to reach schools and teacher education programs throughout the state.

- The Reading First Center will provide FTE for Pathfinder Institutes for Beginning Reading (IBRs), the Pre-service IBRs, and the Leadership IBRs, the internal evaluation of Reading First projects, online professional development, and web support for DIBELS analysis for all K-3 children in Oregon.

- Orientation and Grant Writing Workshops: A required orientation will be held on October 1, 2002 for all eligible LEAs. Oregon intends to support districts in their applications for sub grants, therefore, up to three days of grant writing workshops will be provided in Year 1 and in Year 3. Year 3 costs are significantly reduced because Oregon anticipates that Year 3 attendance will be approximately one-quarter of Year 1 attendance.
- Printing costs associated with publicizing grant opportunities and instructional supports will be funded through this category of SEA funds.
- District attendance at Reading First IBRs: To support district level attendance at the Reading First and Pathfinder IBRs, a prerequisite to attend the Leadership IBRs.
- Pathfinder Institutes of Beginning Reading will begin in Year 1 of implementation of Reading First funding (Year 1 of implementation is Year 2 of the grant). Presenter costs are covered under the contract for services with the University of Oregon, however the SEA will offer competitive grants from SEA funds for up to 20 schools per year to bring teams of eight participants to the Pathfinder Institute at a total cost of \$336,000 annually. These grants will include substitute costs, mileage, lodging if necessary, meals, and materials. Attendance at the Pathfinder Institute is a prerequisite to attend the Leadership Institute. Schools who do not receive grants, or individuals who wish to attend at their own expense, will also be invited to attend.
- Pre-service Institutes of Beginning Reading will be offered annually for up to 100 participants beginning in Year 1 of implementation of Reading First funding. Each of Oregon's 17 teacher preparation programs will be invited to send early elementary pre-service teachers and staff. Per-diems will be available for those traveling considerable distances to attend.
- A Leadership Institute of Beginning Reading will be held prior to Year 1 of implementation of Reading First funding for building and district administrators who have participated in the Institutes of Beginning Reading. Leadership Institutes will be held twice annually for three days each, every year of Reading First funding. Participants will include the Regional Coordinators, Reading First mentor coaches and Reading First principals, and Reading First LEA personnel for both Cohort A and Cohort B schools. Leadership Institutes will be open to Pathfinder principals, superintendents, and reading specialists around the state as well. Participation in the Leadership Institute will include, mileage, meals, lodging if necessary, and materials for approximately \$148 per person per day for 6 days. District reimbursement for substitute costs may be requested.
- Lexile Framework: An analysis of achievement data will be made available for every third grader in the state through a contract with Metametrics. Through this contract, every student will receive Lexile data in addition to their Statewide Assessment scores.
- Travel and Indirect: In addition to these direct services to schools, travel for the Reading First Leadership Team, the Regional Coordinators, and others associated with the statewide Reading First professional development, and Oregon's negotiated

indirect rate of 13.2% has been calculated for all professional development expenses not covered in the University of Oregon contract.

Sufficient Allocation of Resources for Technical Assistance, Administration, and Reporting

In addition to the staff from the Reading First Center, the contract with the University of Texas at Austin, on-site reading coaches at each Reading First School, training of Reading First Administrators, teachers and specialists, and leadership and administrative support from the SEA, three full time Regional Coordinators with expertise in both reading and administration will be hired by the SEA to work exclusively with Reading First. The responsibilities of the Regional Coordinators are described in detail in Section 1d v and 1f. Furthermore, the SEA will provide 1.65 equivalent FTE from existing SEA staff to provide additional technical assistance to schools and to coordinate grant activities and partnerships.

The primary expense in the 10% of SEA reserves identified for administration is the contract with the University of Texas at Austin, Texas Center for Reading and Language Arts for the External Evaluation, budgeted at \$50,000 annually. The remaining expenses are for office supplies, postage, operational expenses and required travel associated with grant management.

Oregon's negotiated indirect rate of 13.2% has been calculated for all FTE, travel, and operating expenses described in the technical assistance and administration categories of the Reading First budget except on those portions of contracts exceeding \$25,000.

An 11% increase has been calculated for 2003-2004, as this increase in Year 2 funding has been indicated in the federal guidance. However projections for succeeding years are not available and therefore Year 2 funding and budget figures have been maintained with the intent that category expenses will increase at the same rate as federal appropriations.

Oregon's budget proposal, including sub grant allocations and SEA activities, follows and clearly demonstrates the feasibility of Oregon's Reading First Plan.

| Sample School Budget | | | |
|---|--|--|--|
| Category | Year 1 | Year 2 | Year 3 |
| Personnel | Reading Coach 1 for every 20 K-3 teachers • Salary • Fringe Benefits • Operating expenses \$80,000 | Reading Coach 1 for every 20 K-3 teachers • Salary • Fringe Benefits • Operating expenses (3.5 % step and COLA increase) \$82,800 | Reading Coach 1 for every 20 K-3 teachers • Salary • Fringe Benefits • Operating expenses (3.5 % step and COLA increase) \$85,698 |
| Professional Development (Program specific training, Beacon schools visits, resources. Specific spending plans in this category will be developed at the First IBR and must be approved in writing by ODE prior to encumbering the funds) | Professional Development <u>14</u> K-3 teachers, <u>2</u> K-12 SPED, Title 1 <u>ELL specialist if applicable</u> <u>1</u> principal <u>17</u> staff members x \$1,250 \$21,250 | Professional Development <u>14</u> K-3 teachers, <u>2</u> K-12 SPED, Title 1 <u>ELL specialist if applicable</u> <u>1</u> principal <u>17</u> staff members x \$1,250 \$21,250 | Professional Development <u>14</u> K-3 teachers, <u>2</u> K-12 SPED, Title 1 <u>ELL specialist if applicable</u> <u>1</u> principal <u>17</u> staff members x \$1,250 \$21,250 |
| Instructional Program and Supplementary Materials | Comprehensive Program Basal program and supplemental materials will be selected and purchased after the first Institute for Beginning Reading \$200 x <u>271</u> K-3 students* \$230 x <u>59</u> SPED, ELL students* \$67,770 | Comprehensive program • Replacement costs • Consumables \$30 x <u>271</u> K-3 students* \$35 x <u>59</u> SPED, ELL students* \$10,166 | Comprehensive program • Replacement costs • Consumables \$30 x <u>271</u> K-3 students* \$35 x <u>59</u> SPED, ELL students* \$10,166 |
| Institutes of Beginning Reading | <u>14</u> K-3 teachers, <u>2</u> K-12 SPED, Title 1 <u>ELL specialist if applicable</u> <u>1</u> principal 17 x \$400 per participant x 9 days \$61,200 | <u>14</u> K-3 teachers, <u>2</u> K-12 SPED, Title 1 <u>ELL specialist if applicable</u> <u>1</u> principal 17 x \$371 per participant x 5 days \$31,353 | |
| Leadership Institute of Beginning Reading | Principal, reading coach, and district representative 3 x \$200 per participant x 6 days \$3,600 | Principal, reading coach, and district representative 3 x \$200 per participant x 6 days \$3,600 | |
| Reading First website | \$4,000 | \$4,000 | \$4,000 |
| Substitute time | 80 days of substitute time x \$ <u>165</u> per diem \$13,200 | 80 days of substitute time x \$ <u>165</u> per diem \$13,200 | 80 days of substitute time x \$ <u>165</u> per diem \$13,200 |
| Early Literacy Materials | <u>330</u> total students x \$25.00* \$8,250 | <u>330</u> total students x \$25.00* \$8,250 | <u>330</u> total students x \$25.00* \$8,250 |
| Subtotal | \$259,270 | \$174,619 | \$142,564 |
| Indirect @ 5 % | \$12,964 | \$8,731 | \$7,129 |
| Total Budget | \$272,234 | \$183,350 | \$149,693 |

PLEASE SEE UPDATED TIMELINE ON THE READING FIRST WEBSITE

PLEASE SEE UPDATED TIMELINE ON THE READING FIRST WEBSITE

PLEASE SEE UPDATED TIMELINE ON THE READING FIRST WEBSITE

PLEASE SEE UPDATED TIMELINE ON THE READING FIRST WEBSITE

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Section 3: State Reporting and Evaluation

The SEA's application describes the strategies the State will use to evaluate the effectiveness of its Reading First program and to report required information annually. The application explains how the SEA will effectively monitor the academic impact of Reading First on sub grant LEAs, and the steps the SEA will take in the event of inadequate academic progress. The application must specifically address the following; A. B. and C.

Section 3a: Plan for Evaluation of Reading First Activities in Oregon

How will the SEA evaluate the progress participating LEAs are making in improving reading achievement? How will the SEA use evaluation data to make decisions about continuation funding to LEAs?

All primary components of the Oregon Reading First program will be evaluated in terms of the progress being made by individual students, classrooms, schools, and the state in the number and percentage of children improving their reading ability. Additional evaluation will look at building capacity to provide high quality reading programs and the ability of individual schools and classrooms to successfully implement and sustain those programs. Both qualitative and quantitative data will be collected and a variety of methodological procedures will be used that reflect the range of evaluation goals. Evaluation efforts will result in both (a) formative evaluations that provide information to be used primarily for systematic program improvement, and (b) summative evaluations that provide information primarily for program accountability.

Figure 1 provides a visual overview of the evaluation design. A key aspect of the figure is that there will be two evaluation teams. An external evaluation will be conducted by the Texas Center for Reading and Language Arts, directed by Dr. Sharon Vaughn (See Appendix A). The internal evaluation will be conducted by the Reading First Center, directed by Drs. Edward Kame'enui and Deborah Simmons.

The CIPP evaluation model (Shufflebeam, 2000) will be used as the evaluation framework for both the external and internal evaluations. In the CIPP model, Context refers to important setting variables that establish the conditions under which an innovation is implemented. Inputs refers to the implementation variables that are used for the purpose of attaining goals and objectives. Process refers to procedures to determine implementation quality and to make necessary modifications and adjustments during the project. Products refer to the effect of the innovation on major outcome variables.

The figure shows that the external and internal evaluations will differ in the scope and focus. The external evaluation will assume a broad scope, focusing on evaluating the Oregon Reading First project as a whole. The internal evaluation has a narrower focus, addressing more specifically those components of the Oregon Reading First model that target: (a) the technical assistance provided directly to Reading First schools, and (b) the

Reading First schools, including the Reading First school-based teams, classroom implementation, and most importantly, student reading performance.

Figure 1: Oregon Reading First Evaluation Plan

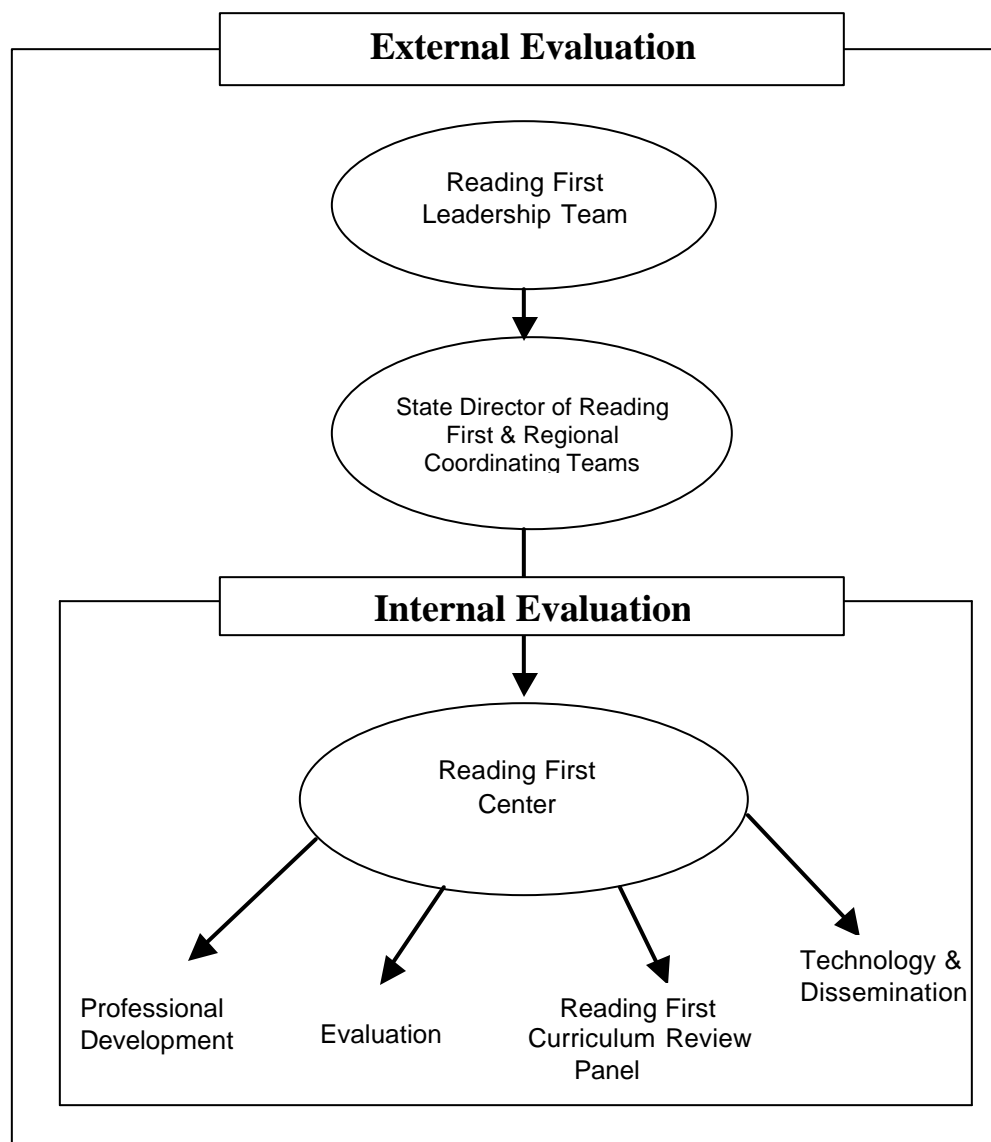


Table 1 provides an overview of how the external and internal evaluations differ with respect to each of the components in the CIPP evaluation model. In the external evaluation, Context refers to the state's capacity for carrying out Reading First implementation in Reading First schools and Pathfinder schools. Inputs entail the state's technical assistance for the purpose of building school capacity and improving classroom reading instruction. Process refers to the state's ability to coordinate and monitor the delivery of the technical assistance plan for the purpose of meeting the ongoing needs of Reading First schools. Finally, Product refers to whether Reading First schools are successful in developing the capacity for implementing and sustaining high quality beginning reading programs that result in high quality reading outcomes for all K-3 students.

Table 1: External and Internal Evaluation Focus Areas in Relation to CIPP Evaluation Model

| EXTERNAL EVALUATION FOCUS | | INTERNAL EVALUATION FOCUS | |
|---|--|--|--|
| Context | | | |
| State-level infrastructure to build capacity throughout the state for Reading First implementation and expansion | | School-level infrastructure to build school capacity to use scientifically-based reading research and to ensure high quality classroom implementation | |
| Inputs | | | |
| State technical assistance plan to build school capacity and achieve high quality classroom implementation | | <ul style="list-style-type: none">• School Reading First implementation of comprehensive beginning reading program, supplemental materials, and student assessments• Interventions for students requiring additional instructional supports | |
| Process | | | |
| State's ability to monitor technical assistance implementation, and address ongoing technical assistance needs among Reading First schools | | <ul style="list-style-type: none">• School's procedures for monitoring Reading First implementation, and ability to make continuous improvements• Accessing technical assistance to assist with ongoing professional development and implementation needs | |
| Product | | | |
| <ul style="list-style-type: none">• State's ability to increase the number of district's and schools that implement research-based reading programs• School capacity to implement and sustain high quality Reading First programs; school programs that result in successful student learning outcomes | | <ul style="list-style-type: none">• Student reading outcomes and student growth over time• Improvements in outcomes across years, including reductions in students requiring strategic and intensive interventions | |

In the internal evaluation conducted by the Reading First Center, Context refers to school variables that provide important benchmarks against which to measure the success of the Reading First program. Key variables in school context are: (a) school and teacher capacity, such as teachers' expertise, the core reading program and other materials, instructional priorities, and time allocation to reading instruction; and (b) student need, such as students' reading ability and prevalence of indicators that are correlated with reading difficulties. The Schoolwide Beginning Reading Model and stages of that model will be explained in detail in Section IV. Stage I of that model focuses on collecting important context information. A schoolwide audit, using the Planning and Evaluation Tool (Kame'enui & Simmons, 2000), is conducted at the school and student level to determine and prioritize reading program goals and objectives. Information from the audits will establish a baseline for measuring change and outcomes.

In Reading First schools, critical Inputs include the use of a research-based comprehensive reading program, the appropriate design and delivery of strategic and intensive interventions, and the use of appropriate assessment measures for screening, diagnostic, and progress monitoring decisions. Inputs will be evaluated according to their intensity, quality, appropriateness, responsiveness, and congruence with achieving school goals.

Evaluating Inputs corresponds with Stages II and III of the Schoolwide Beginning Reading Model. During those stages, schools use results from the audit to inform decisions regarding program materials, professional development, reading interventions, and goals.

In the internal evaluation, Process refers to the procedures Reading First schools use to monitor the implementation of instructional programs at school and classroom levels, and how schools make adjustments to programs based on student performance data. The evaluation will focus extensively on how schools determine the effectiveness of classroom instruction and use student performance data to improve classroom instruction. The evaluation will also focus on how schools attempt to use Reading First technical assistance opportunities to continuously improve classroom instruction and student learning. This aspect of the internal evaluation conforms to Stage IV in the Schoolwide Beginning Reading Model.

Product. The essential Product in the internal evaluation will be student performance data. This focus dovetails with the external evaluation, demonstrating that the major goal of the Oregon Reading First is improved reading outcomes for students. Using data collected through the Schoolwide Beginning Reading Model in Stage V, student assessments will measure growth on five essential components of beginning reading (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Classroom and school data on student performance at key points in time (e.g., end of Kindergarten, Grade 1, Grade 2, and Grade 3), and growth in student performance over time, will be collected and compared to other schools and classrooms, as well as to benchmark performance standards. Improvements in performance across years will be determined, as will changes in the number of students who require strategic and intensive interventions.

External Evaluation: Texas Center for Reading and Language Arts (TCRLA)

The external evaluation will be conducted by the Texas Center for Reading and Language Arts (TCRLA) at the University of Texas at Austin. Table 2 below provides an overview of the key evaluation targets and data collection sources. The TCRLA evaluation team will be headed by Dr. Sharon Vaughn who is knowledgeable regarding national efforts to evaluate Reading First. (See Appendix A for Letter of Commitment and Vita.)

In the 7 years since its creation, TCRLA has been engaged in reading observation studies, quasi-experimental research, meta-analyses, and state policy evaluations. It has also created professional development reading academies for all Texas primary grade teachers. The Evaluation Division of TCRLA, through multi-site studies of reading instruction, has been engaged in several state policy evaluations during the last few years. TCRLA is an organization with a demonstrated record of conducting high quality

evaluations, with particular expertise in the area of scientifically based reading research. TCRLA will be able to conduct an appropriate and economically feasible evaluation to provide reliable and accurate answers to the following types of questions.

Table 2: CIPP External Evaluation Framework

| EVALUATION ELEMENT AND OBJECTIVES | DATA COLLECTION METHODS |
|---|--|
| Context Analysis | |
| <ul style="list-style-type: none"> Determine state's current reading program in K-3, including technical assistance, materials, and student assessments Analyze state Reading First goals in relation to current program Analyze leadership structure in relation to Reading First goals | <ul style="list-style-type: none"> Individual interviews with key informants Analysis of state reading assessments Documents analysis |
| Input Analysis | |
| Evaluate coordination provided by State Reading First Leadership Team and State Director of Reading First Evaluate technical assistance provided by Reading First Center to build state and school capacity to implement reading programs based on scientific basis of reading research <ul style="list-style-type: none"> Professional development Internal Evaluation Regional Coordinating Teams Reading Curriculum Review Panel Technology and Dissemination Unit | <ul style="list-style-type: none"> Individual and focus group interviews with key informants Surveys (e.g., <u>Teacher Community, Professionalism, and Job Satisfaction Scales</u>) Review of inservice and workshop materials, website content, and reports prepared by Reading First Center |
| Process Analysis | |
| <ul style="list-style-type: none"> Evaluate efforts by State Reading First Leadership Team and State Director of Reading First to prioritize reading and Reading First Evaluate communication between Reading First Center and State Director of Reading First Evaluate effort by Reading First Center and its functions to respond to ongoing needs of Reading First schools | <ul style="list-style-type: none"> Analysis of documents and communication methods Individual and focus group interviews with key informants Review of inservice and workshop materials, website content, and reports prepared by Reading First Center |
| Products Analysis | |
| <ul style="list-style-type: none"> Analyze student reading outcome data Analyze change in student performance over project years Determine percentages of students receiving benchmark intervention, strategic intervention, and intensive intervention, and how percentages change over time Analyze student performance in relation to curriculum and student variables | <ul style="list-style-type: none"> Student reading data Document reviews Individual and focus group interviews with key informants |

Internal Evaluation: Reading First Center

The internal evaluation will be one of the key functions of the Reading First Center. Table 3 that follows provides an overview of the evaluation targets and data collection sources. The internal evaluation focuses on changes at the school, classroom, and student levels, and the conditions responsible for those changes. Of central concern will be changes in student reading performance, both over time and on key "benchmark outcomes" at specific points in time. The time points for these benchmark outcomes typically occur at the

end of each academic year. For example, a key benchmark outcome will be performance on the reading section of the SAT-9 at the end of Grades 1 and 2. At the end of the Grade 3, a key reading outcome will be student performance on the Oregon State Assessment in Reading. A key benchmark that occurs at a point in time other than at the end of the academic year is student performance on Initial Sound Fluency (ISF), which occurs at the Winter testing in kindergarten, and Nonsense Word Fluency in Winter of Grade 1.

The internal evaluation component will also analyze key variables that are likely to be responsible for changes in student reading performance, such as teachers' implementation of effective instructional practices during day-to-day classroom instruction. Two variables—teacher knowledge and classroom practice—are particularly crucial components of successfully increasing student reading outcomes in K-3. The vehicles for increasing teacher knowledge and improving classroom instruction are ongoing professional development and technical assistance over extended periods of time, which will also be targeted in the evaluation.

The internal evaluation design will also will help Oregon develop the capacity for conducting formative evaluations of efforts to improve reading programs at different levels of a complex system. This internal evaluation will provide a model that the state will use initially with Reading First schools. Over time, this model will be used with other schools throughout the state as they begin implementation of research-based beginning reading programs.

Evaluation Design

In using the four-pronged CIPP evaluation model, both qualitative and quantitative data and a variety of methodological approaches will be used. Individual and focus group interviews, knowledge tests (Teacher Knowledge Assessment: Structure of Language, Bos, Mather, Dickson, Podjaski, & Chard, in press) and surveys (Stages of Concern Questionnaire, Hall & Loucks, 1978), Oregon Reading First documents (e.g., training manuals), and student achievement data will be targeted for collection and analysis. As mentioned previously, both formative and summative reporting methods will be used, depending on the purpose and audience.

Table 3: CIPP Internal Evaluation Framework

| EVALUATION ELEMENT AND OBJECTIVES | DATA COLLECTION METHODS |
|---|---|
| Context Analysis | |
| <ul style="list-style-type: none"> ▪ Determine school's current reading program K-3: goals, instructional methods, materials, and student assessments ▪ Analyze Reading First goals in relation to current program ▪ Assess student performance and determine instructional needs | <ul style="list-style-type: none"> ▪ Individual and focus group interviews with key informants (e.g., Levels of Use) ▪ Student reading assessments ▪ Analysis of archival documents ▪ Analysis of school audit information (Planning & Evaluation Tool) |
| Input Analysis | |
| Evaluate implementation of: <ul style="list-style-type: none"> ▪ Comprehensive beginning reading program ▪ Supplemental materials ▪ Student assessments ▪ Strategic and intensive interventions | <ul style="list-style-type: none"> ▪ Classroom observations (Innovations Configuration Checklist) ▪ Student Reading Assessments ▪ Analysis of strategic and intensive intervention plans |
| Process Analysis | |
| <ul style="list-style-type: none"> ▪ Monitor implementation of Schoolwide Beginning Reading model ▪ Identify factors facilitating or hindering implementation of comprehensive reading programs, interventions, and student assessments ▪ Provide recommendations for school improvement ▪ Provide accountability information regarding implementation and school improvement efforts ▪ Evaluate procedures to access state technical assistance functions | <ul style="list-style-type: none"> ▪ Classroom observations (Innovations Configuration Checklist) ▪ Individual and focus group interviews with key informants (e.g., Levels of Use) ▪ Implementation surveys with teachers, and other key personnel (e.g., Stages of Concern Questionnaire; Teacher Efficacy Measure) ▪ Teacher Knowledge (e.g., Teacher Knowledge Assessment: Structure of Language) ▪ Analysis of archival documents |
| Products Analysis | |
| <ul style="list-style-type: none"> ▪ Assess student reading outcomes at key points in time ▪ Assess student growth over time ▪ Determine student performance improvements over years ▪ Determine changes in students requiring strategic and intensive interventions ▪ Determine relation between student performance and potential mediating variables including comprehensive program, SES, ethnicity, and language status | <ul style="list-style-type: none"> ▪ Student reading growth over time ▪ Student reading outcomes at key points in time ▪ Classroom observations ▪ Individual and focus group interviews with key informants ▪ Analysis of archival documents |

The multiplicity of data collection methods and reporting procedures will help ensure that the evaluation not only measures the results of Oregon's Reading First Initiative, but also is able to offer plausible explanations for those outcomes. The evaluation effort will also focus on ways to improve Reading First schools and how to extend the implementation of research-based reading programs throughout the state.

Case study methods (Huberman & Miles, 1994) will be used in approximately six Reading First schools per cohort. In the case study schools data collectors from the Reading First Center and from the Texas Center for Reading and Language Arts will use more intense methods to identify factors that appear to be facilitating and inhibiting

successful reading outcomes. The selection of schools will be based on demographic characteristics, the language status of students population, the types of comprehensive programs selected, and other general factors that will help the analyze the success of the Oregon Reading First program.

More extensive data collection efforts in the case study schools will include in-depth interviews with teachers and other key staff members, classroom observations at different points during the year, attendance at Reading First meetings and other relevant meeting (e.g., data analysis meetings). All of the case study schools will be investigated by the Reading First Center. Approximately three case study schools will serve as site visit schools for members of the external evaluation team from TCRLA.

In all Reading First schools, as well as a sample of comparison schools, the multiple sources of student reading data can be used to compare the performance of Reading First schools with the performance of other schools in Oregon that are similar to Reading First schools in important ways. We will attempt to use pathfinder schools as comparison schools to determine the added benefit that classroom mentor coaches and the regional coordinating teams. Comparison schools will be selected that are similar to Reading First schools in terms of key demographic characteristics (e.g., size, ethnicity, SES).

There is a natural opportunity to conduct this type of analysis because of the student data collection required by Reading First schools and because many other schools in Oregon systematically collect data on student reading in K-3 that can be used for high quality analyses. The internal evaluation team from the Reading First Center will also conduct regular site visits to a sample of small non-case study schools for the purpose of conducting classroom observations, focus group interviews with teachers and individual interviews with principals and mentor coaches, and analysis of school documents related to Reading First. Knowledge and survey measures (e.g., Stages of Concern) will be administered to all teachers and mentor coaches.

Data collection efforts will also focus on the evaluation of professional development and technical assistance. Interviews with various stakeholders, analysis of work scope plans and activities, and surveys will provide the data sources for these analyses. Starting with the most important evaluation outcome, student reading performance, we will now describe important dimensions of the evaluations for the different Reading First components.

Evaluation Targets and Measures

Student Reading Performance, K-3

Student reading performance will be evaluated using measures presented in Section I, Table 1. Screening, progress monitoring measures, and outcome measures will be used to evaluate student reading performance at specific points in time (i.e., beginning, middle or end of the year) as well as performance over time. Student performance on diagnostic measures will be used in the analysis of instructional interventions for students receiving strategic and intensive interventions.

The distinction between performance on screening and outcome measures, which implies measurement at a specific point in time, and progress monitoring measures, which implies analysis over time, is important. Of central importance is the fact that some students who may begin the school year with relatively low or high reading skills, may demonstrate significant progress, or very little progress, during the year. Progress measured this way—that is, by analyzing where a student finishes the academic year in relation to where that particular student began the year—is calculated in a way that is independent of the level of skill the student demonstrates at any specific point during the academic year. Progress measured in this idiopathic way is an important consideration in evaluating the success of a reading program.

The contrast is performance on outcome measures in particular (although the idea also applies to performance on screening measures). On outcome measures, the central idea is to assess student performance at key points in time during the academic year—usually at the end of each grade in K-3. These data are key determinants in whether students have reached critical benchmark performance levels that define successful reading at particular points in time. The idea is that the performance of any individual student is examined in the context of the performance of other students, usually students in the same grade and sometimes students who are similar in other important ways (e.g., a group of English-language learners). One commonly used benchmark standard is grade level performance on a norm-referenced test. In addition to monitoring progress, the DIBELS measures can also be used to assess student outcomes at critical time points. Other reading measures listed in Section 1, Table 1, such as the Stanford Achievement Test, Version 9 (SAT-9), and the Oregon State Assessment will also be used for outcome assessments.

Currently, 150 Oregon schools use DIBELS to assess student reading performance. These data can be used to evaluate the progress students make during a specified period of time (e.g., from the beginning of the year to the end of the year), as well as the level of reading performance students attain at critical time points. The evaluation component of Oregon Reading First will identify schools that are currently using DIBELS, and that are similar to Reading First schools on important demographic variables, and access those data for comparison purposes. If those schools are also administering other reading measures, either to assess progress over time or to assess outcomes at critical time points, the evaluation team will analyze whether those data can be used for possible comparison purposes with Reading First schools.

Also, at the end of Grade 3, all Oregon students are required to take the Oregon State Assessment (OSA) in reading. The Reading First Center will work with the Director of Reading First to access relevant OSA data in comparing the performance of students in Reading First schools to the performance of students in the comparison schools.

Teacher and Mentor Coach Knowledge: Reading Instruction, Assessments, and Programs

A fundamental tenet of Oregon Reading First and a key professional development goal is that change in classroom instruction, and sustaining effective change over time, requires that professional development target teachers' knowledge of effective reading instruction as well as the delivery of effective teaching practices in the classroom. Consequently, an important evaluation target, especially in the case study schools, will be the knowledge teachers develop about the scientific basis of reading instruction, the comprehensive reading program used in the classroom, and the student assessments that will be used to make instructional decisions. Because Reading First mentor coaches will work so closely with classroom teachers in these areas, we will also assess knowledge base of key Reading First tenets and goals.

The Reading First Center will examine measures of teacher knowledge that have been developed (e.g., Teacher Knowledge Assessment: Structure of Language) and either use an existing measure or compile a measure that reflects tenets of the Oregon Reading First program. This measure of knowledge will be used with all Reading First teachers and mentor coaches. The measures will be given at the beginning of Reading First—prior to the first series of IBRs—and subsequently at the end of each academic year. This administration schedule will allow for changes in knowledge to be assessed over the course of the Reading First program.

The knowledge measure will address two general areas. One area will be the specific comprehensive reading program and assessments used at the school, conclusions from scientifically based reading research, and issues related to the extent to which all elements of the school district's Reading First plans are implemented. Knowledge about essential instructional components, instructional sequences, and instructional practices utilized by their comprehensive reading curriculum will be emphasized. This knowledge domain is an essential feature of high quality implementation of a specific comprehensive reading program. Knowledge tests would examine such curriculum features as specific ways that letter-sounds are taught, comprehension strategies taught at each grade level, the organization of lessons, and recommended instructional formats.

The second knowledge area relevant to improved reading instruction is general knowledge of reading processes, language structure, effective instructional practices, and factors related to individual differences in reading. This type of knowledge is also linked to improved instructional practices in the classroom, and increases in this type of knowledge are associated with improved student outcomes in reading. This foundational type of knowledge is also considered to be a critical element of the sustained use of effective instructional practices (Gersten, Chard, & Baker, 2000). For example, this type of knowledge helps teachers to flexibly adapt their instruction to meet the needs of individual children.

An aspect of the individual interviews conducted with sample of teachers in the case study schools and the mentor coaches in the case study schools, will focus on these two knowledge areas. The Levels of Use interview framework (Hall & Hord, 2001) will be used for this part of the interview. Levels of Use relies on a semi-structured interview format to assess teachers' knowledge and impressions regarding the implementation of new innovations in the classroom. One of the unique aspects of the Levels of Use system (Hall & Hord, 2001) is that it not only provides a rich source of qualitative data, but is also provides a way of rating the interview content quantitatively. Baker has used this format in his previous work (Baker, Gersten, Dimino, & Griffiths, in press) and found it to be helpful in explaining reasons for the implementation and sustainability of effective interventions.

Focus group interviews (Vaughn, Schumm, & Sinagub, 1996) will also be used with groups of teachers to inquire about their knowledge of beginning reading. Although it will not be possible to provide a precise indication of the knowledge of any particular teacher in a focus group interview format, it will be possible to determine important aspects of teacher professional development.

Classroom Implementation

The ultimate goal of Oregon Reading First is to improve classroom reading instruction to a degree that has a measurable impact on student reading performance and results in all students becoming successful readers in K-3. Thus, part of the evaluation effort will be focused on determining the degree to which Reading First classrooms deliver effective reading instruction to all Reading First students. Oregon's Reading First professional development model requires that each Reading First school participate in a two-year plan to learn and implement effective instructional and assessment practices in beginning reading. During this two-year timeframe, members of the evaluation team will conduct systematic classroom observations in the case study schools. Each classroom will be observed at least two times per year.

These observations will be at least one hour in length and will be conducted by trained observers with expertise in beginning reading, and with extensive knowledge of the comprehensive reading program being used in the classroom. Prior to the observation, the observer and classroom teacher will communicate to adequately prepare the observer for the observation. The observer will be aware of the reading lesson for that day, how the teacher has grouped the students for instructional purposes, and in particular, which students are receiving strategic or intensive reading interventions. A specific aspect of the observation will be devoted to the instruction provided to those students receiving reading interventions.

Classroom observation instruments will be developed using procedures outlined in the Innovations Configurations Checklist (Heck, Stiegelbauer, Hall, & Loucks, 1981), which is a format for constructing an observation system that corresponds to the unique features of a particular innovation. It has the flexibility to focus on a number of different instructional components, which will be an important consideration in Reading First classrooms.

Instruments will be tailored to address the specific features of the comprehensive reading program being used in the classroom, as well as more general features of instructional effectiveness that cut across different programs and supplemental materials. Gersten, Baker, and Lloyd (2000) described an observation methodology that Oregon Reading First will follow in finalizing the overall observation approach and instrumentation. Gersten et al. suggested that when there is an attempt to assess implementation quality in classrooms that use a specific curriculum (i.e., a core curriculum in Reading First classrooms), part of the observation should focus on the extent to which specific components of the curriculum are implemented or not implemented. This approach can be thought of as a kind of checklist that observers would use in noting key parts of the lesson that implemented during the specific observational period. This approach fits procedures outlined in the Innovation Configurations Checklist.

Another aspect of the observation will be to determine how well aspects of the curriculum are implemented, as well as the implementation quality of more general features of instruction. Identifying which curriculum components are implemented as well as the quality of instructional delivery provides a more comprehensive assessment of classroom implementation than either aspect on its own.

A number of different sources will be used in developing the observation instruments that will be used. Baker has worked on the development of an early reading observation instrument that targets primarily the quality of teaching as it relates to general features of instruction. The Texas Center for Reading and Language Arts has also done extensive work in the development and refinement of classroom observation protocols. For example, the Instructional Content Emphasis (I.C.E) instrument (Edmonds & Briggs, in press, see Appendix J) tracks the content and frequency of reading instruction, grouping patterns, and the use of materials, as well as student engagement and elements of effective instruction (e.g., classroom management and academic expectations).

Professional Development and Technical Assistance

The Texas Center for Reading and Language Arts will evaluate the technical assistance plan and the technical assistance provided to Reading First schools. The qualifications of the individuals who provide the technical assistance, as well as the inservice materials, training videos, and other products that are used in providing direct and indirect technical assistance to Reading First schools and classrooms.

The external evaluation will also assess the amount of direct and indirect contact provided to Reading First schools and classrooms, the form and function of these contacts, and the quality of the service provided. Data sources for evaluating these aspects of professional development and technical assistance will include an analysis of documentation related to clearly structured technical assistance opportunities. For example, the series of IBRs will be conducted at specified points in time with school-based Reading First teams.

More flexible time allocations will occur as Reading First mentor coaches work with individual classroom teachers. To assess the amount of time spent, both mentor coaches and classroom teachers at case study schools will keep Reading First logs that are content and outcome driven. Mentor coaches and teachers will document the professional development Reading First activity (e.g., working individually with Teacher A), the content of the professional development activity (phonemic awareness instruction in small groups), and the outcome of the professional development activity (Mentor coach A will observe Teacher A implementation small group instruction from 8:00 to 8:30 on Thursday).

The internal evaluation team from the Reading First Center will also analyze aspects of technical assistance, especially as it related to efforts by Reading First schools to access ongoing technical assistance to assist them in addressing specific problems. The evaluation focus will examine, in particular, how case study schools attempt to access technical assistance. This type of assistance may be more likely to come from certain functions of the Reading First Center than others. For example, technical assistance provided by the Technology and Dissemination Unit or a Beacon School—which will tend to be provided in a more flexible fashion than the IBRs or the Reading Curriculum Review Panel—may be a logical way for schools to attempt to secure support and assistance.

Products that are produced as part of ongoing technical assistance will be evaluated by the TCRLA, and in some cases by the Reading First Center, if a product has direct relevance to a specific Reading First school. For example, the Reading Curriculum Review Panel will analyze comprehensive reading programs that will be used by Reading First districts and schools in making program decisions. The timeliness, responsiveness, and quality of these reviews will be evaluated by the TCRLA. A formal analysis of the documents themselves and the decisions reached, as well as interviews with key stakeholders (e.g., building principals) will be part of the evaluation effort.

Similarly, the ongoing work of the Regional Coordinating Teams will be evaluated in terms of the products disseminated, the ongoing professional development activities that are structured for Reading First schools and teachers (as well as other schools), and the ongoing technical assistance provided to Reading First schools and teachers. In addition, key stakeholders, including classroom teachers and mentor coaches, and building principals, will be interviewed to gain their perspectives on how well the Regional Coordinating Teams are functioning.

In general, semi-structured interviews will provide an important source of data in the internal evaluation of technical assistance. Individuals who provide professional development and ongoing technical assistance will be interviewed to gain their perspectives on the purpose of the service provided, the goals of the service, the general framework being use in working with schools and classroom teachers, and ways in which they monitor the effectiveness of the services they are providing. Conversely, school principals, classroom teachers, mentor coaches, and other key staff members will be interviewed to gain their perspectives on the quality of the professional development and technical assistance they are being offered. The timeliness of the assistance, the quality of assistance, and the responsiveness of the those providing the assistance to the needs of the school and classroom teachers will be part of the interview content.

State Leadership for Reading First

State leadership is critical to Reading First. TCRLA will evaluate the degree to which the state provides the leverage necessary to highlight the importance of Reading First within ODE, among important legislative bodies at the state level, and perhaps most importantly, Oregon's Reading First schools and Pathfinder schools. Also of critical importance will be the state's efforts to promote the importance of the scientific basis of reading research to other schools around the state, especially as efforts get underway to expand Reading First models to schools around the state.

Effective leadership at the highest levels of Oregon Reading First will be needed to build capacity at the state level and at the school level to sustain efforts to improve the quality of reading programs and student reading outcomes funding of Reading First is completed. Two critical elements, in particular, will be responsibility in this overall leadership effort: The Reading First Leadership Team, and the State Director of Reading First.

Through interviews with key informants at multiple levels of Oregon Reading First, including the Reading First Leadership Team, the Regional Coordinators, building principals, and classroom teacher, the evaluation goal will be to determine the extent to which these leadership structures have succeeded, and the degree to which they have responded effectively to challenges that arise during the course of the Oregon Reading First program. Also important in this aspect of the evaluation will be the documents, procedures, and other communication methods the leadership of Reading First uses to support the influence and expansion of the scientific basis of reading research throughout the state.

Section 3b: State Reporting

How will the SEA meet all of its Reading First reporting requirements?

The description of our evaluation plan documents how we will monitor the progress of Reading First Schools in improving reading outcomes for their children. In particular, by following the recommendations of the Reading First Assessment Committee (Kame'enui, 2002) in identifying screening, diagnostic, progress monitoring and outcome measures for which there is sufficient evidence of both reliability and validity, we will have the major component of a comprehensive evaluation and analysis plan of a successful Oregon Reading First program. These measures offer an objective way to determine whether schools are making adequate progress in raising K-3 reading achievement, and moving toward the final goal of making sure that all students become successful readers by Grade 3.

Student reading performance for reporting purposes will be determined each year a Reading First school participates in Reading First. A Reading First school's focus during Year One funding will be establishing the assessment framework and beginning to implement a comprehensive program. Student data collected during this first year will serve as a baseline against which the full implementation of the comprehensive reading program, which will be strongly emphasized in Year Two. Schools should make consistent and steady progress in terms of student reading outcomes and quality of implementation during that

second year. Funding in Year Two will depend on establishing the necessary assessment framework and beginning implementation of a comprehensive beginning reading program. Year Three funding will depend on Reading First schools making adequate progress during Year Two in achieving high quality implementation and improving student reading outcomes.

If, at the end of the second year of implementation, the performance of students has not improved appreciably compared to second year outcomes, that school's Reading First funding may be discontinued. Before that happens, however, a school will be provided with extensive opportunities for extra professional development and technical assistance and ongoing feedback that is highly prescriptive in terms of procedures to improve student reading performance.

A report of all schools that are discontinued from Reading First grants will detail the reasons for discontinuance, and the efforts that were undertaken to improve implementation quality and student reading outcomes. These reports will be submitted to the US DOE at the end of the academic year. A yearly evaluation report on outcomes and implementation progress of Oregon Reading First grant will contain information generated by both the internal evaluation team and the external evaluation team.

The internal evaluation report, in particular, will report on the details of school and district level progress in implementing their Reading First plans. These reports will also highlight student reading progress and outcomes, which will be disaggregated by free/reduced lunch status, major racial/ethnic groups, English-language learner status, and special education status. This report will indicate not only average performance for these groups, but will also indicate the percentages of students that are below specific benchmark and grade level standard, as well as the percentages of students who are seriously at risk for reading failure.

Section 3c: Participation in National Evaluation

Will the SEA and sub grant LEAs, if asked, participate in the national evaluation of the Reading First program?

Oregon is willing to participate in the identification of comparison districts and schools for use in the national evaluation of Reading First. We will also require that districts that apply for Reading First funds indicate their willingness to participate in the national evaluation of Reading First.

Section 4: Classroom Level Impact

The SEAs application describes how the many facets of its Reading first plan will result in improved classroom reading instruction. The application includes the SEA's vision for how a Reading First classroom will look and demonstrates the integration and coherence among the many components of the plan. The application must specifically address the following: (See also Section 1b)

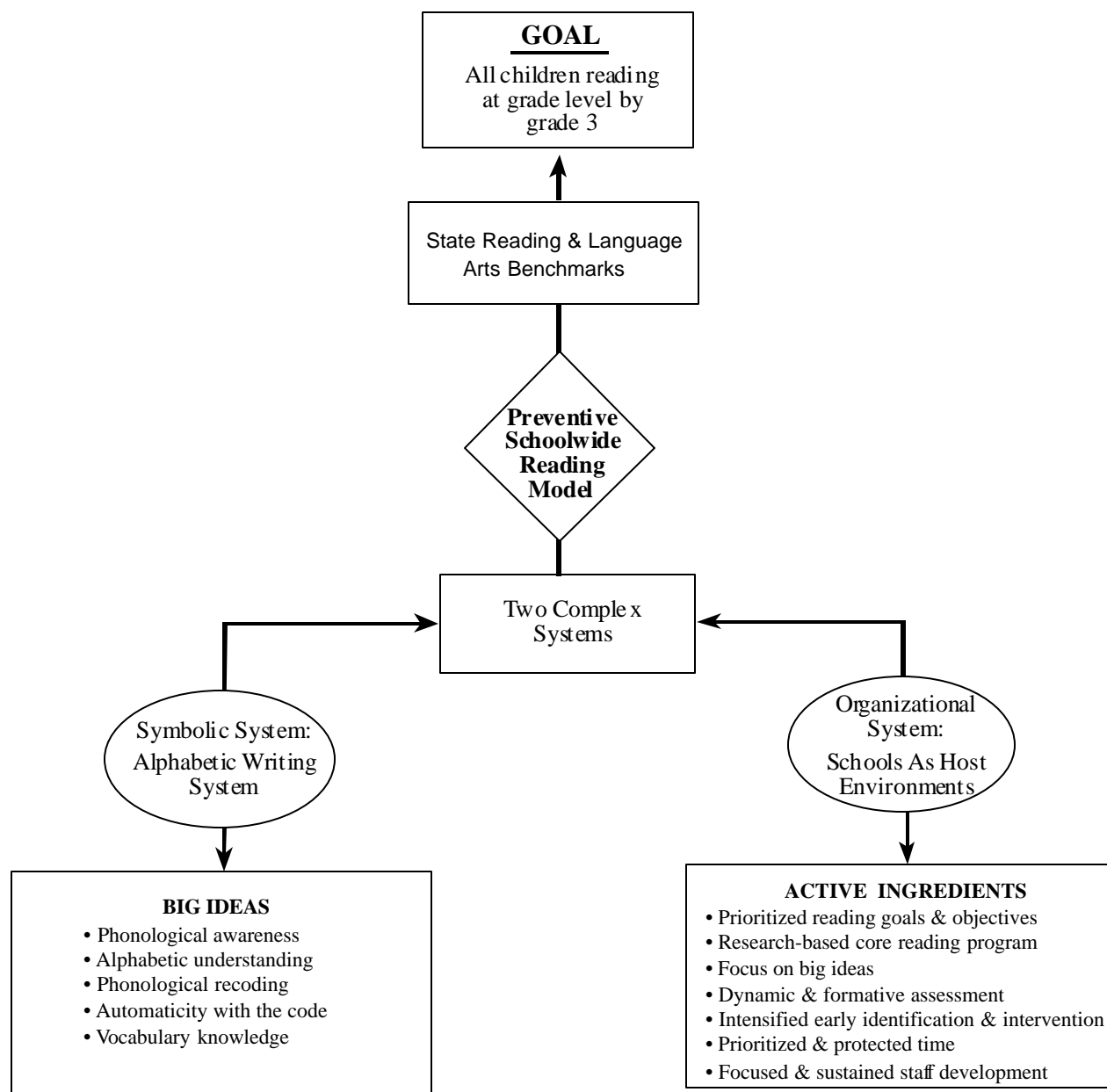
- a. **Key Reading First Classroom Characteristics** – *What is the SEA's vision for how a Reading First classroom will look?*
- b. **Coherence** – *How will the SEA demonstrate that all activities are based on scientifically based reading research and integrated in a coherent manner?*
Note: *Although reviewers will evaluate the overall coherence of the SEA's plan, applicants need not specifically address this topic as a separate section of the application.*

Approximately 35 Cohort A schools and approximately 15 Cohort B schools will participate as Reading First schools in Oregon Reading First. Participant schools will change their classroom reading instruction by implementing a research-based Schoolwide Beginning Reading Model. The five stages of this model are described following a brief rationale for targeting the school as the primary unit of change.

An organizing principle of the literature on school change suggests that the problem of scaling up actually requires “scaling down,” implying that large, urban districts must behave organizationally, administratively, and pedagogically like small districts (Elmore, 1996). That is, instructional variables within school jurisdictions that account for differences in learner performance are the same across districts irrespective of size. The fundamental sameness about reading improvement is that within every school's jurisdiction there are alterable variables (Carroll, 1963) capable of producing positive and sustainable results for the full range of learners. These alterable variables are constant across schools irrespective of size or location.

Schoolwide reading improvement involves the integration of two complex systems: (a) the symbolic system implicated when reading in an alphabetic writing system, and (b) the complex organizational and administrative systems implicated when attempting to organize and implement what is known about reading in a host environment comprised of people, practices, pedagogy, and policy known as schools. The following graphic (Figure 1) details the elements of both systems and the need for strategic integration to assist schools in attaining the goal of all children reading by Grade 3.

Figure 1: Two complex systems in Schoolwide Beginning Reading Improvement Model



The graphic is necessarily simplistic and belies the complexity of the process. The action plan, nonetheless, is similar irrespective of school size, site, or socioeconomic status. In the following section, we describe a set of tenets to guide the Oregon Reading First model. In addition, we discuss a schoolwide model of reading achievement for translating research into practice.

Statewide Beginning Reading Model: Tenets and Stages

We propose that the school must be the fundamental unit of change to effect significant and sustainable reading improvement. The Oregon Reading First model of reading improvement will adhere to seven research-based tenets (Figure 2 below).

Figure 2: Tenets of the Schoolwide Beginning Reading Model

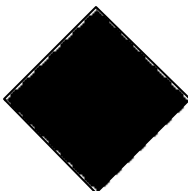
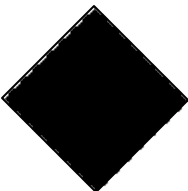
Schoolwide reading improvement:

- (a) addresses reading success and reading failure from a schoolwide systemic perspective,
- (b) embraces a prevention framework by intervening early and strategically during the critical window of instructional opportunity,
- (c) recognizes and responds to the multiple contexts of reading achievement including carefully articulated goals, research-based programs, dynamic assessment, adequate and protected time, quality instructional delivery, differentiated instruction, and effective organization and grouping,
- (d) develops and promotes a system of instruction based on a research-based comprehensive reading program and supplemental materials,
- (e) anchors instruction and practices to the converging knowledge base of effective reading practice,
- (f) builds capacity in the school by using school-based teams to customize interventions to the host environment,
- (g) relies on and fosters the ability of the school principal to serve as the instructional leader, and
- (h) uses formative, dynamic assessments of student performance to screen students for reading problems, diagnose instructional needs, monitor progress, and determine outcomes.

Collectively, these principles characterize an approach to reading improvement that is proactive, intensive, effective, and sustainable for the full range of learners in schools. Next, we delineate a set of actions and decisions Reading First schools will undertake as they work toward the goal of all children reading by Grade 3.

The architectural blueprint of the Oregon Reading First model is framed by five successive stages of commitments, goals, and activities in each Reading First school. Within each stage are two distinct levels that operate concurrently—a school level and a student level (See Figure 3). The premise of the two levels is that school-level decisions have consequences for ALL individual students. Similarly, in order to address all students, a model must necessarily address EACH student. Therefore, a schoolwide model must plan for both school-level procedures and provisions for the needs of each individual student.

Figure 3: Stages and Levels of a Schoolwide Beginning Reading Model

| STAGE I: Conduct School Audit and Assess Student Performance | STAGE II: Analyze School and Student Performance | STAGE III: Design Instructional Interventions | STAGE IV: Set Goals and Monitor Progress Formatively | STAGE V: Evaluate Intervention Efficacy and Adjust Instruction | | | | | | | | | |
|---|--|--|--|---|--|---------------------------------------|--|----------------------------|--|--|----------------------------|--|---|
| School Level  <ul style="list-style-type: none">• Use Planning and Evaluation Tool (Kame'enui & Simmons, 1999). | Identify Reading Priorities and Develop Action Plan <ul style="list-style-type: none">• Review Audit• Identify strengths and areas of development based on Audit summary scores• Identify and develop three priorities• Establish Action Plan | Design Core Instructional Interventions <ul style="list-style-type: none">• Specify the following:<table border="1"><tr><td>Goals</td></tr><tr><td>Core Curriculum Program</td></tr><tr><td>Time for Reading</td></tr><tr><td>Instructional Grouping and Scheduling</td></tr><tr><td>Instructional Implementation</td></tr><tr><td>Progress-Monitoring System</td></tr></table> | Goals | Core Curriculum Program | Time for Reading | Instructional Grouping and Scheduling | Instructional Implementation | Progress-Monitoring System | Establish and Implement Progress-Monitoring System <ul style="list-style-type: none">• Identify valid and reliable dynamic indicators• Establish absolute and relative goals• Commit resources• Determine schedule• Interpret and communicate results | Evaluate School-Level Performance <ul style="list-style-type: none">• Evaluate effectiveness three times per year• Examine components of interventions in Stage III• Make instructional adjustments• Determine whether and for whom to maintain or adjust intervention | | | |
| Goals | | | | | | | | | | | | | |
| Core Curriculum Program | | | | | | | | | | | | | |
| Time for Reading | | | | | | | | | | | | | |
| Instructional Grouping and Scheduling | | | | | | | | | | | | | |
| Instructional Implementation | | | | | | | | | | | | | |
| Progress-Monitoring System | | | | | | | | | | | | | |
| Student Level  <ul style="list-style-type: none">• Use Dynamic Indicators of Basic Early Literacy Skills (Kaminski & Good, 1998). | Analyze Individual Performance and Plan Instructional Groups <ul style="list-style-type: none">• Identify students who require:<table border="1"><tr><td>Benchmark Intervention</td></tr><tr><td>Strategic Intervention</td></tr><tr><td>Intensive Intervention</td></tr></table> | Benchmark Intervention | Strategic Intervention | Intensive Intervention | Customize Intensive and Strategic Interventions <ul style="list-style-type: none">• Specify the following:<table border="1"><tr><td>Goals</td></tr><tr><td>Core or Specialized Curriculum Materials</td></tr><tr><td>Time for Reading</td></tr><tr><td>Instructional Grouping and Scheduling</td></tr><tr><td>Instruction</td></tr><tr><td>Progress-Monitoring System</td></tr></table> | Goals | Core or Specialized Curriculum Materials | Time for Reading | Instructional Grouping and Scheduling | Instruction | Progress-Monitoring System | Customize Progress-Monitoring System for Intensive and Strategic Interventions <ul style="list-style-type: none">• Intensive: Monitor progress every two weeks• Strategic: Monitor progress every month• Benchmark: Monitor progress three times per year | Intensify Intervention <ul style="list-style-type: none">• Determine students who are and are not "learning enough"• Chart instructional profiles for students making little or no progress• Adjust components of interventions in Stage III |
| Benchmark Intervention | | | | | | | | | | | | | |
| Strategic Intervention | | | | | | | | | | | | | |
| Intensive Intervention | | | | | | | | | | | | | |
| Goals | | | | | | | | | | | | | |
| Core or Specialized Curriculum Materials | | | | | | | | | | | | | |
| Time for Reading | | | | | | | | | | | | | |
| Instructional Grouping and Scheduling | | | | | | | | | | | | | |
| Instruction | | | | | | | | | | | | | |
| Progress-Monitoring System | | | | | | | | | | | | | |

The model and its decision-making processes draw extensively on the work in reading assessment of Kaminski and Good (1996) and Shinn (1998) and combines their procedures for identifying, grouping, problem solving, and performance monitoring with the work of Kame'enui and Simmons' (1990; 1998; 2000) components of contextual interventions to reflect an integrated and comprehensive intervention model.

The translation of the knowledge base of beginning reading to practice in schools is built on and nurtured by a common set of components operationalized in the five stages of the model. A primary objective of this model is to prevent reading difficulty and disability and to intervene strategically to provide instruction as early and effectively as possible. For children who are having difficulty learning the essential components of reading, the model allows schools to determine: (a) the magnitude of the problem at a school level, (b) who will require strategic and intensive intervention, (c) essential dimensions of intervention and their contextual fit, (d) the amount of growth necessary to change early reading trajectories, (e) the effectiveness of the intervention, (f) the staff development needs of teachers to deliver the interventions, and (g) whether children are learning enough (Carnine, 1997). The methodological integration of content knowledge of effective reading instruction (Adams, 1990; Lyon 1998; 2001; Snow, Burns & Griffin, 1998; National Reading Panel, 2000; Simmons & Kame'enui, 1998), general and special education research in assessment (e.g.,

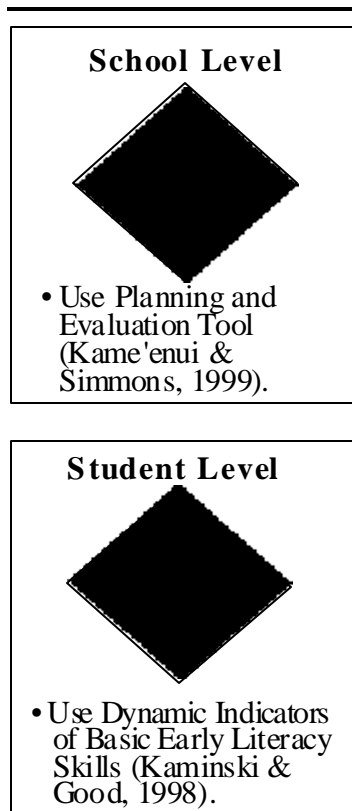
Good, Simmons, & Smith, 1998), effective instructional design principles (Kame'enui & Carnine, 1998), and intervention models that fit the host environment (Sugai & Horner, in press) reveals the complexity of what is necessary to intercept and prevent early reading difficulties from becoming long-term, intractable difficulties.

Stage I: Conduct School Audit and Assess Student Performance K-3

Activities and actions in Stage I focus on two critical levels—the school and the individual student. As illustrated in Figure 4, the primary functions in Stage I are (a) for the school to conduct a thorough and instructionally focused audit of current reading practices and (b) to assess each student's reading performance on a set of screening measures that can be used to help identify which students require strategic and intensive interventions.

Figure 4. **STAGE I:**

Conduct School Audit
and Assess Student
Performance



Conduct school audit. The first goal for a school is to determine what is currently in place with respect to (a) instructional priorities, (b) reading assessment, (c) instructional practices and materials, (d) time allocated to reading instruction, (e) grouping and organizational strategies, (f) administrative involvement and decision making, and (g) professional development. To obtain this information, schools conduct an internal audit using the Planning and Evaluation Tool for Effective Schoolwide Reading Programs (Kame'enui & Simmons, 2000). The audit uses a 100-point scale divided across seven areas (e.g., goals and priorities, assessment) to quantify a school's current state of practice and the resulting data provides a first step in identifying areas of improvement. The tool's purpose is to quantify and develop awareness of a school's current policies and practices in beginning reading. Figure 5 presents items from the Administration, Organization, and Communication element of the tool (see next page). As indicated, respondents complete six items in this area using a 0-2 scale (i.e., 0 = not in place, 1 = partially in place, and 2 = fully in place) and document evidence to support the rating. Schools work in grade-level teams or representative teams to evaluate prevailing practices and complete the seven components. The process can be unifying and instructive as teachers and administrators work together to take inventory of their schools' reading disposition. For example, from the items illustrated, schools may realize that while they have a principal who is highly knowledgeable of state standards and priorities and works

effectively with staff to create a coherent plan for reading instruction, the coordination of instruction across Title I, special education, and general education may not be complementary and even insufficient to realize schoolwide performance goals. Discussion of how to use this tool follows (See Stage II).

Assess student performance. As shown in Figure 4, the second goal of Stage I is to identify children who need additional instructional supports in the form of an instructional intervention (Kaminski & Good, 1996). On phonemic awareness, phonics, and reading fluency, children will be screened on 1-minute DIBELS measures, which serve as valid and reliable indicators or predictors of skills in three of the five essential beginning reading

components. On vocabulary children will be screened on the Picture Vocabulary subtest of the Woodcock-Johnson III Test of Achievement. On reading comprehension, children will be screened on the Passage Comprehension subtest of the Woodcock Reading Mastery Test-Revised.

A significant advantage Oregon Reading First schools will have in using the DIBELS measures is that a centralized system for managing student performance data has been established and is maintained at the school level to enable timely and informed decisions. We will discuss the coherence of that system extensively in this section. The DIBELS data will be collected three times per year, entered into a web-based template, and submitted to the Oregon Reading First Center which will manage the DIBELS website. Reading First schools will be able to receive the appropriate reports via the website within 32 seconds of requesting a report.

Figure 5: Example of items from Planning and Evaluation Tool for Effective Schoolwide Reading Programs (Kame'enui & Simmons, 2000)

| | | 0 | 1 | 2 |
|--|--|--|--------------------|----------------|
| | | Not in place | Partially in place | Fully in place |
| EVALUATION CRITERIA | | DOCUMENTATION OF EVIDENCE | | |
| VI. Administration/Organization/Communication —Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices. | | | | |
| <u>2</u> | 1. Administrators are knowledgeable of state standards, priority reading skills and strategies, assessment measures and practices, and instructional programs and materials. | | | |
| <u>2</u> | 2. Administrators work with staff to create a coherent plan for reading instruction and institute practices to attain school reading goals. | | | |
| <u>2</u> | 3. Administrators maximize and protect instructional time and organize resources and personnel to support reading instruction, practice, and assessment. | | | |
| <u>2</u> | 4. Grade-level teams are established and supported to analyze reading performance and plan instruction. | | | |
| <u>1</u> | 5. Concurrent instruction (e.g., Title I, special education) is coordinated with and complementary to general education reading instruction. | | | |
| <u>1</u> | 6. A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders is in place. | | | |
| | | 10 /12 Total Points 80 % | | |
| | | Percent of Implementation: | | |
| | | 6 = 50% 10 = 80% 12 = 100% | | |

Stage II: Analyze School and Student Performance

Identify reading priorities and develop an action plan. In Stage II, Reading First schools will review results of the school wide audit conducted in Stage I (See Figure 6). Results of the audit quantify what is in place, what is partially in place, and what is not in place along a range of critical dimensions (e.g., reading goals and objectives, assessment tools and strategies, instructional programs). The audit provides information at three levels: (a) an overall score based on a total of 100 points that indicates relative ranking toward a standard, (b) dimension scores (i.e., curriculum programs and instruction, professional development), and (c) individual item scores (e.g., Is there a commonly articulated and understood set of goals in reading for each grade?). After reviewing and completing all items in the audit, schools summarize their overall level of reading implementation quantitatively (See sample, Figure 8), prioritize areas of improvement, and develop an "Action Plan" to direct schoolwide beginning reading improvement.

Figure 7: Sample summary of level of reading improvement from school audit

| | Element | Score | Percent |
|------|---|-----------------|--------------|
| I. | Goals/ Objectives/ Priorities | 11.5/14 | 81.4% |
| II. | Assessment | 11.8/20 | 59.0% |
| III. | Instructional Practices and Materials | 15.0/22 | 68.0% |
| IV. | Instructional Time | 8.0/14 | 57.0% |
| V. | Differentiated Instruction/Grouping | 5.5/10 | 55.0% |
| VI. | Administration/ Organization/ Communication | 10.6/12 | 88.0% |
| VII. | Professional Development | 4.5/8 | 56.0% |
| | Total Score | 66.9/100 | 67.0% |

As the percentile scores reflect in Figure 7, this school rated itself high in administration (88%) and goals (81%) and low in differentiated grouping (55%), instructional time (57%), and assessment (59%). The resulting priorities from this audit included (a) using assessment data to establish flexible grouping to provide differentiated instruction, (b) allowing time to share this information and inservice for all teachers regarding the assessment system and instructional implications, and (c) implementing assessments three times per year in phonemic awareness, phonics, and reading fluency and once per year in vocabulary and reading comprehension to assess progress and determine the need for strategic and intensive interventions. These priorities are documented in an action plan (See sample, Figure 8) and are used to guide reading improvement for the academic year.

Figure 6. STAGE II:
Analyze School and Student Performance

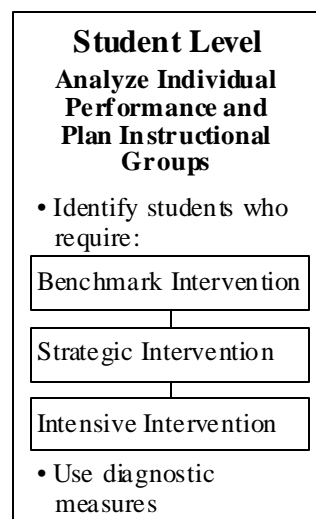
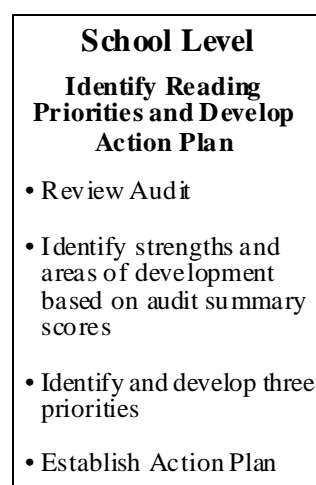


Figure 8: A sample action plan of instructional priority.

**PLANNING AND EVALUATION TOOL FOR
EFFECTIVE SCHOOLWIDE BEGINNING READING PROGRAMS**

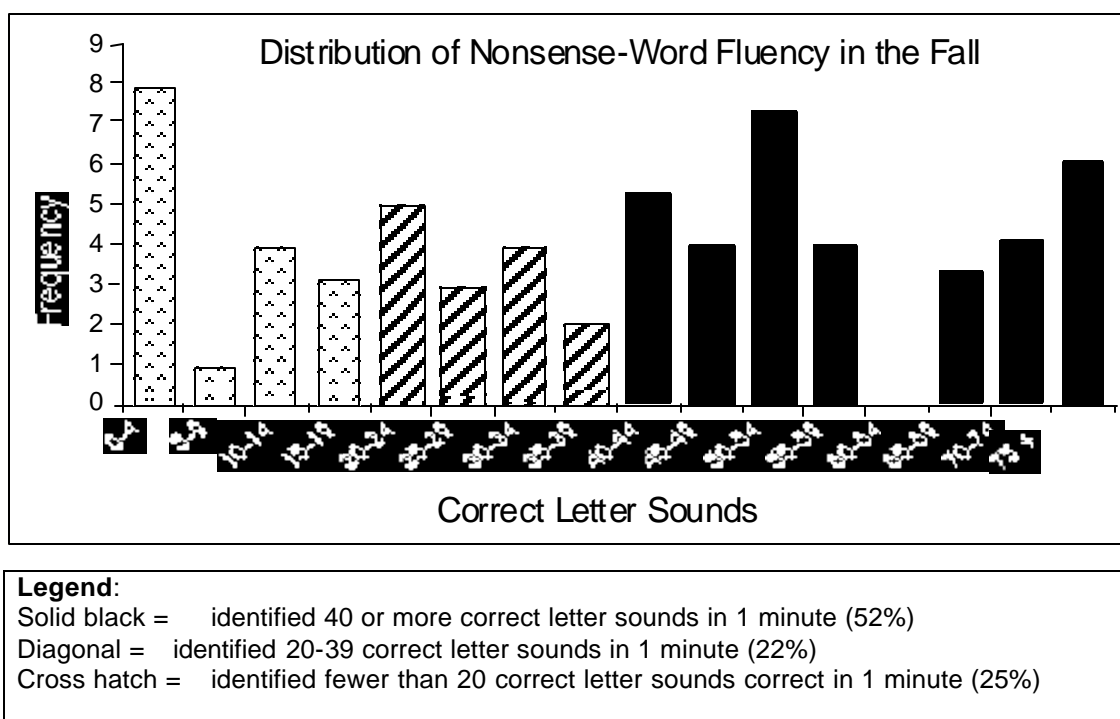
1. **Prioritization and Action**— Based on the previous listing of areas to improve, rank order three areas. The areas may include one element or items from several different elements.

| Priority #1 | Action Plan | Who & When? |
|---|---|---|
| To use screening and diagnostic assessment data to establish flexible grouping to provide differentiated instruction to benchmark, strategic, and intensive groups. | Teachers review data to establish instructional groups. | Classroom teachers 8/9/02 |
| Priority #2 | Action Plan | Who & When? |
| To allow time to share this information and inservice with other assessment data and the essential components of reading instruction. To continuously analyze our program and make changes as needed. | Review information in first faculty meeting. | Classroom teachers 8/9/02 |
| Priority #3 | Action Plan | Who & When? |
| To implement assessment timelines and measurements to determine instructional needs and interventions. | Develop schedule and assessment team. | Classroom, resource, and grade-level teachers 8/9/02 |

2. **Support Team Members and Schedule**—Identify the date, time, and place for the next schoolwide reading meeting.
-

Analyze individual performance and plan instructional groups. In Stage II, schools examine each learner's performance on critical prereading and reading skills to determine the scope and scale of instructional needs. On DIBELS measures, the web-based reports provide grade-level summary reports in the form of histograms that indicate the number of children by level of proficiency on a specific measure (See sample, Figure 10). In this example, all children enrolled in first grade were administered the Nonsense-Word Fluency Measure (NWF) of the DIBELS in the fall of 2000. Results indicated that eight children identified fewer than four correct letter sounds in one minute and six identified more than 75.

Figure 9: Sample Grade 1 Fall 2000 DIBELS Nonsense Word Fluency Histogram Summary



The distribution of performance on this measure informs the school about the magnitude of need and how to allocate resources. In this school, 25% of students identified less than 20 correct letter sounds, 22% identified 20-39, and 52% identified 40 or more correct letter sounds. The benchmark goal at the time was 40 correct letter sounds by January. Recently, the benchmark has been updated to 50 correct letter sounds by January in order to more accurately reflect which children have and have not mastered the skill. The DIBELS system has benchmark goals for all of the measures listed in Table 1 except Letter-Naming Fluency, which is not an instructional target. The benchmark goals are listed in Figure 10 below.

From the information on DIBELS performance, schools can determine which children have already reached benchmark goals and which have not (See Figure 10). Moreover, school-based Reading First teams and teachers can identify children who are at risk of not meeting benchmark goals. Benchmark goals indicate a level of performance on a particular measure that (a) establishes a solid, fluent proficiency and (b) forecasts future performance on higher-order skills. For example, reading 60 correct words per minute in the spring of first grade strongly correlates with reading 90 correct words per minute in the spring of second grade (Good, Simmons, & Kame'enui, 2001).

Figure 10: Dynamic Indicators of Basic Early Literacy Skills and R-CBM measures benchmark levels and goals

| Dynamic Indicators of Basic Early Literacy Skills and R-CBM Benchmark Levels and Goals | |
|---|--|
| MEASURE | BENCHMARK GOAL |
| Initial Sounds Fluency Measure (ISF) | <ul style="list-style-type: none"> • 25-35 Correct Initial Sounds per minute by winter of Kindergarten |
| Phonemic-Segmentation Fluency Measure (PSF) | <ul style="list-style-type: none"> • 35-45 Correct Phonemes per minute by spring of Kindergarten |
| Nonsense-Word Fluency Measure (NWF) | <ul style="list-style-type: none"> • 50 Correct Letter Sounds per minute by winter of First Grade |
| R-CBM Measure (ORF) | <ul style="list-style-type: none"> • 40-60 Words read correct per minute by end of First Grade • 90 Words read correct per minute by end of Second Grade |

Individual student performance on DIBELS and R-CBM is compared to the benchmark goals to identify children who require strategic or intensive intervention to reach benchmark goals (see Figure 11). Performance expectations are derived from research-based criterion levels of performance (Hasbrouck & Tindal, 1992; Good et al., 2000), and students are identified for strategic or intensive intervention relative to how other students in their school perform and in comparison to research-based criteria. For example, a child entering first grade scoring less than 20 letter sounds per minute on the Nonsense-Word Fluency measure may require an intensive intervention, as the target criterion for the mid-first grade benchmark is 50 correct letter-sounds per minute. Likewise, a student exiting second grade reading 40 words correct per minute may require a very intensive intervention, as the end-of-year target for correct words per minute is 90.

Children who are at greatest risk are identified from those at less risk. To operationalize this process, we use the following criteria.

Students benefiting from benchmark reading intervention. In the following discussion, we assign a label to the type of intervention that is indicated by a student's performance rather than assign a label to the learner. This may appear a subtle shift but one we consider important. Our focus is to use student's performance on screening measures to help design the type of intervention necessary to change learning outcomes. Therefore, we focus on the intervention as opposed to the learner. Further, we use the term intervention, rather than instruction program or practice, as intervention consists of multiple components. These dimensions will be discussed further in Stage III.

Benchmark interventions are those instructional practices in general education that rely on comprehensive beginning reading programs, and that position students to meet or exceed commonly agreed upon reading goals and priorities. By design, they are intended to ensure that the majority of students in a given school achieve adequate (i.e., benchmark) levels of performance. The elements of benchmark intervention vary across schools, but the common factor is that the majority of students derive adequate benefit to pass school-, district-, and state-level assessments of reading. As a general rule, we suggest that

benchmark intervention should prepare 80% or more of students in a school to read at grade level. The 80% criterion is a logical cut point. If more than 20% of students fail to reach benchmarks at designated intervals (see Figure 10), then the comprehensive reading program and practices are not adequately addressing the schools' needs. Recent studies synthesized by Lyon (1998; 2001) and colleagues at the National Institute of Child, Health, and Human Development indicate that a reasonable estimate is that 20% of children in schools will experience significant reading difficulties.

Students who attain benchmark performance on critical literacy skills (e.g., 35-45 phonemes per minute by the end of kindergarten) are on track to attain later reading outcomes (Good, Simmons, & Kame'enui, 2001). On phonemic awareness, phonics, and reading fluency, students receiving benchmark intervention are monitored three times a year in the fall, winter, and spring on relevant DIBELS measures to evaluate growth toward common goals. If a child's performance does not maintain adequate growth toward benchmark goals, appropriate interventions are provided. Students will also be assessed three times per year in vocabulary and reading comprehension. In addition, student performance on R-CBM will also be used as a possible indicator of vocabulary and reading comprehension problems.

Students in need of strategic intervention. Students who receive strategic intervention typically are not acquiring and demonstrating foundational reading skills at high levels and rates of success. They may begin moderately below their average-achieving peers in critical areas or may start at adequate levels but fail to progress over time. For students who are not grasping and applying grade-level reading skills and strategies proficiently and fluently, we recommend more explicit, systematic, and timely intervention and monitoring. In general, strategic intervention is designed for students who need more than is typical of the general education curriculum and instruction.

Of the 20% of children who are likely to have difficulty in beginning reading, we reason that approximately 75% (15% of the total number of students) may need additional, strategic instructional support. Students in the strategic intervention group may exhibit mixed performance patterns; that is, some may perform well on one measure but low on another, while others may perform moderately below average on a range of measures. In some schools, students requiring strategic intervention may constitute a large number of students, while in other schools they may be a small number. The goal of strategic intervention is to identify children who are potentially at risk of serious reading difficulty and to provide sufficient systematic instruction, delivered primarily through the use of more specialized supplemental materials, so that their performance rapidly reaches and exceeds benchmark levels. Shinn (1997) recommends frequent monitoring for students who are failing to demonstrate adequate rates of progress. In the Schoolwide Reading Improvement Model, students who are receiving strategic interventions in phonemic awareness, phonics, or reading fluency will have their progress assessed monthly.

Students who are receiving strategic interventions in vocabulary and reading comprehension specifically will have their progress monitored three times per year (as will all students in Reading First classrooms). More frequent monitoring than that for students receiving instructional interventions, though desirable, is not feasible given the length of administration time.

Students in need of intensive intervention. Intensive intervention is recommended for students who are significantly at risk based on their extremely low performance on one or more measures of the essential instructional components in beginning reading. The greater the number of measures on which performance is low and the lower the performance across measures, the greater the risk. The need for immediate intensive intervention becomes more urgent when students display continued low rates of progress even when provided with strategic intervention. With effective benchmark and strategic intervention in place in the primary grades, it is estimated that approximately five percent of students would need intensive intervention (Torgesen, 2000).

Much like children with serious medical conditions, children in need of intensive intervention in reading are in acute need of early identification, the most effective interventions available, and frequent monitoring to ensure their reading performance does not remain seriously low. Educators must intervene with a sense of urgency and with the most effective tools and strategies available. Moreover, the intensive interventions should be short-term and temporary, rather like an intensive care unit in a hospital.

As illustrated in Stage II, student level of the model, children with similar performance profiles are grouped according to intervention needs (i.e., benchmark, strategic, intensive). The purpose of grouping is to ensure that children are given ample opportunities to receive instruction and to respond at their instructional level. As a rule, the number of students who receive intensive instruction should be smaller than either the strategic or benchmark groups. Groups should be dynamic rather than static. Strategic, ongoing, and frequent monitoring of performance when students are grouped homogeneously has been demonstrated to contribute to overall achievement effects (Gutiérrez & Slavin, 1992) and is critical for adjusting groups in response to instruction and assessment.

As a rule, approximately 20% of students in the fall would require strategic or intensive intervention. Identifying 20% of children in the fall for intensive intervention may constitute “over identification;” however, the consequences of providing extra intervention is considered far less risky than a wait-and-see position that withholds opportunity for additional instruction until students are seriously discrepant from their peers.

In addition to the 20% criterion, we employ research-based guidelines on selected DIBELS measures that predict success. For instance, a first-grade student who can identify 50 or more letter-sounds correctly on the Nonsense-Word Fluency measure of DIBELS in the winter of Grade 1 is highly likely to read 40 correct words per minute on R-CBM (Good, et al., 2000) in the Spring of Grade 1. The correlational nature of the DIBELS measures allows schools and teachers to make high-probability predictions of success and risk. For example, a mid-year first grader who identifies only nine correct letter sounds on the Nonsense-Word Fluency measure is at serious risk of not attaining the end-of-year first grade oral reading fluency benchmark of 40-60 correct words per minute and would warrant more instructional support than students performing in the benchmark range.

Diagnostic Assessments

Students who require strategic or intensive interventions based on their performance on the screening measures are administered diagnostic measures to help establish specific areas of instructional need. Diagnostic measures are used in conjunction with teacher judgment during day-to-day instructional interactions to specify appropriate supplemental materials for use in strategic interventions and to plan individualized programs for students receiving intensive interventions. The measures that are used for diagnosing instructional need are presented in Section I, Table 1. In the case of vocabulary and reading comprehension, data from the same measures that will be used to screen students can be used for diagnostic purposes. With phonemic awareness, phonics, and fluency, additional measures will be administered for diagnostic purposes (see Section I, Table 1 for specific tests to be administered for diagnostic purposes).

Stage III: Design Instructional Interventions

In Figure 11, we summarize the critical features of Stage III, which is arguably the most important and complex component of the Schoolwide Beginning Reading Model—intervention. Of foremost importance to the model is the instructional fit of the instructional reading intervention within the school's host environment; therefore, schools invest serious and sustained energy at this stage. Stage III decisions focus on (a) specifying and implementing a comprehensive beginning reading program as the benchmark intervention and (b) customizing strategic and intensive interventions for students who are not benefiting adequately from the benchmark intervention.

Designing a benchmark intervention. Two principles guide decisions in Stage III: (a) interventions are bigger than programs alone, and (b) identification and implementation of a research-based comprehensive beginning reading program provides the highest probability of success in the host environment. A common misperception is that once a comprehensive beginning reading program is identified and adopted, the reading intervention is “determined.” Comprehensive beginning reading programs constitute a critical component of a schoolwide model, but, as documented in Figure 11, benchmark intervention encompasses far more than adoption of an instructional program. The entire benchmark intervention begins with the review and adoption of grade-level goals. These goals may be state- or locally mandated standards or in some cases they may be school determined. Specifying grade-level expectations for all students is fundamental to benchmark intervention and provides the basis for other decisions. For example, if a kindergarten content standard is that students will be able to segment 2- and 3-phoneme words, the comprehensive program should address this standard adequately and fully. Moreover, standards should specify the level of performance

Figure 11. **STAGE III:**
Design Instructional Interventions

| | | | | | | | |
|---|-------|---|------------------------|------------------|---------------------------------------|------------------------------|----------------------------|
| School Level Design Core Instructional Interventions • Specify the following: <table><tr><td>Goals</td></tr><tr><td>Comprehensive Curriculum Reading Program</td></tr><tr><td>Supplemental Materials</td></tr><tr><td>Time for Reading</td></tr><tr><td>Instructional Grouping and Scheduling</td></tr><tr><td>Instructional Implementation</td></tr><tr><td>Progress-Monitoring System</td></tr></table> | Goals | Comprehensive Curriculum Reading Program | Supplemental Materials | Time for Reading | Instructional Grouping and Scheduling | Instructional Implementation | Progress-Monitoring System |
| Goals | | | | | | | |
| Comprehensive Curriculum Reading Program | | | | | | | |
| Supplemental Materials | | | | | | | |
| Time for Reading | | | | | | | |
| Instructional Grouping and Scheduling | | | | | | | |
| Instructional Implementation | | | | | | | |
| Progress-Monitoring System | | | | | | | |
| Student Level Customize Intensive and Strategic Interventions <table><tr><td>Goals</td></tr><tr><td>Comprehensive or Specialized Curriculum Materials</td></tr><tr><td>Supplemental Materials</td></tr><tr><td>Time for Reading</td></tr><tr><td>Instructional Grouping and Scheduling</td></tr><tr><td>Instruction</td></tr><tr><td>Progress-Monitoring System</td></tr></table> | Goals | Comprehensive or Specialized Curriculum Materials | Supplemental Materials | Time for Reading | Instructional Grouping and Scheduling | Instruction | Progress-Monitoring System |
| Goals | | | | | | | |
| Comprehensive or Specialized Curriculum Materials | | | | | | | |
| Supplemental Materials | | | | | | | |
| Time for Reading | | | | | | | |
| Instructional Grouping and Scheduling | | | | | | | |
| Instruction | | | | | | | |
| Progress-Monitoring System | | | | | | | |

students should achieve. An example first-grade performance goal is “students will orally read 60 correct words per minute on grade-level text.” Goal specification is a critical dimension of the schoolwide inventory (e.g., Planning and Evaluation Tool, Kame’enui & Simmons, 1999) conducted in Stage I and many schools allocate significant time specifying expectations for K-3 reading.

Once goals are specified and the magnitude of the school’s need is evaluated in relation to the goals, school teams design the optimal school-level intervention that fits their host environment. Reading First school teams consist ideally of all professionals in the school who are responsible for reading achievement including the general education teachers, school administrators, school psychologist, speech and language specialist, Title I or reading support teacher, etc. In Stage III, school teams essentially move beyond “what does reading instruction look like in our school” to “what should reading instruction look like in our school?” Critical decisions such as time allocations for reading, instructional grouping procedures, who delivers instruction, where instruction is delivered, and so on are considered and specified explicitly. Schools invest considerable time designing this intervention map, document their plan of action in writing, and review this map at critical decision points throughout the year. In essence, the outcome of Stage III is an intervention map that specifies what comprehensive instruction looks like for students in Kindergarten, Grade 1, Grade 2 and beyond.

Central to the instructional or intervention map is the selection of the research-based comprehensive program that fits the host environment or school. Reading First schools will select from a list of approved programs reviewed by the Reading Curriculum Review Panel. These programs will have solid, scientific evidence supporting their use and evidence supporting their ability to produce strong and positive results for children when implemented with fidelity.

A mentor coach and principal will work with collaborative grade-level intervention teams in initial intervention development and adaptation. Throughout the intervention process, collaborative intervention teams construct or customize the intervention from a menu of validated options. It is this “fit” within the school that further distinguishes this model from more traditional reading models.

Customize intensive and strategic interventions. With the comprehensive reading intervention in place, the next set of decisions involves how to customize interventions for students who require strategic or intensive interventions to reach desired performance standards. This customizing will begin with analyzing student data on the diagnostic assessment, which provides an analysis of the students’ instructional needs. Then, based on these needs, questions such as “Can the comprehensive beginning reading program be used, but in smaller groups?” “Could the student benefit from more instruction either through a longer period or an extra period of instruction, but with more use of a supplemental program?” “Could preteaching critical lesson components such as new phonic elements or story vocabulary result in adequate progress?” These questions relate to customization. In some cases, primarily strategic interventions, students may require supplemental materials that focus prominently on the essential instructional components of beginning reading. In other cases, customization may involve adding a second reading period. The degree and kind of customization must be determined at the school level and governed by student need, school resources, programs, and personnel.

Stage IV: Set Goals and Monitor Progress Formatively

The efficacy of the schoolwide model hinges largely on the ability of a school to document whether students are learning enough (Carnine, 1997). In Stage IV, schools assess all students' reading progress and evaluate each student's progress. A school's ability to document and act upon individual student performance dynamically, reliably, and formatively distinguishes it from the way the majority of schools use student performance data. Although norm-referenced, commercially-published measures of reading achievement do an adequate job of documenting groups of learners' performance at a given point in time (e.g., spring of year), these measures were not designed to monitor progress frequently and formatively over time or to provide information that can be used for instructional purposes.

Establish and implement a progress-monitoring system.

A key feature of the Schoolwide Beginning Reading Improvement Model is the essential linkage between assessment and instruction. This linkage is predicated on a simple but vital proposition: In the case of the DIBELS measures, we have valid, reliable, and efficient (one minute to administer) measures that when given early in a child's beginning literacy experience serve as powerful predictors of later reading success or risk. Two of the instructional components for which the DIBELS measures can be used to monitor progress—phonemic awareness, and phonics—are critical in kindergarten and first grade, and the third—reading fluency—is critical in Grades 1, 2, and 3. Moreover, when the DIBELS measures are administered frequently, they can document student progress or lack thereof. For any school attempting to in serve all students, which requires serving each student, this is a powerful proposition with practical implications.

An effective and efficient progress-monitoring system consists of five critical factors: (a) reliable and valid measures with alternate forms that can be administered frequently, (b) established absolute and relative learning targets to evaluate whether the rate and slope of learning is adequate, (c) resources and personnel to prepare assessment materials, administer and score measures, and enter data, (d) a confirmed and commonly agreed upon schedule for collecting data, and (e) an efficient process for analyzing, summarizing, and reporting data to constituencies and for using student performance to inform instruction. Integrating assessment and instruction is not a novel concept and has long been a signature of effective special education (Deno, 1992; Fuchs & Fuchs, 1994). What is innovative and effective about this process is that the technology can be applied at the school level in time to catch children before they fail (Torgesen, 1998). At the present time, Kame'enui, Simmons and Good have built a website through which schools enter DIBELS and R-CBM data and immediately receive reports of student performance at the school and classroom levels, and if desired, at the district level. Information from these reports include the percentage of students at benchmark, strategic, and intensive intervention levels and class profiles delineating the individual performance of each learner across measures. (See Section III for websites).

Figure 12. **STAGE IV:**
Set Goals and Monitor
Progress Formatively

| |
|---|
| School Level Establish and Implement Progress-Monitoring System <ul style="list-style-type: none">• Identify valid and reliable dynamic indicators• Establish absolute and relative goals• Commit resources• Determine schedule• Interpret and communicate results |
| Student Level Customize Progress-Monitoring System for Intensive and Strategic Interventions <ul style="list-style-type: none">• Intensive: Monitor progress every two weeks• Strategic: Monitor progress every month• Benchmark: Monitor progress three times per year |

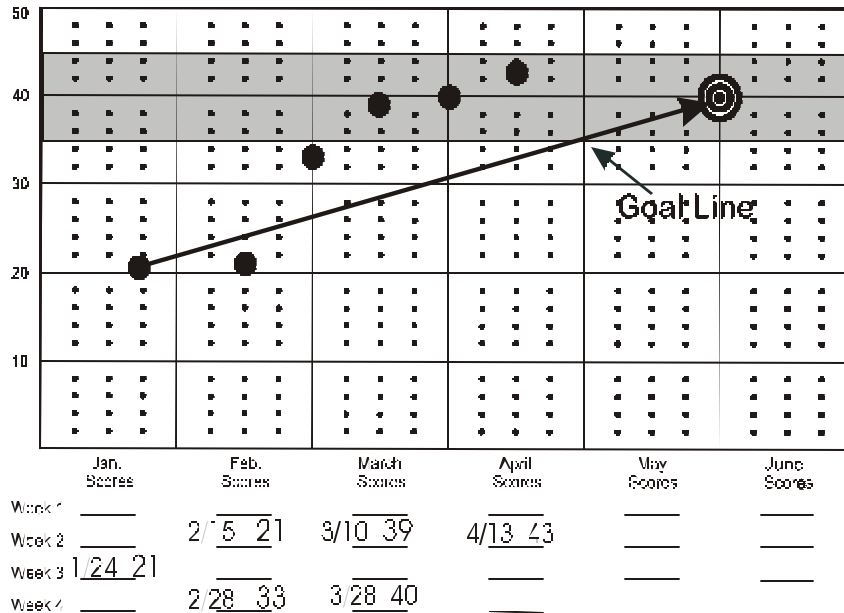
In summary, in the upper box of Figure 12, we highlight the schoolwide system of monitoring student performance as an essential element in a beginning reading improvement model. In the bottom box of Figure 12, we outline how to use the formative assessment system for students who are at greater risk of reading failure than the majority of children in the school.

Customize progress-monitoring system for intensive and strategic interventions. For children who are receiving strategic or intensive interventions, it is important that their progress is monitored more frequently than students in the benchmark intervention group. For students who are having difficulty in the areas of phonemic awareness, phonics, and reading fluency, this is possible using the DIBELS measures. For students who are having difficulty in vocabulary and reading comprehension, the R-CBM measures will be used as one method of frequent progress monitoring because of the very strong relationship between oral reading fluency and vocabulary, and oral reading fluency and comprehension (Fuchs et al., 2000). In the areas of vocabulary and reading comprehension, the Picture Vocabulary subtest of the Woodcock Johnson III Test of Achievement will be used to monitor progress in vocabulary, and the Reading Comprehension subtest of the Texas Primary Reading Inventory will be used to monitor progress in reading comprehension.

The DIBELS measures can be administered more frequently to students receiving strategic and intensive interventions than even the three times per year that will be used with all students. Alternate forms of the same measures used for screening will be used for frequent progress monitoring. The primary difference between the benchmark assessments (i.e., three times per year) and the strategic and intensive progress monitoring is the frequency of administration and analysis. At the school level, all students are assessed three times per year to determine progress. Students in strategic interventions will be monitored monthly, and students in intensive interventions will be monitored more frequently (e.g., every 2-4 weeks). Learning targets are established, and each learner's performance on target goals is documented. The following graphic depicts one kindergarten student's monthly progress on the Phonemic-Segmentation Fluency measure. The student whose performance is reflected in Figure 13 was identified at the beginning of the year as needing intensive intervention based on his performance on Initial Sounds and Letter-Naming Fluency measures of DIBELS. As indicated in the graph, he met the end-of-kindergarten goal of 35-45 phonemes per minute in March and continued to make progress through April. Through monthly monitoring, teachers can evaluate individual children's progress precisely and adjust instruction, if needed.

Figure 13

**Kindergarten Example of Progress Monitoring
on the Phonemic Segmentation Fluency Measure**



Stage V: Evaluate Intervention Efficacy and Adjust Instruction

In the final stage of the model (See Figure 14), the effects of intervention conducted in Stages I-IV are evaluated directly and interventions intensified as indicated by student performance. In this stage, schools address the following questions: Are the instructional interventions working for the full range of learners? Are students learning enough? What instructional adjustments must be made to enhance beginning reading performance?

Evaluate school-level performance. Each school evaluates the performance of all students three times a year on phonemic awareness, phonics, and reading fluency. On vocabulary and reading comprehension, reading fluency is used a proxy for progress, and two direct measures are administered three times per year (Picture Vocabulary and Reading Comprehension). Progress is reviewed at each grade to evaluate the efficacy of the instructional intervention in the respective grades. Classroom teachers also receive summaries of students in their classrooms to identify specific children who need more effective instructional interventions.

An advantage of the DIBELS measures is that specific goals can be set on each measure and progress monitored frequently during the year to determine progress toward specific goals. The histogram in Figure 15 displays the performance distribution of all

Figure 14. STAGE V:
Evaluate Intervention
Efficacy and Adjust
Instruction

School Level

Evaluate School-Level Performance

- Evaluate effectiveness three times per year
- Examine components of interventions in Stage III
- Make instructional adjustments
- Determine whether and for whom to maintain or adjust intervention

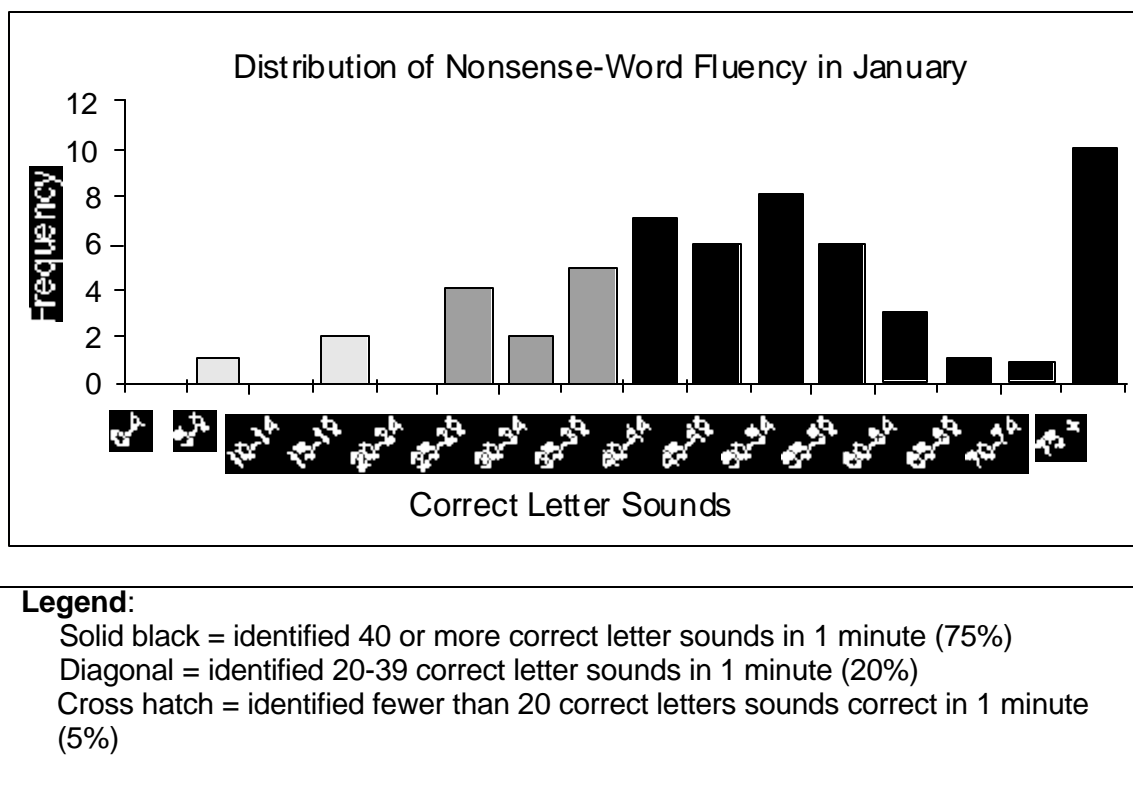
Student Level

Intensify Intervention

- Determine students who are and are not "learning enough"
- Chart instructional profiles for students making little or no progress
- Adjust components of interventions in Stage III

first-grade students in one school (N = 54) on the Nonsense-Word Fluency measure. At that time, the target goal for first graders in January was 40 letter sounds per minute. As illustrated, 75% of students in the school met the target. Another 20% demonstrated emerging letter-sound knowledge (i.e., 20-39 letter sounds per minute). Five percent, or three children in this school, identified fewer than 20 correct letter sounds in one minute, and are considered to have marked difficulty with the alphabetic principle.

Figure 15: The number of correct letter sounds correctly identified by 54 first grade students in January 2000.



The histogram indicates that a relatively small percentage of children (i.e., cross-hatched bars) are at serious risk of difficulty as judged by students' ability to identify letter sounds. This is important information because it allows schools to reallocate instructional resources for children who have not made sufficient progress. The information from this performance period may also be compared to performance in the previous assessment period to determine how much growth has occurred. In essence, by comparing performance over time, schools can address the question, "Is the instructional intervention working?"

Table 1 compares the performance of first-grade students in an entire district (consisting of six elementary schools) on the Nonsense-Word Fluency measure at two points in the year, September 1999 and January 2000. Comparative performance data indicate that students in the district made significant progress as 75% of students attained the benchmark. Moreover, the findings inform schools and teachers to concentrate energy on the 25% of students who did not reach the benchmark at that time of 40 letter sounds per minute.

Table 1: Percent of Students in Each Level Based on Nonsense-Word Fluency (N = 387)

| | At Risk—Deficit (0-19) | Emerging (20-39) | Established (40-60) |
|----------------|---------------------------|---------------------|------------------------|
| September 1999 | 47% | 36% | 17% |
| January 2000 | 5% | 20% | 75% |

When many students do not reach target benchmarks, Reading First school teams return to the instructional interventions planned in Stage III. First, Reading First teams evaluate critical dimensions of the strategic and intensive interventions to identify the source of the difficulty. First-order questions include:

- (1) Was the intervention implemented as planned or prescribed?
- (2) Did students receive the amount of intervention specified for the time allocated?
- (3) Were there high rates of absence for many learners?
- (4) Did the size of instructional groups permit adequate opportunities for students to respond?
- (5) Was progress monitored frequently to evaluate learning?

If review of the comprehensive dimensions of intervention indicates one or more deviations from what was planned, procedures should be put in place to increase fidelity of the planned intervention. If analysis reveals that all intervention components were implemented as planned, school teams review the list of alterable variables to determine what and how much to intensify. If performance trends are positive and adequate for all but a few children, then large-scale intervention adjustment is not warranted. Only if many students are failing to progress adequately is full review and adjustment of the comprehensive intervention components necessary.

Intensify intervention. On progress monitoring measures administered three times per year, decisions about intensifying interventions will be based on performance at each of the measurement time points and on the growth students make on these measures over time. On measures collected at more than three time points during the year (i.e., the DIBELS measures), each classroom teacher and the Reading First mentor coach will review the data to determine which children are making insufficient progress to attain targeted proficiency goals on each of the relevant measures. From this information, teachers assess each child's performance on multiple measures to determine if the student's performance is deficit, emerging, or established. Instructional recommendations are then based on the number of essential skills on which the student is experiencing difficulty and the magnitude of their educational need.

The following winter report for a first-grade class illustrates a mid-first-grade goal of 35-45 phonemes per minute on the Phonemic Segmentation Fluency measures and 50 letter sounds per minute on the Nonsense-Word Fluency measure (See Figure 16). In this class, nine children (e.g., John, Gillian, Beth) are benefiting from benchmark intervention, that is, the comprehensive beginning reading program. Benchmark intervention is the instructional recommendation for all children who score (a) 35 or more on pho nemic

segmentation and (b) 50 or more on nonsense word fluency. Another four children require strategic intervention. The criteria for recommending strategic intervention is (a) 11-34 on phonemic segmentation fluency, or (b) 20-49 on nonsense word fluency, or (c) less than 10 words correct per minute on R-CBM or (d) any combination of a, b, or c. Four children are recommended for intensive intervention. Criteria for intensive intervention include scores of (a) less than 10 on phonemic segmentation fluency, (b) less than 20 on nonsense word fluency, or (c) less than 10 on R-CBM.

In addition to evaluating absolute performance (i.e., where a student scores at one point in time), it is important to evaluate growth as well as the nature of performance differences. For example, although Suzy and Mandy both are recommended for intensive intervention, Suzy made enormous growth on phonemic segmentation from fall (0) to winter (58) and on nonsense words (from 0 to 39). Yet, she read only four words correct on the R-CBM measure; hence, the reason for the intensive intervention recommendation. Mandy, however, grew from 10 to 19 on phonemic segmentation and from 4 to 15 on nonsense words. Although the intervention recommendation is for both children, the type of instructional focus would differ.

As indicated in the Student Level component of Figure 17, determining how to intensify intervention is essential in Stage V of the Schoolwide Beginning Reading Improvement Model. A first-order question for students identified in need of intensive and strategic intervention is, "Have these children been attending school and receiving instruction?" or are there obvious participation issues that shed light on their low progress or performance levels? Answers to these questions may explain the differential progress rates of children such as Suzy and Mandy. If low performance cannot be explained by attendance factors, teachers then review and intensify levels of intervention to increase the probability that students will make satisfactory rates of progress. Common adjustments used to intensify interventions are (a) increasing the amount of time by providing double doses of reading instruction, (b) reducing the size of the instructional group, (c) using a more specialized and explicit instructional program, and (d) monitoring progress more frequently. A table of alterable components and specific adjustments follows (See Table 2).

Figure 16: First Grade Winter DIBELS and R-CBM Benchmark Teacher Report

Teacher: Mrs. Smith District: Oregon School District
 Grade: 1 School: Anywhere Elementary

| | Letter Naming | Phonemic Segmentation | | | Nonsense Word Fluency | | | Oral Reading Fluency | | Instructional Recommendation Based Primarily on Nonsense Word Fluency |
|---------|---------------|-----------------------|--------|-------------|-----------------------|--------|-------------|----------------------|-------------|---|
| Student | Fall | Fall | Winter | Status | Fall | Winter | Status | Winter | Status | |
| Andy | 22 | 16 | 50 | Established | 33 | 38 | Emerging | 11 | Emerging | Strategic instruction |
| John | 31 | 13 | 62 | Established | 42 | 66 | Established | 42 | Established | Benchmark instruction |
| Suzy | 6 | 0 | 58 | Established | 0 | 39 | Emerging | 4 | Non-Reader | Intensive instruction |
| Erin | 42 | 0 | 23 | Emerging | 29 | 37 | Emerging | 18 | Emerging | Strategic instruction |
| George | 25 | 11 | | na | 7 | | na | | na | na |
| Gillian | 44 | 28 | 56 | Established | 47 | 52 | Established | 23 | Emerging | Benchmark instruction |
| Beth | 57 | 25 | 49 | Established | 27 | 56 | Established | 46 | Established | Benchmark instruction |
| Jorge | 16 | 1 | 47 | Established | 32 | 50 | Established | 7 | Non-Reader | Strategic instruction |
| Mandy | 20 | 10 | 19 | Emerging | 4 | 15 | Deficit | 7 | Non-Reader | Intensive instruction |
| Maria | 55 | 55 | 47 | Established | 59 | 70 | Established | 36 | Emerging | Benchmark instruction |
| Fred | 46 | 22 | 42 | Established | 45 | 62 | Established | 74 | Established | Benchmark instruction |
| Neil | 39 | 31 | 40 | Established | 35 | 53 | Established | 27 | Emerging | Benchmark instruction |
| Pedro | 40 | 14 | 40 | Established | 13 | 14 | Deficit | 13 | Emerging | Intensive instruction |
| Deborah | 24 | 17 | 24 | Emerging | 39 | 17 | Deficit | 13 | Emerging | Intensive instruction |
| Edward | 50 | 48 | 50 | Established | 49 | 48 | Emerging | 49 | Established | Benchmark instruction |
| Katie | 72 | 57 | 72 | Established | 40 | 57 | Established | 40 | Established | Benchmark instruction |
| Josh | 63 | 31 | 63 | Established | 50 | 31 | Emerging | 50 | Established | Strategic instruction |
| Dave | 36 | 24 | 50 | Established | 35 | 49 | Emerging | 27 | Emerging | Benchmark instruction |

Summary of Schoolwide Beginning Reading Improvement Model

Schoolwide beginning reading improvement involves the integration of two complex systems: (a) the scientific knowledge base of reading in an alphabetic writing system, and (b) the design and implementation of the knowledge base in a complex host environment (i.e., schools) comprised of people, practices, pedagogy, and policy.

We advocate that the processes and procedures required to effect and sustain reading improvement are fundamentally the same whether the school is an inner city school in Portland or a rural school in Eastern Oregon. The translation of the knowledge base of beginning reading from the research literature to practice in schools is built on and nurtured by a common set of components operationalized in the five stages of the Schoolwide Beginning Reading Improvement Model.

**Table 2: Alterable Components and Specific Adjustments
Used To Intensify Intervention**

| Alterable Components | Specific Adjustments | | | | |
|-----------------------------|--|--|--|---|--|
| Opportunities to Learn | Development plan to increase attendance | Ensure instruction is provided daily | Increase number of opportunities for learner to respond | Increase teacher-directed instruction | Add another instructional period (double dose) |
| Program Efficacy | Preteach components of comprehensive program | Use supplemental materials that extend the comprehensive program | Replace supplemental materials | Replace comprehensive program | Implement specially designed program |
| Program Implementation | Model lesson delivery | Monitor implementation frequently | Provide mentor coaching and ongoing support | Provide additional staff development | |
| Grouping for Instruction | Check if students appropriately placed | Reduce number of students in group | Provide individual instruction | Change instructor | |
| Coordination of Instruction | Clarify instructional priorities | Establish concurrent reading periods/sessions | Provide complementary reading instruction across reading periods | Establish a communication system across instructors | |

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Glossary of Acronyms

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| | |
|--------|---|
| ASCD | Association for Supervision and Curriculum Development |
| CDIP | Consolidated District Improvement Plan |
| CIERA | Center for the Improvement of Early Reading Achievement |
| CIPP | Context/Inputs/Process/Product |
| COLA | Cost of Living Allowance |
| CRP | Curriculum Review Panel |
| CSR | Comprehensive School Review |
| CSRD | Comprehensive School Reform Demonstration |
| DIBELS | Dynamic Indicators of Basic Early Literacy Skills |
| ELL | English-language learner |
| ERI | Eugene Research Institute |
| ESEA | Elementary and Secondary Education Act |
| FTE | Full Time Equivalent |
| IBRs | Institutes of Beginning Reading |
| ICE | Instructional Content Emphasis |
| IDEA | Institute for the Development of Educational Achievement |
| IEP | Individual Education Plan |
| IFSP | Individual Family Service Plan |
| ISF | Initial Sound Fluency |
| LEA | Local Education Agency |
| LNF | Letter Naming Fluency |
| McREL | Mid-continent Research for Education and Learning |
| MsEd. | Master of Education |
| NAEP | National Assessment of Educational Progress |
| NSDC | National Staff Development Council |
| NICHD | National Institutes of Child, Health, and Human Development |
| NWF | Nonsense Word Fluency |
| NWREL | Northwest Regional Educational Laboratory |
| ODE | Oregon Department of Education |
| OSA | Oregon Statewide Assessment |
| PSF | Phonemic Segmentation Fluency |
| R-CBM | Reading-Curriculum Based Measurement |
| REA | Reading Excellence Act |
| RFC | Reading First Center |
| RFLT | Reading First Leadership Team |
| SAT-9 | Stanford Achievement Test (9 th edition) |
| SBRR | Scientifically Based Reading Research |
| SEA | State Education Agency |
| SPED | Special Education |
| SMART | Start Making a Reader Today |
| TPRI | Texas Primary Reading Inventory |
| TSPC | Teacher Standards and Practices Commission |