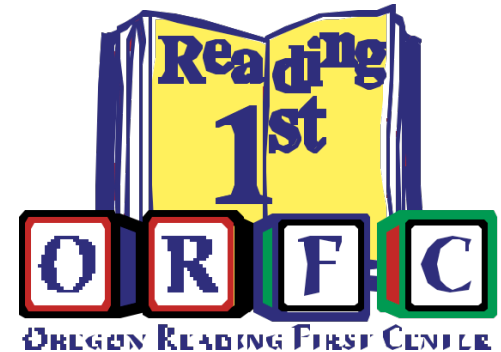


Planning For Reading Success (K-1)

Oregon Reading First Webinar



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Objectives

- ✓ Review 2007-2008 Project-level Outcomes
- ✓ Discuss Kindergarten and 1st Grade Instructional Priorities
- ✓ Review Project Action Plan

Figure 2-1

Grade K-2 Intact Student Performance on SAT-10, by School: Oregon Reading First Cohort B 2007-2008

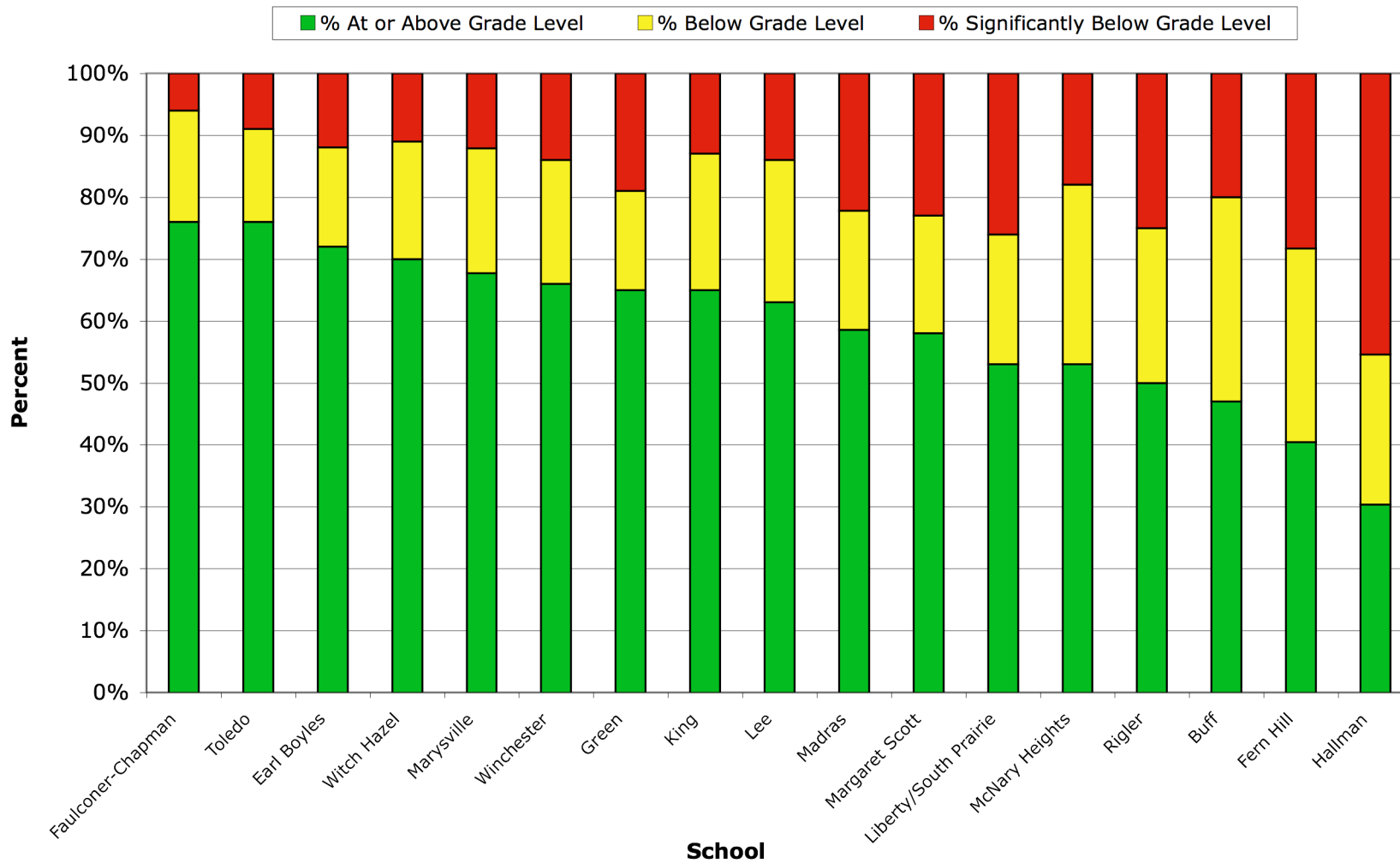
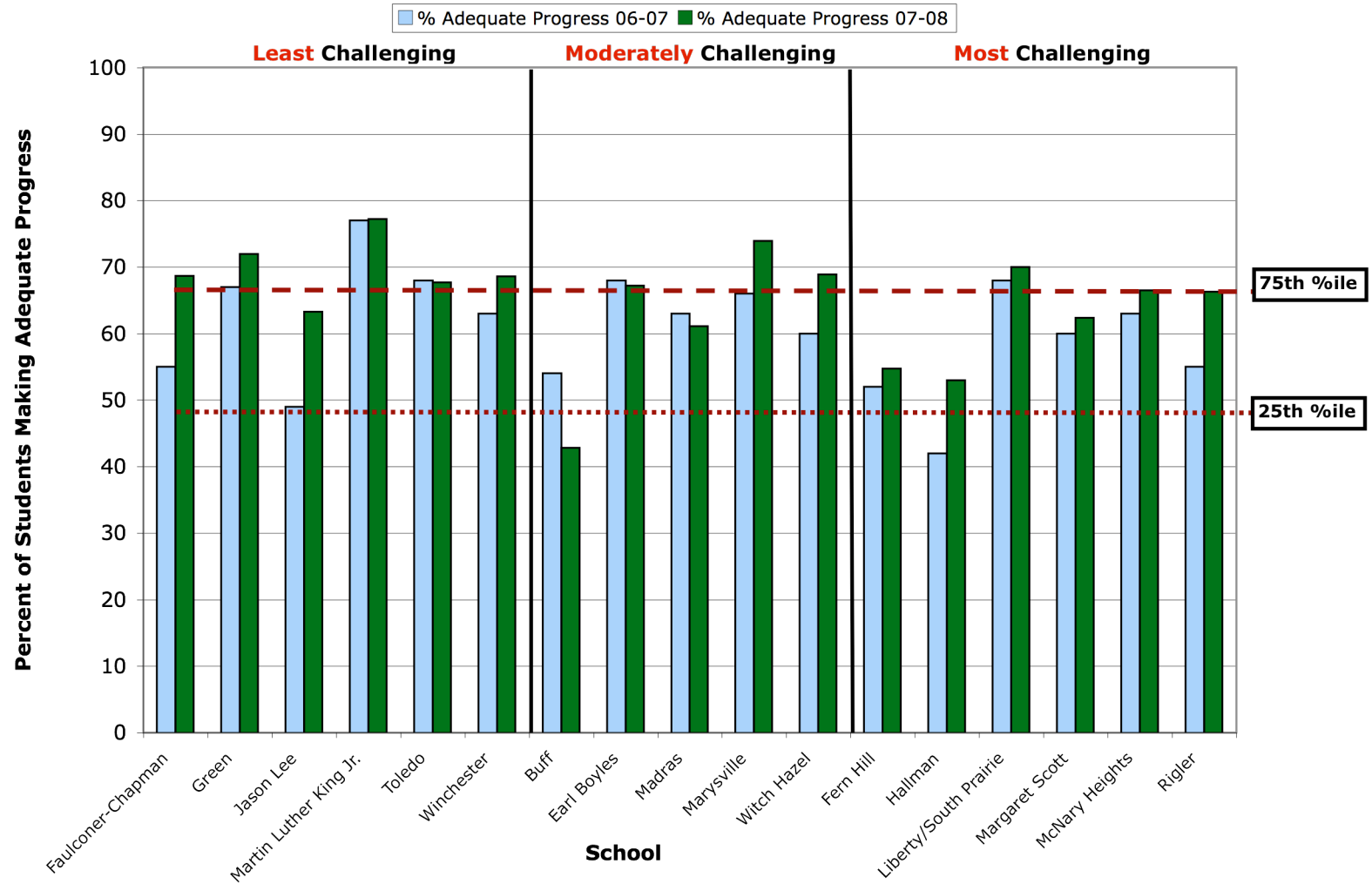


Figure 1-1

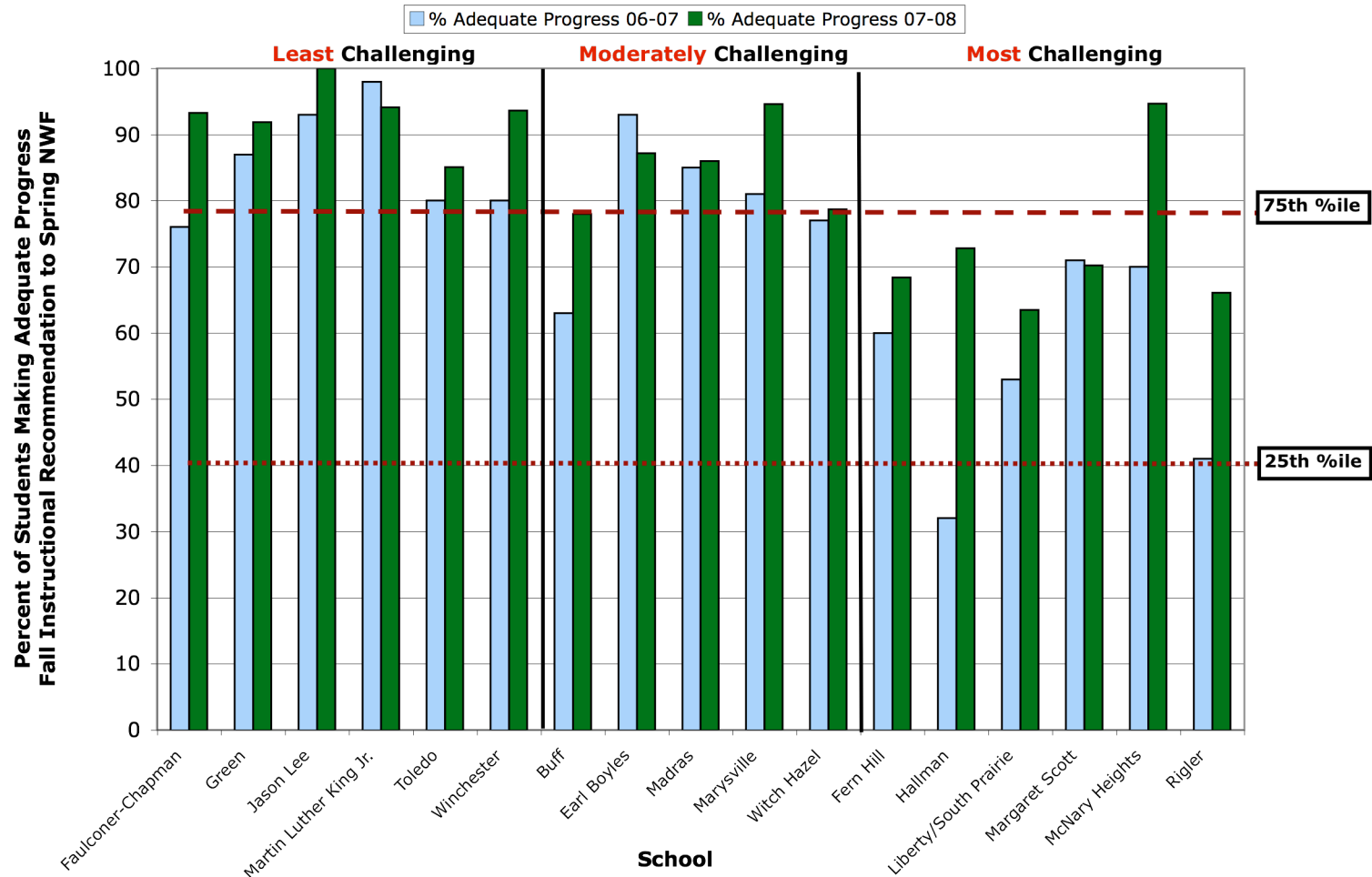
Grade K-3 Students Who Made Adequate Progress Fall to Spring 06-07 & 07-08, by School: Oregon RF Cohort B Intact Group



NOTES: The dotted lines represent the 75th and 25th percentiles for the percent of students making AP based on all Oregon schools collecting DIBELS in 2004-05. Intact refers to students who have data in both fall and spring. Challenge contexts are based on the percent of kindergarteners identified as intensive in the fall of 2007. The least challenging context includes schools with fewer than 33% of kindergarteners identified as intensive, the moderate context includes schools with between 33 and 46% of kindergarteners identified as intensive, and the most challenging context includes schools with more than 46% of kindergarteners identified as intensive.

Figure 1-2

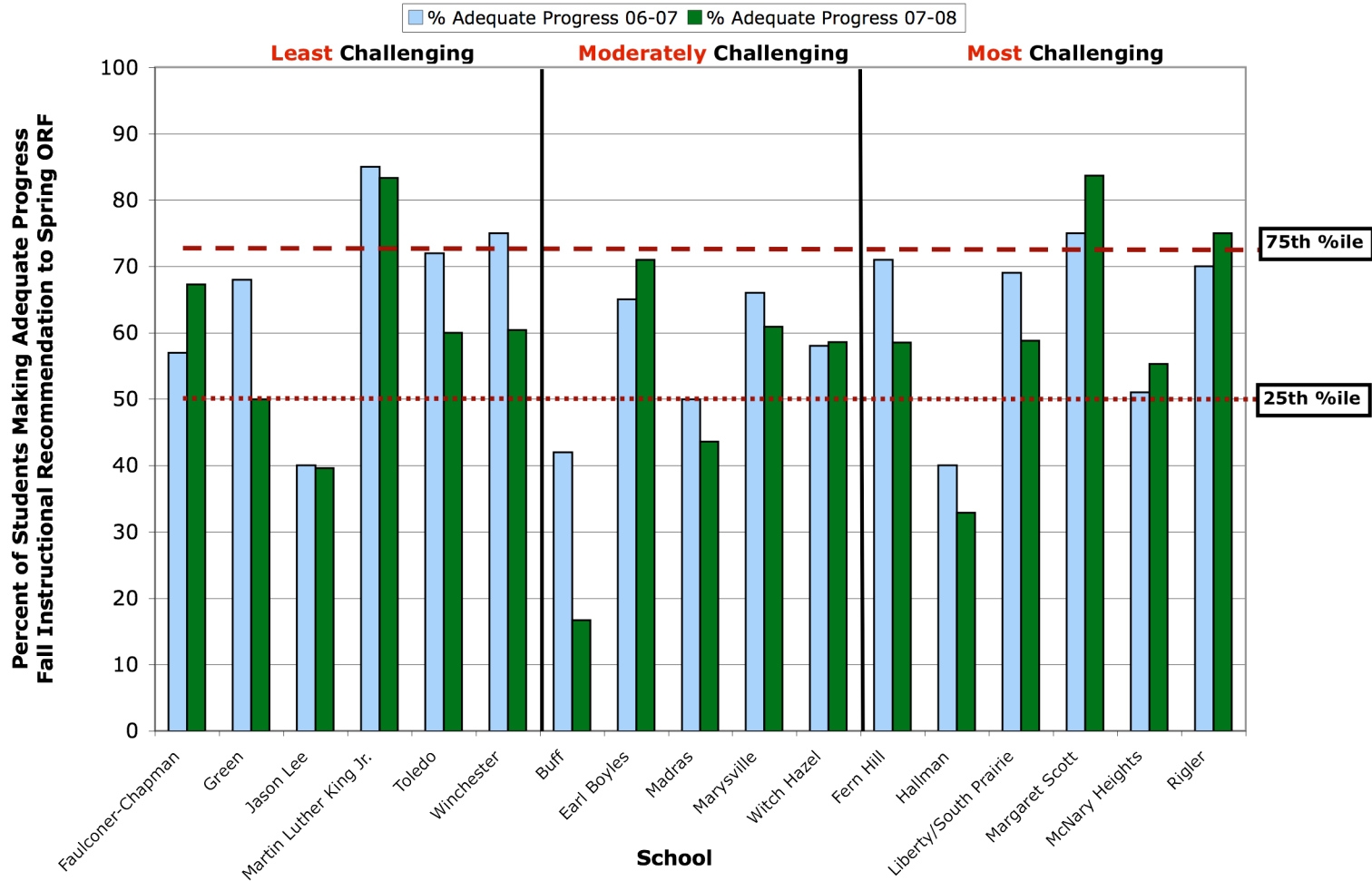
Grade K Students Who Made Adequate Progress Fall to Spring 06-07 & 07-08, by School: Oregon RF Cohort B Intact Group



NOTES: The dotted lines represent the 75th and 25th percentiles for the percent of students making AP based on all Oregon schools collecting DIBELS in 2004-05. Intact refers to students who have data in both fall and spring. Challenge contexts are based on the percent of kindergarteners identified as intensive in the fall of 2007. The least challenging context includes schools with fewer than 33% of kindergarteners identified as intensive, the moderate context includes schools with between 33 and 46% of kindergarteners identified as intensive, and the most challenging context includes schools with more than 46% of kindergarteners identified as intensive.

Figure 1-3

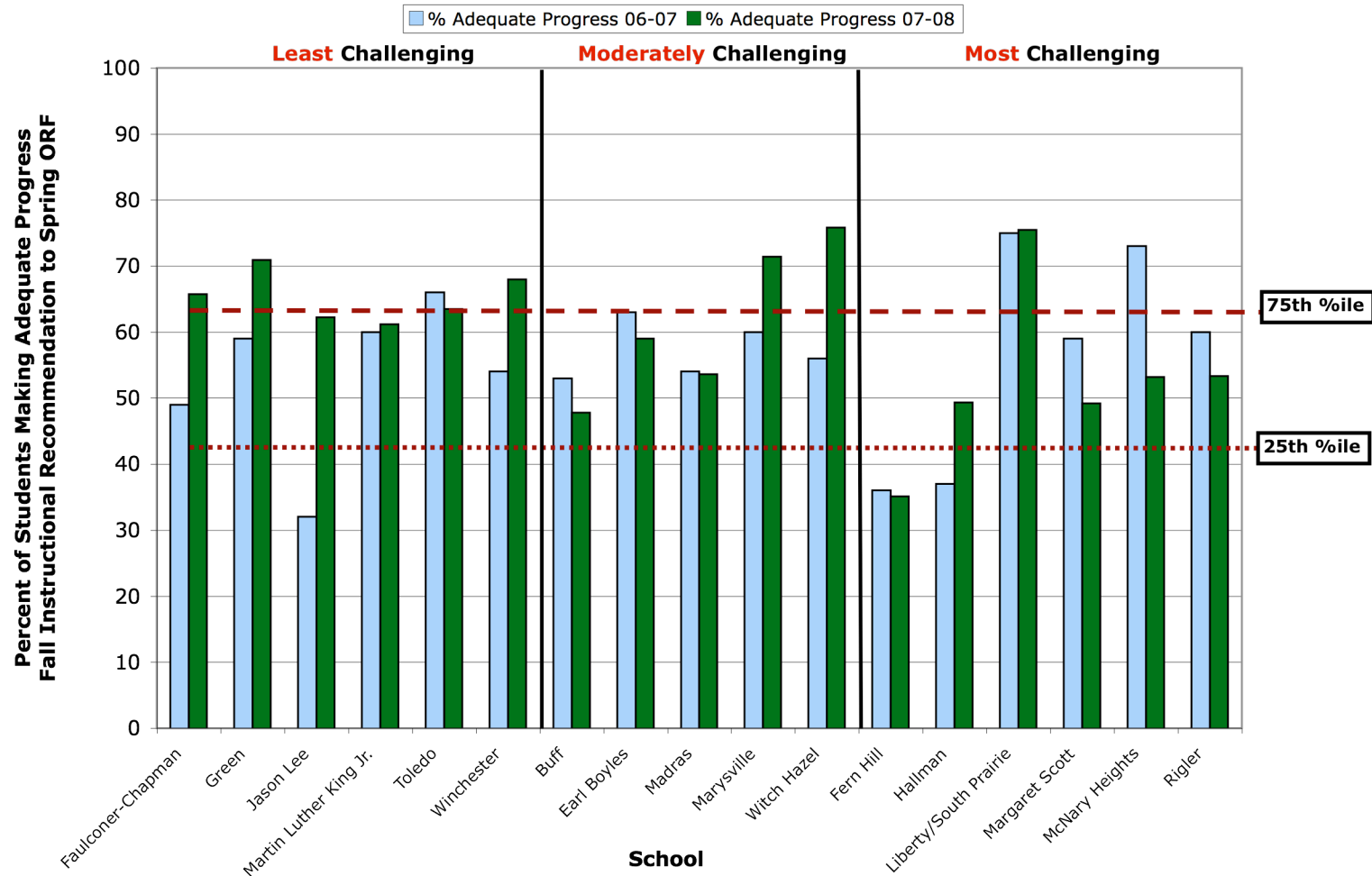
Grade 1 Students Who Made Adequate Progress Fall to Spring 06-07 & 07-08, by School: Oregon RF Cohort B Intact Group



NOTES: The dotted lines represent the 75th and 25th percentiles for the percent of students making AP based on all Oregon schools collecting DIBELS in 2004-05. Intact refers to students who have data in both fall and spring. Challenge contexts are based on the percent of kindergarteners identified as intensive in the fall of 2007. The least challenging context includes schools with fewer than 33% of kindergarteners identified as intensive, the moderate context includes schools with between 33 and 46% of kindergarteners identified as intensive, and the most challenging context includes schools with more than 46% of kindergarteners identified as intensive.

Figure 1-4

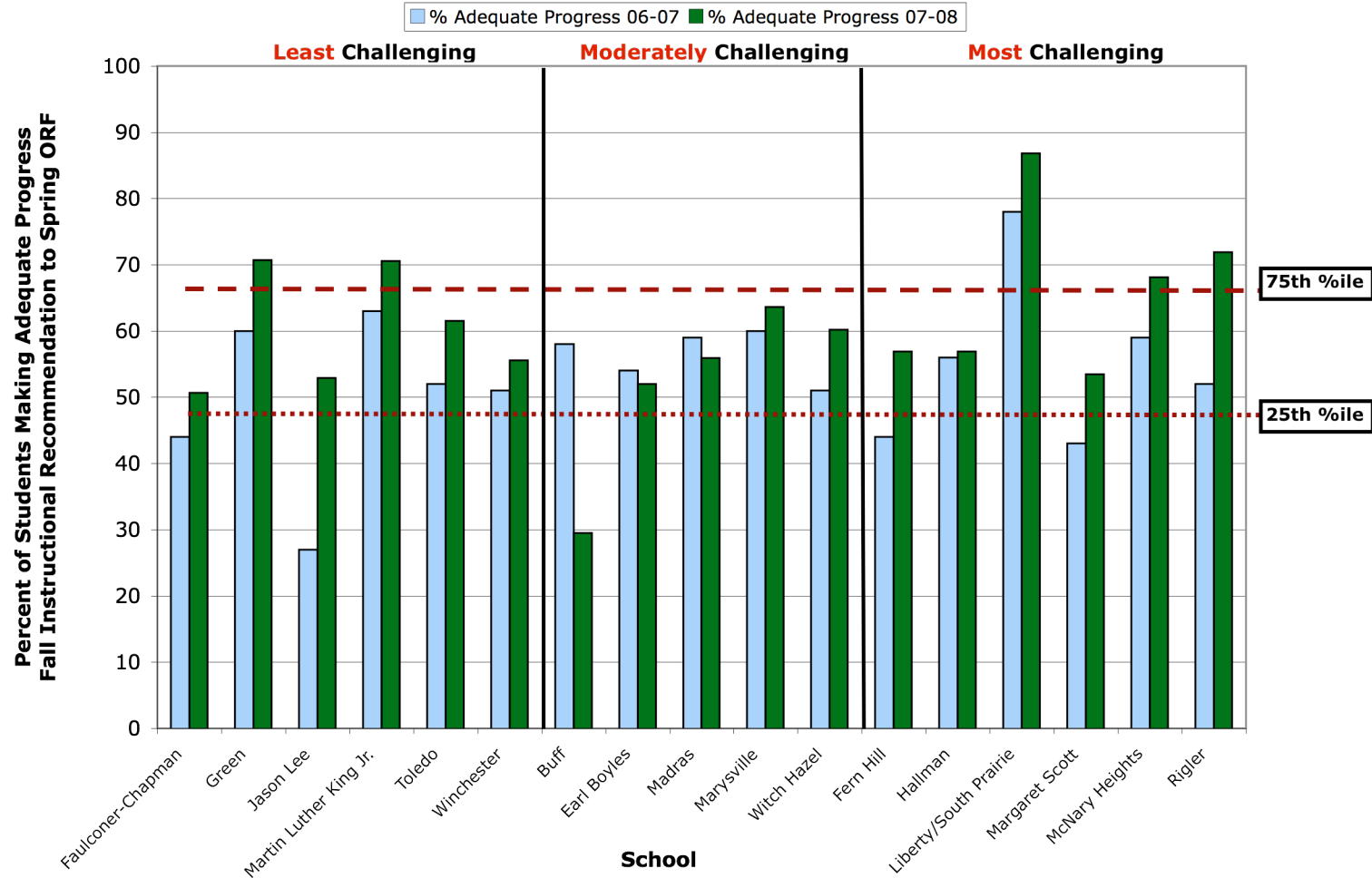
Grade 2 Students Who Made Adequate Progress Fall to Spring 06-07 & 07-08, by School: Oregon RF Cohort B Intact Group



NOTES: The dotted lines represent the 75th and 25th percentiles for the percent of students making AP based on all Oregon schools collecting DIBELS in 2004-05. Intact refers to students who have data in both fall and spring. Challenge contexts are based on the percent of kindergarteners identified as intensive in the fall of 2007. The least challenging context includes schools with fewer than 33% of kindergarteners identified as intensive, the moderate context includes schools with between 33 and 46% of kindergarteners identified as intensive, and the most challenging context includes schools with more than 46% of kindergarteners identified as intensive.

Figure 1-5

Grade 3 Students Who Made Adequate Progress Fall to Spring 06-07 & 07-08, by School: Oregon RF Cohort B Intact Group



NOTES: The dotted lines represent the 75th and 25th percentiles for the percent of students making AP based on all Oregon schools collecting DIBELS in 2004-05. Intact refers to students who have data in both fall and spring. Challenge contexts are based on the percent of kindergarteners identified as intensive in the fall of 2007. The least challenging context includes schools with fewer than 33% of kindergarteners identified as intensive, the moderate context includes schools with between 33 and 46% of kindergarteners identified as intensive, and the most challenging context includes schools with more than 46% of kindergarteners identified as intensive.

Cohort B Project-Wide Data (Spring 2006-Spring 2008)

Grade/Measure	Percent at Benchmark				
	Spring 2006	Spring 2007	Spring 2008	Mean % Increase/Decrease	
	Year 1	Year 2	Year 3	Estab.	Deficit
Kindergarten – PSF	69%	79% (+10)	86% (+7)	+8.5	-3
Kindergarten – NWF	51%	60% (+9)	72% (+12)	+10.5	-10
First Grade – ORF	45%	52% (+7)	52% (+0)	+3.5	-3
Second Grade – ORF	39%	49% (+10)	53% (+4)	+7	-8
Third Grade – ORF	33%	40% (+7)	48% (+8)	+7.5	-6

Cohort B Project-Wide Data continued (Spring 2006-Spring 2008)

Grade/Measure	Percent at Deficit		
	Spring 2006	Spring 2007	Spring 2008
	Year 1	Year 2	Year 3
Kindergarten – PSF	9%	6% (-3)	3% (-3)
Kindergarten – NWF	30%	22% (-8)	10% (-12)
First Grade – ORF	29%	23% (-6)	23% (-0)
Second Grade – ORF	44%	33% (-11)	28% (-5)
Third Grade – ORF	34%	29% (-5)	22% (-7)

Cohort Comparison

Comparing Cohorts A and B (Years 1-3)

Percent at Established						
Grade/Measure	Year 1		Year 2		Year 3	
	Cohort A Spring 2004	Cohort B Spring 2006	Cohort A Spring 2005	Cohort B Spring 2007	Cohort A Spring 2006	Cohort B Spring 2008
Kindergarten – PSF	70%	69%	73% (+3)	79% (+10)	86% (+13)	86% (+7)
Kindergarten – NWF	51%	51%	58% (+7)	60% (+9)	74% (+16)	72% (+12)
First Grade – ORF	42%	45%	48% (+6)	52% (+7)	55% (+7)	52% (+0)
Second Grade – ORF	37%	39%	43% (+6)	49% (+10)	52% (+9)	53% (+4)
Third Grade – ORF	35%	33%	40% (+5)	40% (+7)	47% (+7)	48% (+8)

Cohort Comparison continued

Comparing Cohorts A and B (Years 1-3)

Percent at Deficit						
Grade/Measure	Year 1		Year 2		Year 3	
	Cohort A Spring 2004	Cohort B Spring 2006	Cohort A Spring 2005	Cohort B Spring 2007	Cohort A Spring 2006	Cohort B Spring 2008
Kindergarten – PSF	9%	9%	8% (-1)	6% (-3)	3% (-5)	3% (-3)
Kindergarten – NWF	28%	30%	23% (-5)	22% (-8)	11% (-12)	10% (-12)
First Grade – ORF	31%	29%	26% (-5)	23% (-6)	21% (-5)	23% (-0)
Second Grade – ORF	46%	44%	39% (-7)	33% (-11)	30% (-9)	28% (-5)
Third Grade – ORF	34%	34%	30% (-4)	29% (-5)	25% (-5)	22% (-7)

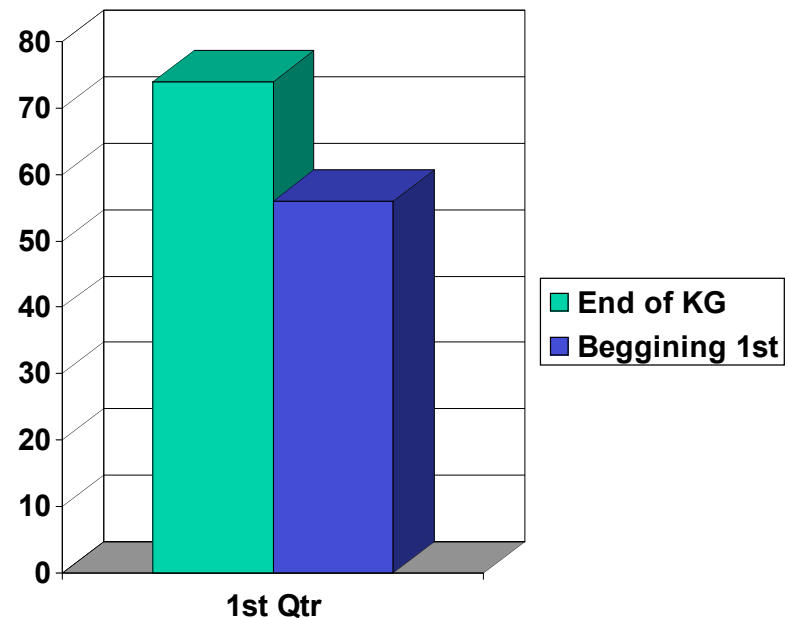
Summer Regression

Spring KG to Fall First Grade

Review of kindergarten and first grade data suggests:

- Kindergarten students not firmly established by end of year are at risk of skill regression

Percent Loss: Benchmark Students at End of KG vs. Beginning 1st



Data Trends Suggest...

Kindergarten:

- Excellent progress during kindergarten...but some regression of skills from Kindergarten to First grade
- Need to increase percent of students at benchmark on NWF by end of Kindergarten

First Grade:

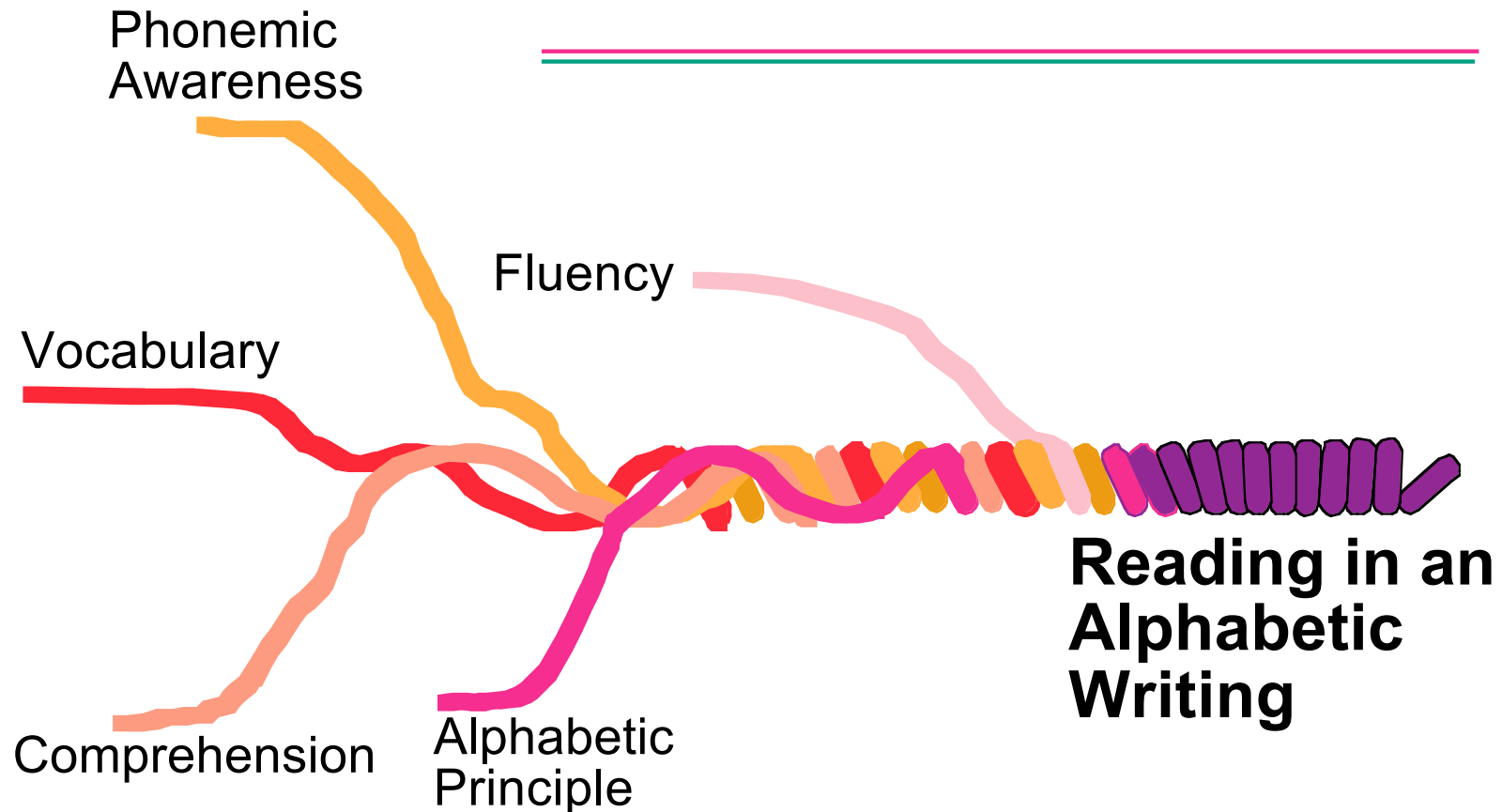
- Good adequate progress for Benchmark students...but need to increase adequate progress at Strategic and Intensive support levels

Instructional Priorities: What do we do tomorrow?

Kindergarten and First Grade

Symbolic System: Complex Alphabetic Code

Big Ideas in Beginning Reading



Hypotheses

Kindergarten:

- Too few students at Benchmark on Spring NWF
- Of students at Benchmark, many not firmly established in beginning word reading skills (sound by sound reading vs. reading whole word units).

First Grade:

- Too little progress in intervention (e.g., pacing, delayed start)
- Difficulty targeting specific skill deficits for Strategic students

Cohort B Goals

Kindergarten:

Increase student automaticity in whole word reading

- By the end of kindergarten, students will read VC and CVC words as whole units.

Cohort B Goals

First Grade:

Provide targeted instruction, based on student need, to all strategic and intensive students

Project-level Action Plan

Kindergarten

Actions

ORFC Assistance

<ol style="list-style-type: none"> 1. Increase percent of students established on NWF by end of KG (80%- 95%) 2. Target automaticity in word reading (“say it the fast way”). 	<ol style="list-style-type: none"> A. November 15: ERI Blending Enhancements Webinar B. December 11: Kindergarten Teacher’s Session on small group instruction and behavior routines C. Use Instructional Focus format to target specific skill deficits and maximize differentiation. D. RCs to provide data and Instruction support to coach and/or KG grade-level team.
<ol style="list-style-type: none"> 3. Improve vocabulary and comprehension by <ul style="list-style-type: none"> improving decoding and word reading maximizing opportunities to build vocabulary 	<ol style="list-style-type: none"> A. October 16 (K/1) Read Aloud Session with Lana Santoro

Project-level Action Plan

First Grade

Actions

ORFC Assistance

<p>Target Intensive and Strategic 1st Grade Students:</p> <ul style="list-style-type: none"> ✓Use Instructional Focus Groups for differentiating instruction ✓Start replacement intervention early ✓Ensure appropriate pacing (amount of content covered aligns with amount of growth required) ✓Evaluate student progress (in-program and DIBELS) 	<ul style="list-style-type: none"> A. October 7: First Grade Teacher Session on small group instruction and behavior routines. B. Use Instructional Focus format to target specific skill deficits and maximize differentiation. C. RCs to provide data and Instruction support to coach and/or 1st grade-level team D. September 24: Establish pacing goals, track progress using new LPR system E. September 23: Horizons Intervention Training F. RC expert on intervention programs to provide support across schools
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Project-level Action Plan

First Grade (continued)

Actions

ORFC Assistance

3. Improve vocabulary and comprehension by improving decoding and word reading maximizing opportunities to build vocabulary	A.October 16 (K/1) Read Aloud Session with Lana Santoro
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ORFC Professional Development

What:	When:	For Whom:
Leadership Webinar	September 17 (3:00-4:30)	Cohort B Leaders
Horizons Training	September 23 (8:30-3:30)	Coaches and Intervention Teachers
LPR Webinar	September 24 (11:00-1:00)	Coaches
B-ELL Leadership	October 2 (12:00-3:00)	B-ELL Leaders
Cohort B Leadership Session	October 3 (9:00-3:00)	All Cohort B Leaders (Principals, Coaches, and DTLs)

What?	When?	For Whom?
First Grade Teacher Session	October 7 (8:00-3:30)	All Cohort B grade 1 teachers and coaches
Read Aloud Session	October 16 K/1 October 17 2/3 *B-ELL session (8:30-3:30)	K-3 teachers and coaches
ERI Blending Enhancements Webinar	November 5 (12-1 and 3-4)	All teachers using program and coaches
Kindergarten Teacher Session	December 11 (8:30-3:30)	All Cohort B kindergarten teachers

- Monthly Brown Bag Sessions
- New Coach Conference Calls
- K-3 Statewide Outreach Sessions

Additional Information

- ❖ The ORFC Website (<http://oregonreadingfirst.uoregon.edu/>) has information on all ORFC sessions, K-3 Statewide Outreach Sessions, and MIKO registration
- ❖ Register through MIKO (<http://www.mikogroup.com/>) for all Outreach and ORFC Sessions. MIKO will send flyers for all Outreach Sessions and the ORFC will send flyers for ORFC Sessions.