



Utah's Reading First

**Jan Dole, Michelle Hosp, John Hosp,
Kristin Nelson, Aubree Zelnick**

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Overview

- Background on Reading First
- Utah's Reading First
- Reading First Components
 - For Districts
 - For Schools
 - For Teachers
- Data From First Three Years



What is Reading First?

- Federally Funded Initiative
 - Money given to states with 80% of funding directly to schools
 - \$6 billion project over course of five years
 - Purpose is to improve literacy skills of children in grades K-3 in high poverty schools, and
 - Narrow the minority achievement gap



How does RF relate to No Child Left Behind?

- Specific charge under NCLB targeting reading for a specific population (high poverty, K-3)
- Many sections of NCLB unfunded or under funded, but RF is fully funded



Utah's Reading First

- \$4.5 million/year for 5 years
- 6 districts in rural and urban settings
 - Granite, SLC, Ogden, North Sanpete, Duchesne, San Juan
 - 18 schools
 - 5,000 students
 - 250 general classroom teachers
 - 40 other teachers (special education, ELL, specialists, etc.)



Reading First For Districts

- Coordinators responsible for implementation of RF in the districts' participating schools
- Assistance from the state related to identifying professional development needs of individual schools, setting goals and benchmarks, and budgeting to participating schools.
- Professional development for principals, coaches and teachers



Reading First For Schools

- Funds for purchasing scientifically based instructional materials, including supplemental and intervention programs and materials that are integrated and coordinated with the comprehensive reading program
- Coaches to work with teachers



Reading First For Teachers

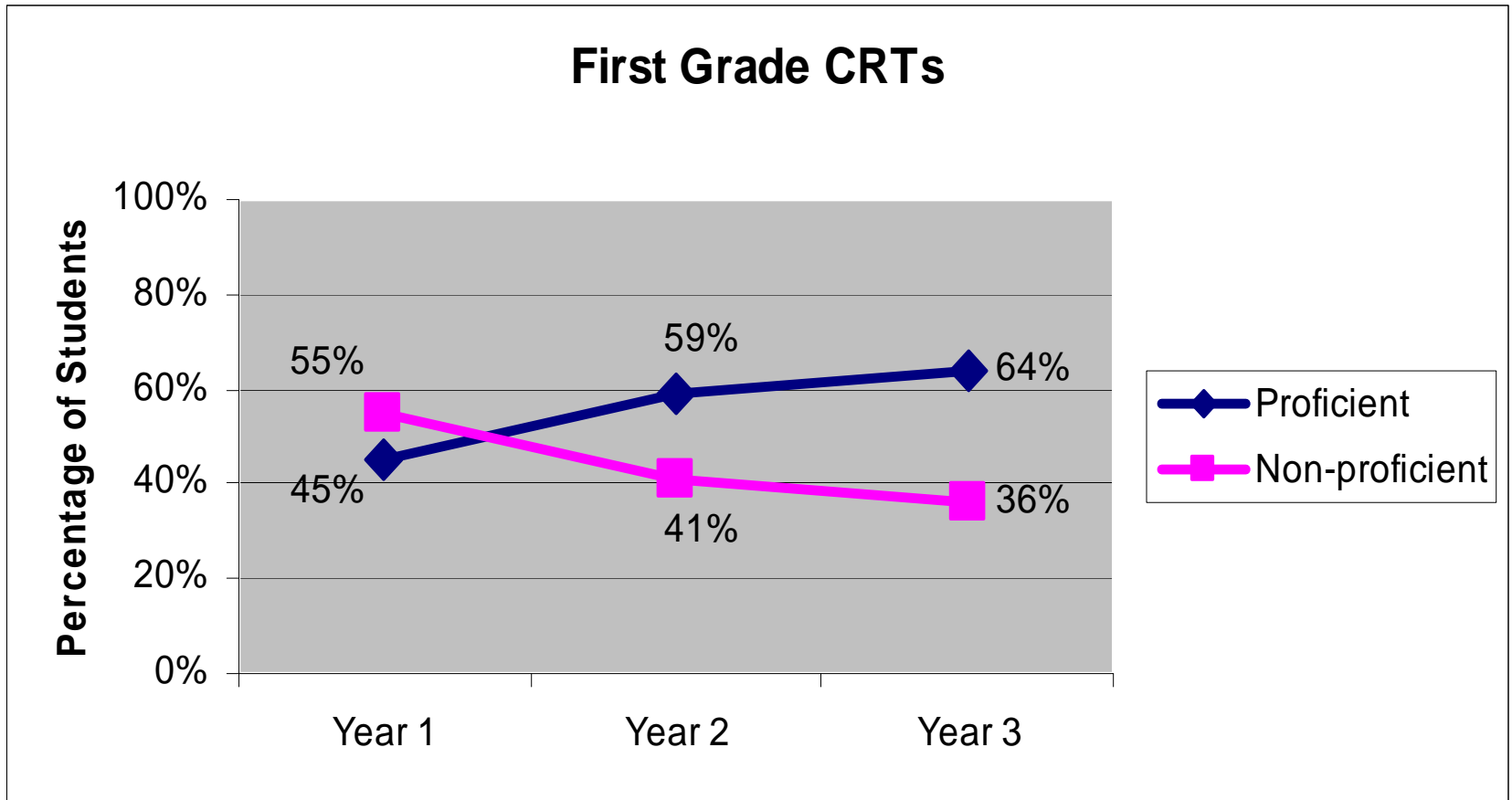
- Compensation for Reading Endorsement Classes (Required to Obtain Level 1)
- Professional Development at the State and District Levels
- Participation in School Level Study Groups (Discuss students progress and instructional strategies)
- Coach Feedback and Training



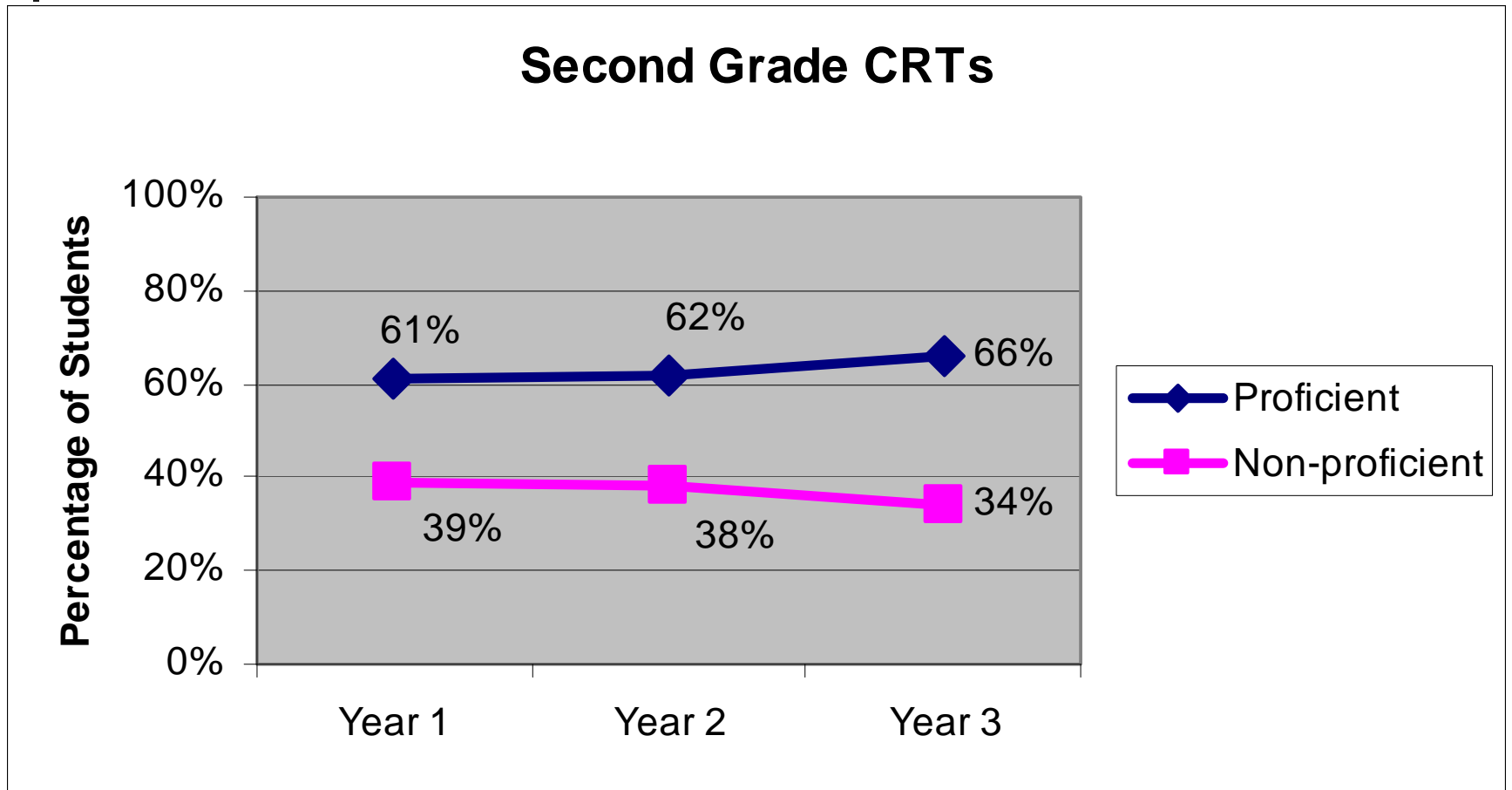
Instructional Impact

- Select and implement scientifically-based comprehensive reading programs that teach the five components of reading (phonemic awareness, phonics, fluency, comprehension and vocabulary), without layering selected programs on top of other programs already in use
- Daily 3-hour uninterrupted literacy block
- Collect student progress data and use it to drive instruction

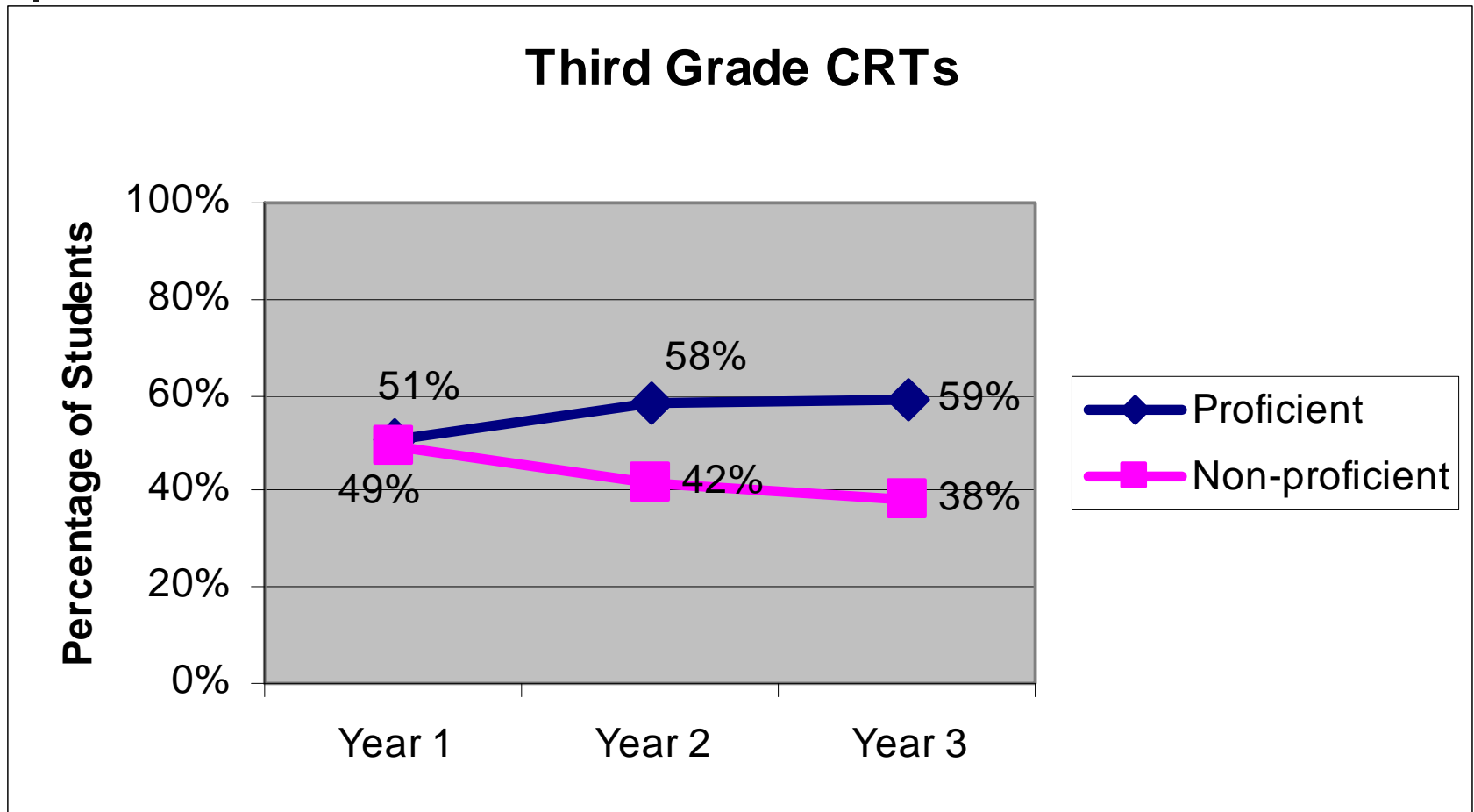
Results for Reading First Schools on the Utah Criterion Referenced Tests (CRTs)



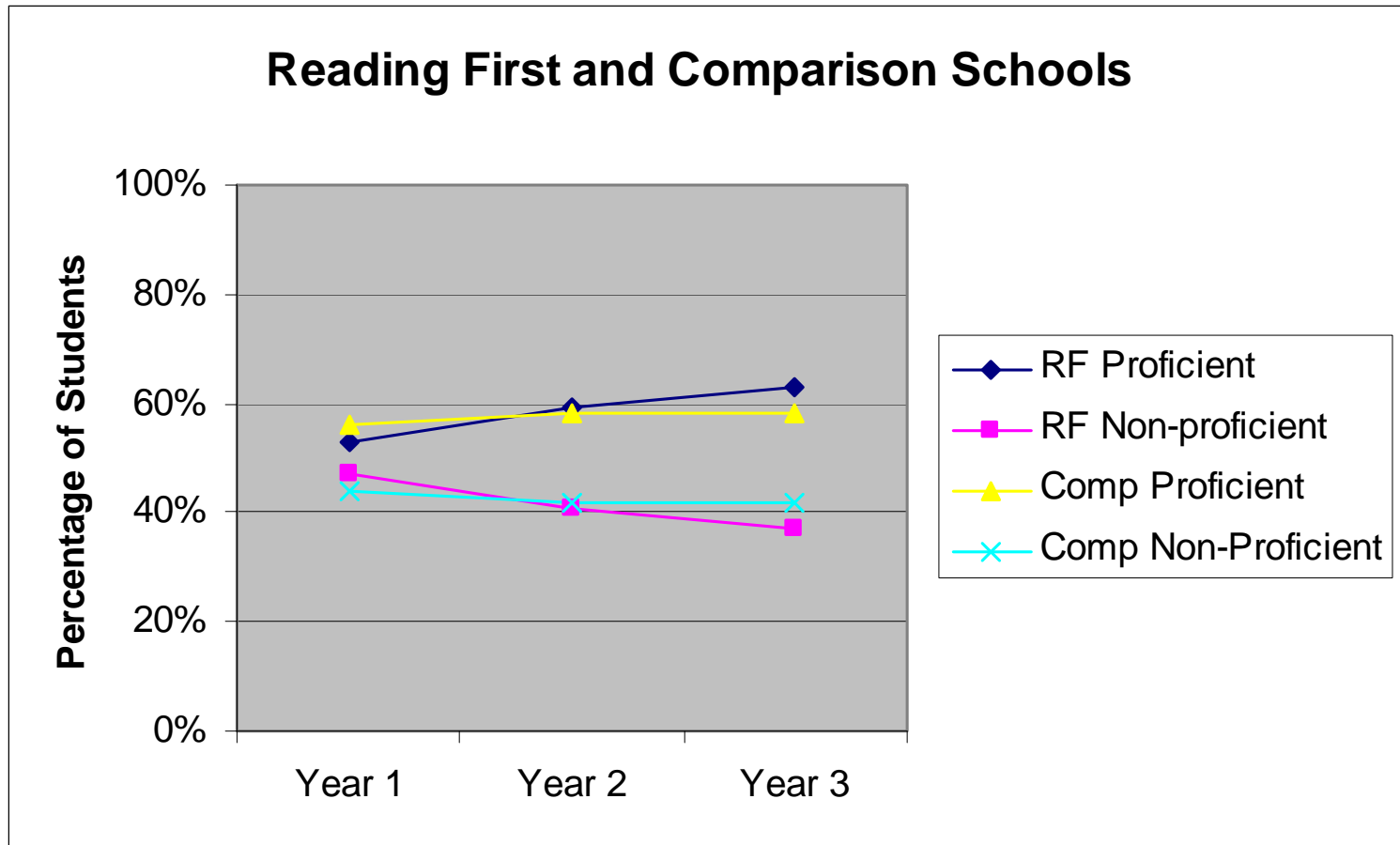
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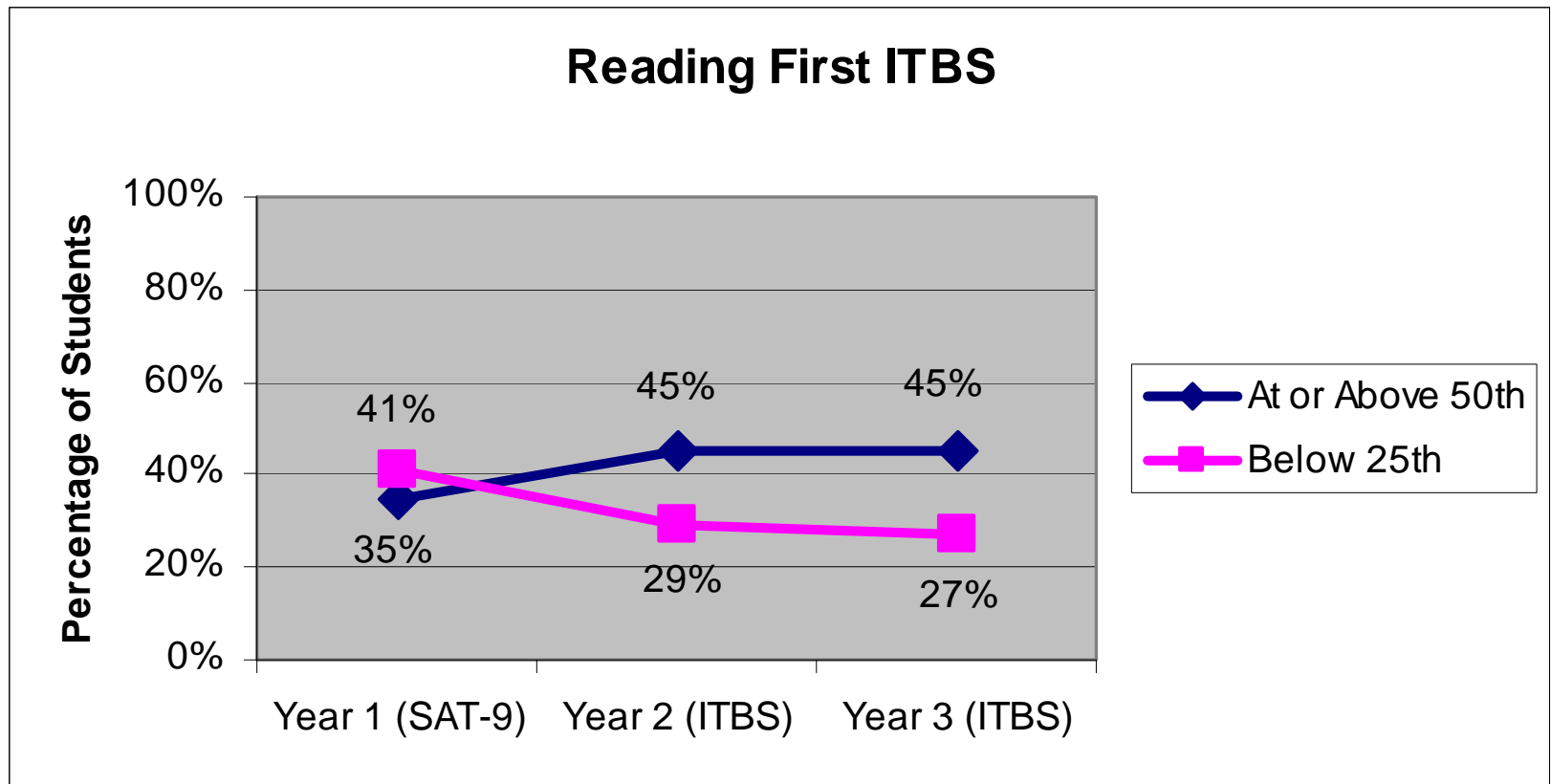
Results for Reading First Schools on the Utah Criterion Referenced Tests (CRTs)



Results for Reading First Schools and Comparison Schools on the Utah Criterion Referenced Tests (CRTs)



Results for Reading First Schools on the Stanford Achievement Test (SAT-9) and Iowa Test of Basic Skills (ITBS)





Teacher Surveys

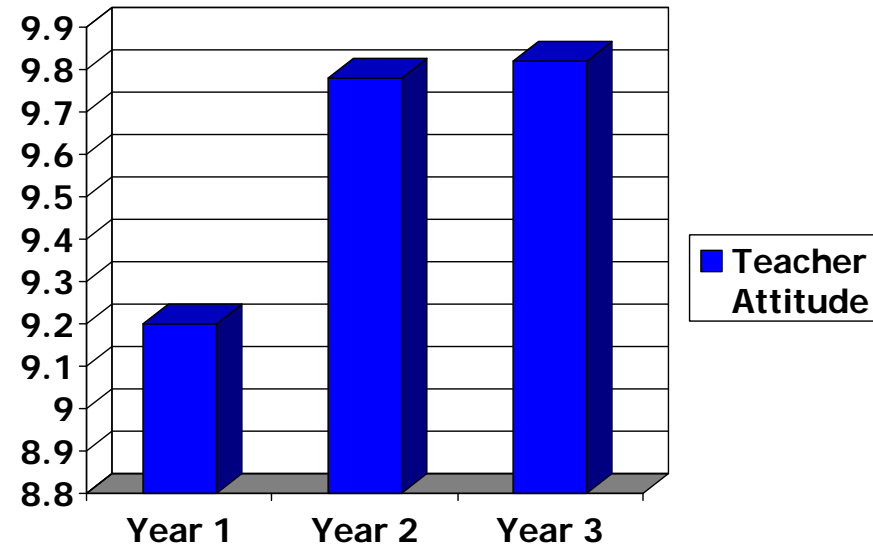
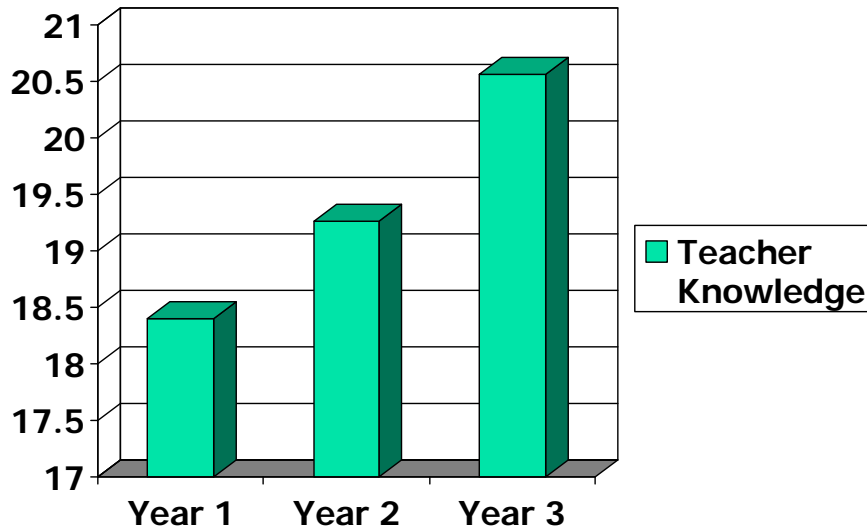
- Teacher Knowledge
 - Instrument measures teachers' knowledge of reading and reading instruction. It measures four kinds of teacher knowledge: 1) knowledge of the reading process; 2) knowledge of effective instructional techniques; 3) knowledge of the elements of language structure related to reading, and 4) knowledge of instructional and behavioral management.
- Teacher Attitude
 - Participants' overall attitudes toward the project were measured through a brief instrument that asked participants to rate their attitudes and enthusiasm about participating in Reading First.



Teacher Surveys

- Over the 3 years of the project, teachers have significantly improved their knowledge of reading and reading instruction
- Teachers' attitudes towards Reading First also have significantly improved over this time

Teacher Surveys





District Interviews

- Strengths of the Project
 - Student Improvement
 - Materials and Resources
 - Student Data
 - Identifying students at-risk for reading failure
 - Ability to track student progress
 - Teacher Knowledge
 - Professional development
 - Focused direction for change



District Interviews

- Weaknesses of the Project
 - Lack of time to...
 - Complete additional endorsement requirements
 - Implement new strategies
 - Complete extra paperwork, testing, attend workshops and meetings



Conclusions

- Project is successful in terms of student and teacher growth
- Narrowing achievement gap, but there is work to be done
- Progress takes time