

# Early instruction and support for reading is critical

*Effective instructional programs and materials emphasize five essential components of reading instruction: **phonemic awareness, phonics, fluency, vocabulary, and comprehension.***

National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. National Institute of Child Health and Human Development, National Institutes of Health.

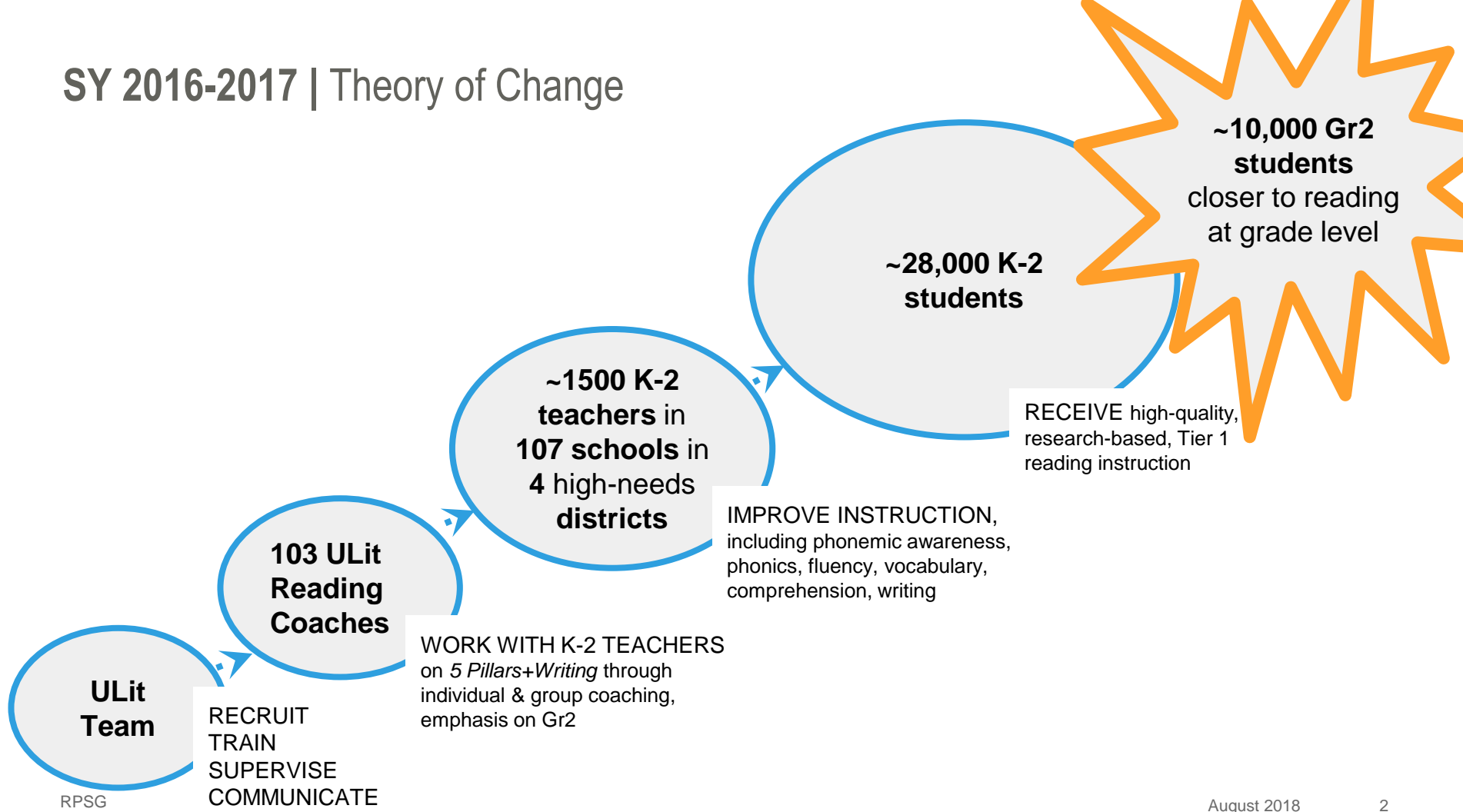
*“Children who fail to grow in literacy-related skills exhibit deficits rather than developmental lags in these skills and, therefore, deserve early [attention]. In short, **the adage ‘Just wait, they’ll catch up’ does not hold up to the empirical data.**”*

Foorman, B. R., Francis, D. J., Shaywitz, S. E., Shaywitz, B. A., & Fletcher, J. M. "The Case for Early Reading Intervention." *Foundations of Reading Acquisition and Dyslexia: Implications for Early Intervention* (1997): 243.

*“If children fall seriously behind in the growth of critical early reading skills, they have fewer opportunities to practice reading. Recent evidence suggests that **these lost practice opportunities make it extremely difficult for children who remain poor readers during the first three years of elementary school to ever acquire average levels of reading fluency.**”*

Torgesen, J. K. (2002). The prevention of reading difficulties. *Journal of school psychology*, 40(1), 7-26. Torgesen, Joseph K. (2004). Avoiding the devastating downward spiral: The evidence that early intervention prevents reading failure. *American Educator* 28(3), 6-19.

# SY 2016-2017 | Theory of Change



# Y1 Reach | Student characteristics, by district

District	09	10	17	32
# Schools w/ grades K-2	30	42	22	13
K-2 Student Enrollment	8,753	13,219	4,342	2,561
Total Student Enrollment	36,433	57,844	23,764	12,331
% Poverty*	88.9%	79.9%	78.2%	84.8%
% Students with Disabilities	21.7%	19.7%	17.9%	20.0%
% English Language Learners	23.3%	20.6%	10.3%	19.0%
% Students Black	28.6%	15.9%	76.1%	16.8%
% Students Hispanic	68.0%	69.1%	15.1%	78.6%
% Grade 3 Students Proficient on 2017 ELA Assessment	24.5%	28.2%	34.8%	26.3%

\* % students with families who qualified for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits.

# Universal Literacy Evaluation SY 2016-17

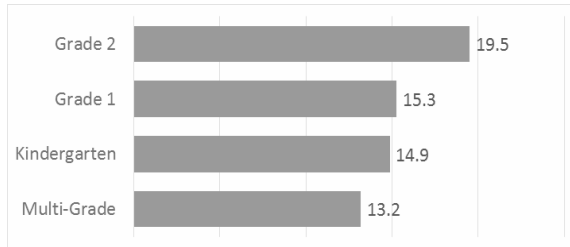
## *Year 1 Research Questions*

Focus	Research Question
<b>ULit reach</b>	<b>Research question 1: What is the reach of Universal Literacy initiative in SY 2016-17?</b>
	<b>Research question 2a: How is the initiative being implemented?</b>
<b>Implementation</b>	<b>Research question 2b: What is the impact of the initiative on literacy instruction in Cohort 1 schools?</b>
<b>Early Impacts: Students</b>	<b>Research question 3: What is the impact of the Universal Literacy program on student learning?</b> <ol style="list-style-type: none"><li>1. In Grade 2: As measured by the Gates-MacGinitie Reading Test (SY 2016-17, baseline to assess early impacts in following years)</li><li>2. In Grade 3 (SY 2017-18 and beyond)</li></ol>

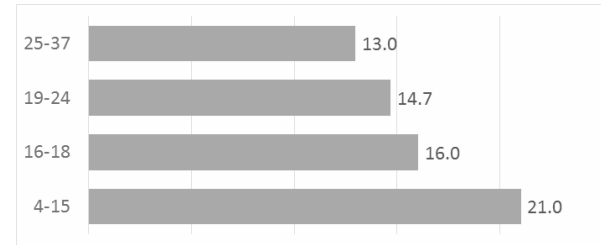
# Reach | How much individual coaching did classroom teachers receive?

- Coaches met with **1,496** unique teachers who worked with **over 28,000** students
- Charts below show average # of periods coaches met with teachers, disaggregated by teacher and student characteristics

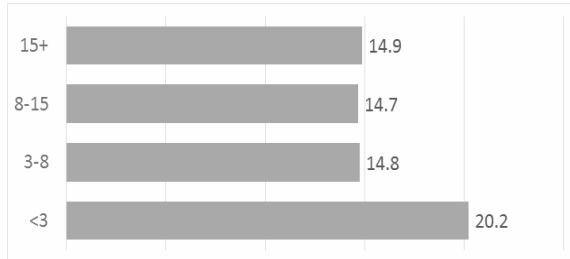
By grade



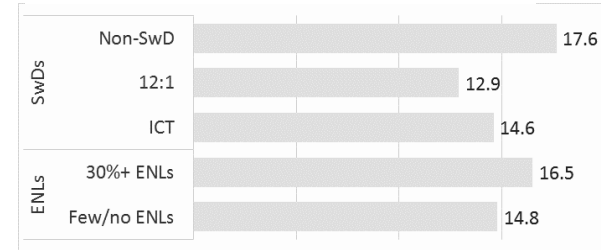
By no. of K-2 teachers in school



By T years experience



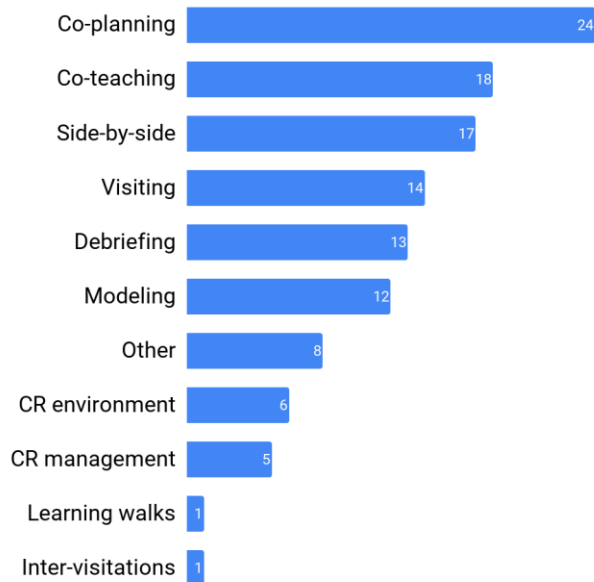
By classroom type



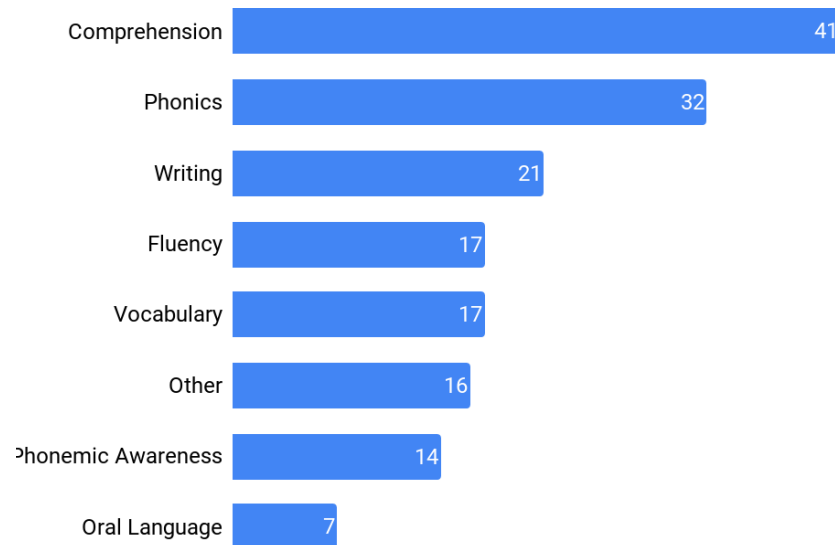
Source: DOE Institutional Data and Digital Daily Coach log data (Nov 2016-May 2017).

# Implementation | What instructional coaching activities and reading content did coaches engage in with individual teachers?

## Instructional coaching activities



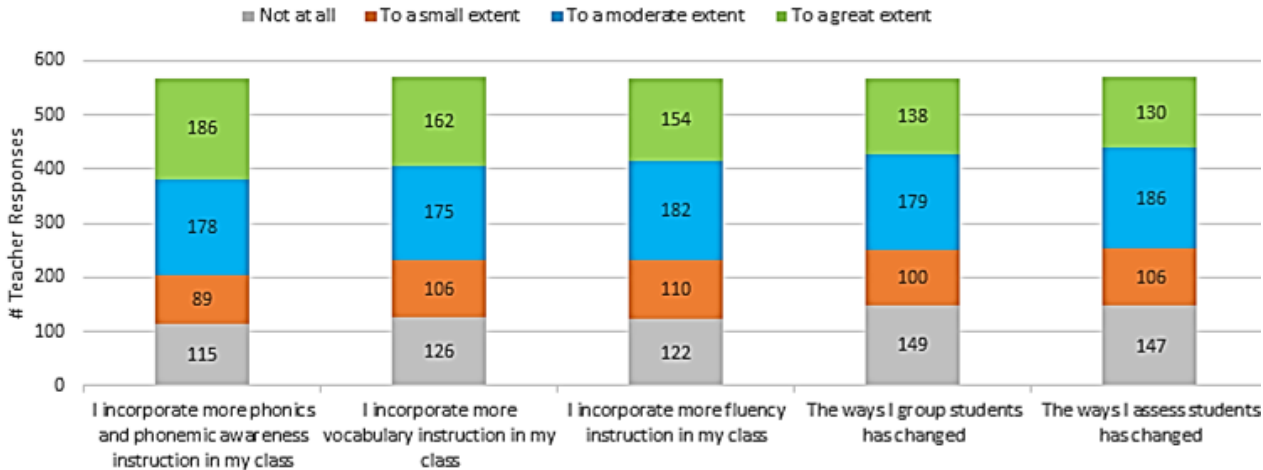
## Reading content focus



Source: Digital Daily Coach Log. Note: Figures reflect % of periods logged by coaches from Nov 2016-Jun 2017. Coaches can select multiple activities/content focus for each period.

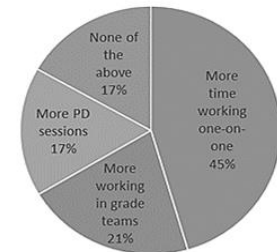
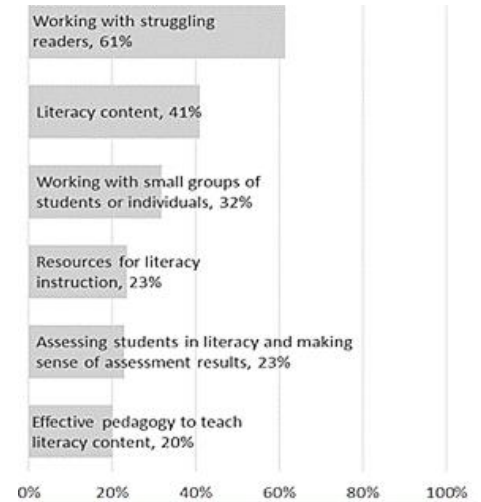
# Implementation | Teacher perspectives

Over half of teacher respondents reported their instruction changed to a moderate or great extent because of work with a coach



Source: End-of-year teacher survey, Spring 2017 (N=574)

- Teachers asked for:
- More support in working with struggling readers (61%) and in literacy content (41%) (top figure),
  - More time working one-on-one with a coach (45%, bottom figure)



## Implementation | Teacher perspectives

- ★ *“Even though I have been teaching for 17 years, this is my first time to work with a reading coach. ...my teaching has improved since working with my coach...”*
- ★ *“[T]he reading coach ... helped me very much with my instruction. As a result my students reading levels have increased and their confidence.” --*
- ★ *“I’m a better teacher and my students have grown greatly due to the immense support of our Literacy coach.”*
- ★ *“It’s wonderful to have a literacy coach who always offers you constructive feedback in a positive way. It makes you want to improve as a teacher knowing that you can always get better at your craft.”*
- ★ *“My literacy coach ... taught me how to ‘fish’ ... Mentors, supervisors etc should learn from her style of coaching. It is a breath of fresh air and encouraging. My students excelled because her great strategies, tips, and encouragement that she gave me.”*
- ★ *“[My coach] has helped me grow in many ways. One way she has helped me grow, is by coming into my classroom and modeling different reading and writing strategies. Before [my coach], I had a hard time teaching my students how to write and becoming better writers. Now, I feel more confident in teaching writing....”*
- ★ *“Although I have 5 years of experience, I am for the most part a new teacher. The literacy coach has offered invaluable guidance, support, feedback and collaboration. I think this is a vital initiative to aid teachers with their literacy instruction.”*

Source: End-of-year teacher survey, Spring 2017 (N=574)



# Gates-MacGinitie Reading Test (GMRT) Administration

- The Gates-MacGinitie Reading Test (GMRT) Level 2 measures three domains of students' reading ability: Word Decoding, Word Knowledge & Comprehension
- 57 Cohort 1 ULit schools were chosen randomly to administer the GMRT to 2<sup>nd</sup> graders in 2016-17\*
- The GMRT was also administered at matched comparison schools ("Future ULit")\*
- In total, 7,380 students completed the GMRT in both Fall 2016 and Spring 2017; these students:
  - Completed at least 90% of items on both tests
  - Remained in one school for both administrations
  - Represent 68% of those schools' total number of 2<sup>nd</sup> graders
- Students in ULit schools are somewhat more disadvantaged than students in comparison schools

GMRT Students		
	In Cohort 1 ULit Schools	In Future ULit Schools
<b>N Students</b>	4,173	3,207
<b>N Schools</b>	57	54
<b>N Districts</b>	4	13
<b>% ELL</b>	26.5%	15.7%
<b>% SWD</b>	17.9%	18.7%
<b>% Black</b>	25.9%	35.6%
<b>% Hispanic</b>	67.8%	51.2%
<b>% FRPL</b>	88.1%	83.1%

\* Note: These schools are representative of Cohort 1 schools and not district schools citywide.

# GMRT growth – overall results

- Scores are reported here in Grade Equivalents (GEs)\*
  - E.g., 2.4 is expected performance of a 2nd grader after 4 months of school (i.e. December)
  - Tests were administered 7 months apart (Oct – May)
- There is no statistically significant difference between student growth at current and future ULit schools
- In general, 2<sup>nd</sup> graders in both current and future ULit schools started behind in reading and fell further behind

	Total		Word Decoding		Word Knowledge		Comprehension	
	ULit Cohort 1	Future ULit	ULit Cohort 1	Future ULit	ULit Cohort 1	Future ULit	ULit Cohort 1	Future ULit
Fall	1.8	1.9	1.8	1.9	1.7	1.8	1.8	1.8
Spring	2.2	2.3	2.4	2.4	2.1	2.2	2.1	2.2
<b>Fall-Spr</b>	<b>+4 mo</b>	<b>+4 mo</b>	<b>+6 mo</b>	<b>+5 mo</b>	<b>+4 mo</b>	<b>+4 mo</b>	<b>+3 mo</b>	<b>+4 mo</b>

\* Analyses were conducted using scale scores, which are more appropriate for measuring changes in reading ability. Scores are reported here in GEs for ease of interpretation.

# Conclusions

In SY 2016-17 -- the baseline year -- there was no evidence that reading growth among ULit schools is greater than that in matched future ULit schools.

Research considerations:

- We did not expect to see impact in Year 1 of the initiative, and conducted the GMRT as a baseline, in order to see growth over time
- GMRT measures only a subset of literacy competencies that coaches are working to improve
- Coaches worked with teachers in grades K-2; the GMRT was conducted in Grade 2

We hope to see reading gains in the coming years:

- As coaches deepen their knowledge base and craft
- As teachers and schools benefit from multiple years of coaching