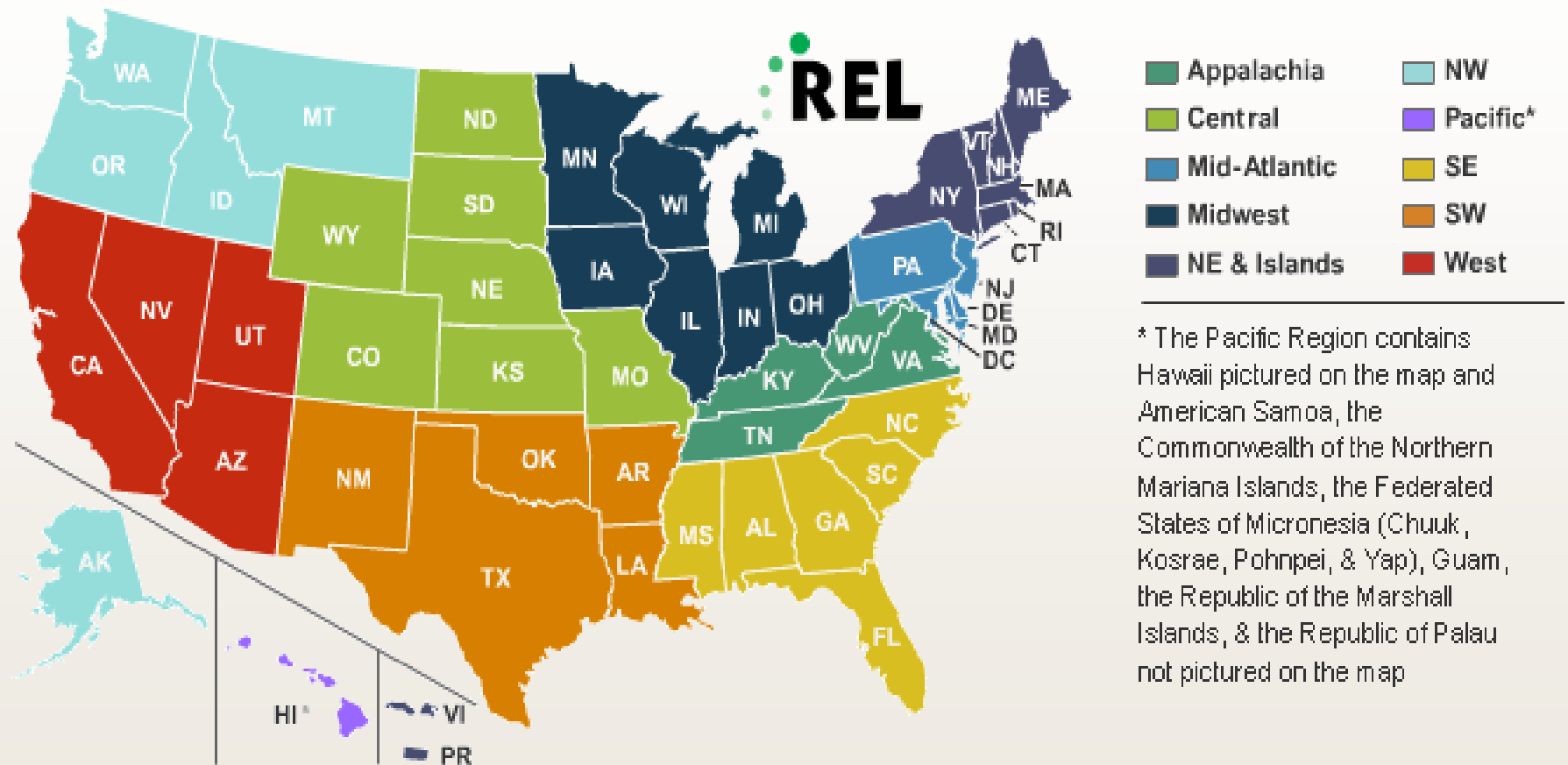# CLAS/RSF Meeting
05-13-16

Mr. Kevin Smith and Dr. Jennifer Dombek

Regional Educational Laboratory (REL) Southeast at Florida State University

and the

Florida Center for Reading Research

Acknowledgement and disclaimer

REL southeast

REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY

The Regional Educational Laboratories

Legend:
- Appalachia
- Central
- Mid-Atlantic
- Midwest
- NE & Islands
- NW
- Pacific*
- SE
- SW
- West

* The Pacific Region contains Hawaii pictured on the map and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau not pictured on the map

REL southeast
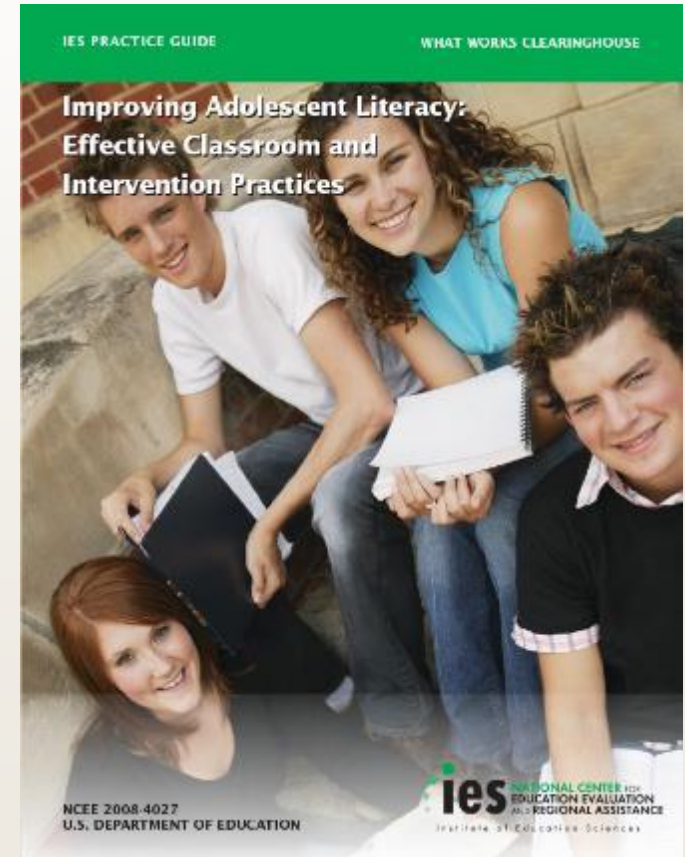
REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY

REL Program Overview

- Establish priority areas within each region
- Provide access to high quality, scientifically valid education research through
  - applied research
  - developmental projects
  - studies
  - technical assistance

REL southeast
REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY

IES Practice Guides

Practice guides, published by the Institute of Education Sciences (IES), are developed by panels of nationally recognized experts. They offer actionable recommendations, strategies for overcoming potential roadblocks, and an indication of the strength of evidence supporting each recommendation.

Ask A REL

- Free reference desk service
- Provides references and summaries of research tailored to your specific questions
- For more information and to submit a question visit http://ies.ed.gov/ncee/edlabs/askarel/index.asp?REL=southeast

Improving Literacy Research Alliance Overview

Core Alliance Membership

- Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina representatives from state education agencies, nonprofit agencies, universities, and local educational agency leaders

Significant Success

- Completion of multiple events, products, and tools as requested by alliance members.

Transition Plan

- Promote relationships made through the International Literacy Association and Florida Literacy Coaches Association; work with an alliance member district to potentially submit a grant proposal for a research-practice partnership grant

Improving Literacy Research Alliance Overview

Updates on current Florida studies conducted with this alliance:

- REL Southeast randomized controlled trial of effective early literacy interventions in Florida

- Differences in School-level Achievement Growth Among Florida's Elementary Schools

- Using Computer-Adaptive Assessments of Literacy to Monitor the Progress of English Learner Students
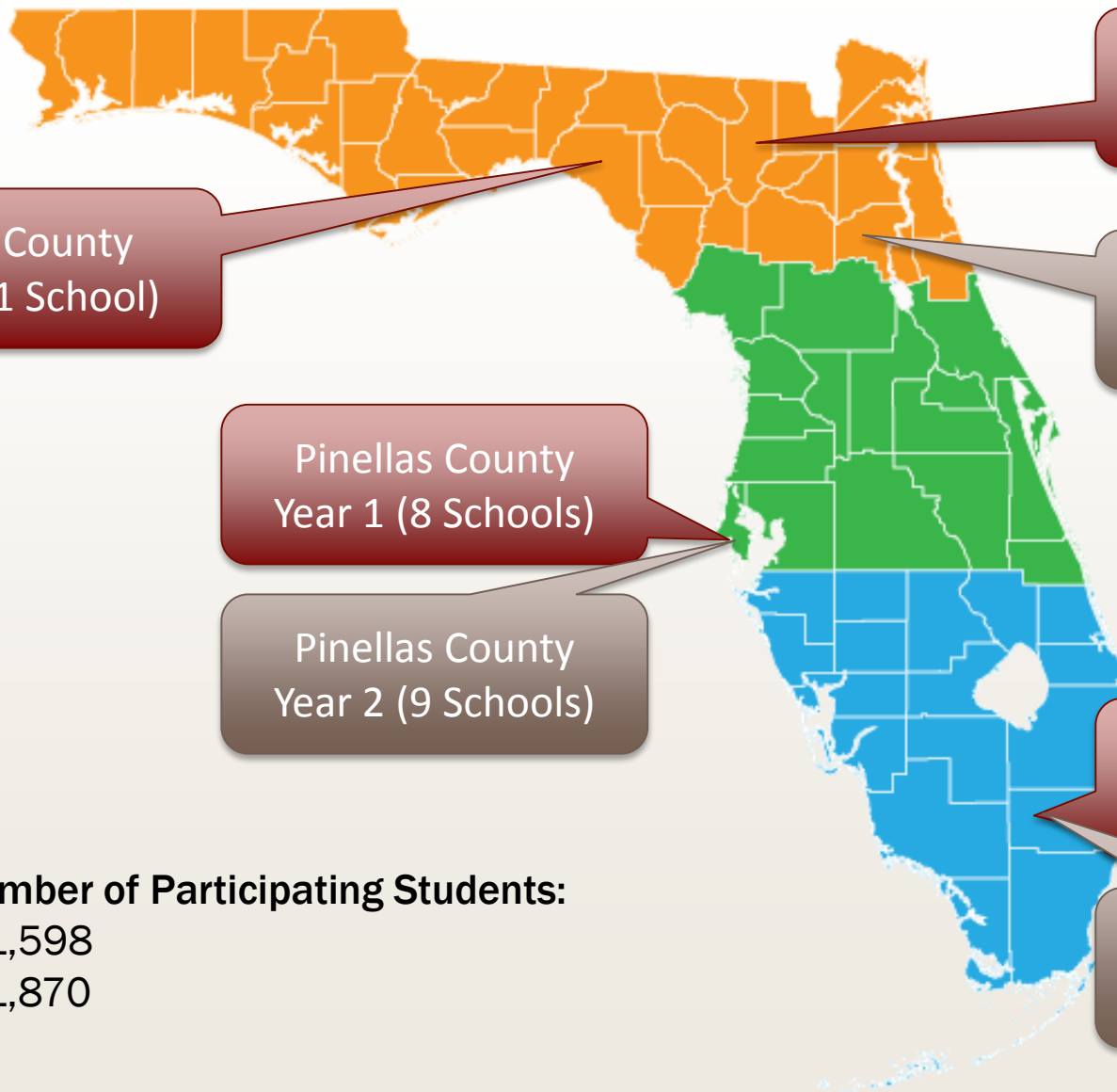
REL Southeast randomized controlled trial of effective early literacy interventions in Florida

This study was conducted across two school years ('13-'14 and '14-'15) in 55 Florida schools randomly assigned to one year of embedded or stand-alone intervention.

Research Questions

What is the impact of a stand-alone early literacy intervention relative to an embedded early literacy intervention on reading and language outcomes for students below the 30th percentile?

a)   Is the impact different between the two cohorts of schools or dependent on baseline scores?

b)   Is the impact different between and within English learner and non-English learner students?

Columbia County
Year 1 (2 Schools)

Taylor County
Year 1 (1 School)

Putnam County
Year 2 (3 Schools)

Pinellas County
Year 1 (8 Schools)

Pinellas County
Year 2 (9 Schools)

Broward County
Year 1 (16 Schools)

Broward County
Year 2 (16 Schools)

Total Number of Participating Students:
Year 1: 1,598
Year 2: 1,870

REL southeast

REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY
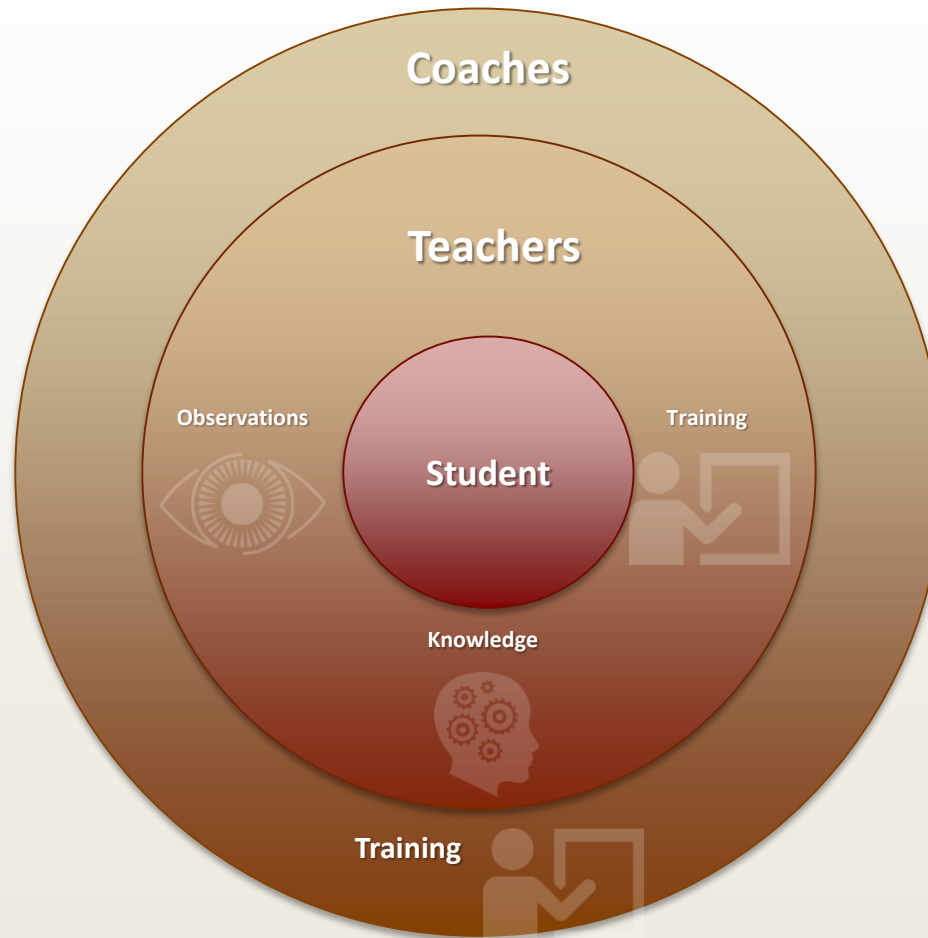
Mississippi Literacy Initiative

- Comprehensive state-level support
- Experts (coaches) embedded in target schools
- Research-based early literacy PD disseminated
- Intensive training schedule that balances needs of the schools
- Sustainability plan

MS Dept. of Education K-3 Literacy Initiative

Growth of Teacher Knowledge of Early Literacy Skills and Application to Classroom Instruction

This study was designed with the Mississippi Department of Education to address four questions.

- How did teacher knowledge of early literacy skills among Mississippi's K-3 educators change between spring 2014 and fall 2015?
- Was change in teacher knowledge associated with teachers' participation in the professional development?
- How did the quality of early literacy skills instruction, student engagement, and teaching competencies change between winter 2014 and spring 2015 among Mississippi's K-3 teachers?
- Was change in the quality of early literacy skills instruction, student engagement, and teaching competencies associated with teachers' participation in the professional development?

Differences in School-level Achievement Growth Among Florida's Elementary Schools

Florida House Bill 5101 (amending Section 1011.62, F.S.)

Requires schools found to be among the 100 lowest-performing elementary schools in reading to use supplemental academic instruction and research-based reading instruction allocation dollars to provide an additional hour of intensive reading instruction to students every day, school-wide. In 2014, the policy was extended to the 300LPS.

Phase 1 research questions are:

1. For grades 3-5, how do the school-level FCAT 2.0 achievement growth trends from 2010/11 to 2013/14 of the 100LPS in Florida compare to growth trends of Florida's non-100LPS elementary schools after controlling for school characteristics?

2. How is the required daily extra hour of reading instruction being implemented in Florida's 100LPS?

3. If, after controlling for school characteristics, variation is found in the growth trajectories of the 100LPS, is variation in growth associated with how the 100LPS schools implemented the extra hour of reading instruction?

Differences in School-level Achievement Growth Among Florida's Elementary Schools

Phase 2 research questions are:
- Where were the lowest performing schools located, and how did the demographic composition of the lowest performing schools compare with that of other schools?
- What was the 2013/14 school reading performance and the 2014/15 English Language Arts Achievement of the lowest performing schools compared to other elementary schools?
- How did districts and schools implement the extra hour of instruction in 2014/15? Was there evidence of additional reading instruction? How was the additional time added, and how was instruction provided?
- What do schools see as benefits, challenges, and barriers in implementing the additional hour?

Using Computer-Adaptive Assessments of Literacy to Monitor the Progress of English Learner Students

This technical assistance project examined how teachers and school staff administered computer-adaptive assessments of early literacy to English learner students in grades 3-5 and how they used the assessments to monitor students' growth in literacy skills. It provides lessons learned that may aid districts in implementing a computer-adaptive assessment of literacy skills.

Improving Literacy Research Alliance Overview

Updates on capacity building to support district/school implementation of literacy instruction and interventions:

Elementary:

- K-2 Early Literacy Intervention Self-study Guide

- RtI in Reading Grades 1-3: A Rigorous Review of the Research and Implications for Enhancing Current Practice

- Rubric for Evaluation of Reading Language Arts Instructional Materials for Grades K-5

Improving Literacy Research Alliance Overview

Updates on capacity building to support district/school implementation of literacy instruction and interventions:
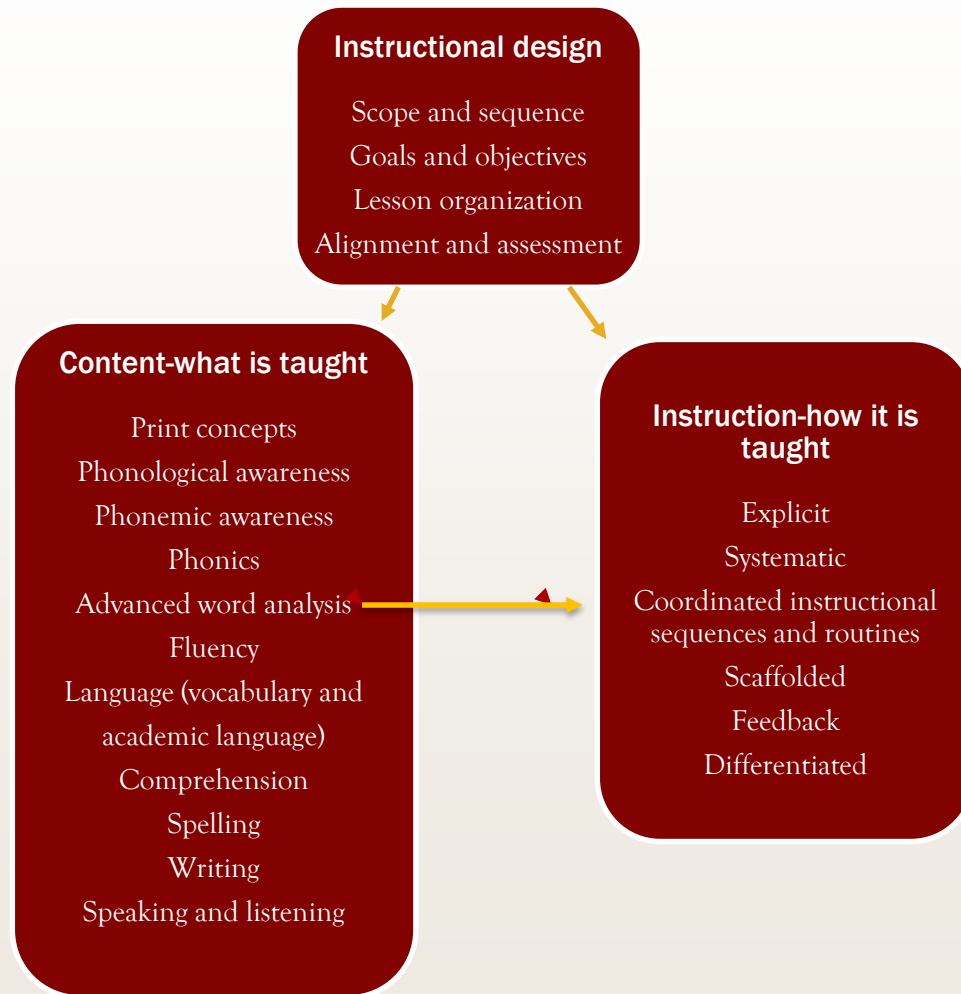
Secondary:

- 6-12 Systematic Review: Digest on Adolescent Literacy Classroom and Intervention Practices
- 6-12 Secondary Academic Interventions Self-study Guide

Rubric for Evaluation of Reading Language Arts Instructional Materials for Grades K-5

This *Rubric* is a tool for evaluating reading/language arts instructional and intervention materials in grades K–5 based on rigorous research. It can be used by practitioners at the state, district, or school level or by university faculty involved in reviewing instructional materials. The *Rubric* is organized by content area for grades K–2 and for grades 3–5. Each content area (for example, writing) includes a list of criteria for evidence-based practices expected to be found in the instructional materials. Each criteria to be rated is aligned to recommendations from six What Works Clearinghouse practice guides. Reviewers use a 1-5 Likert scale to rate the degree to which the criteria were met. The *Rubric* includes a guide for when and how to use it, including facilitator responsibilities, professional learning for reviewers, and ways to use the scores.

Design Elements for RLA Instructional Materials

Instructional design

Scope and sequence

Goals and objectives

Lesson organization

Alignment and assessment

Content-what is taught

Print concepts

Phonological awareness

Phonemic awareness

Phonics

Advanced word analysis

Fluency

Language (vocabulary and academic language)

Comprehension

Spelling

Writing

Speaking and listening

Instruction-how it is taught

Explicit

Systematic

Coordinated instructional sequences and routines

Scaffolded

Feedback

Differentiated

Systematic Review: Digest on Adolescent Literacy Classroom and Intervention Practices

The goal of the project is to utilize the What Works Clearinghouse (WWC) standards for evaluating the scientific rigor of research studies to produce a practitioner friendly report that identifies, from the past 20 years, effective interventions and classroom practices for adolescents.

Improving Literacy Research Alliance

Secondary Academic Interventions Self-study Guide

A Secondary Academic Intervention Self-study Guide Working Document was developed to help state, district, and school-based practitioners and stakeholders conduct self-studies of planning and implementation for high school academic intervention in districts and schools implementing early warning systems. While academic intervention can be implemented at any grade level, focusing on interventions in high school is critical because this is often a student's last chance to become ready for the academic demands of post-secondary education and careers.

Implementing academic interventions is a complex process

Students in need of academic interventions are identified and scheduled in a timely manner.

Valid and reliable assessments focusing on vocabulary and algebra are selected.

Data-driven curriculum using empirically proven practices is used.

Sufficient time has been scheduled to facilitate intervention.

A plan is developed to identify, hire, develop and retain the best possible interventionists.

A system of ongoing professional development is established.

A system of communication is established between all parties.

A healthy and safe learning environment is established.

A self-study guide for implementing high school academic interventions working document was developed by REL Southeast Improving Literacy research alliance members to help guide intervention development and implementation.

Technical Support on Improving Instruction for Text-based Writing

Text-based writing has become a high priority topic in literacy as new standards and assessments are requiring elementary school students to write analytically in response to reading multiple texts.

The REL SE collaborated with a team of 4th grade teachers to develop an Instructional Considerations for Text-based Writing document based on:
- meetings with the 4th grade teachers
- observations of writing instruction in the 4th grade classrooms
- research evidence on best practices in writing assessment and instruction

The document highlights areas to consider related to instruction on text-based writing

- Areas: selecting texts for assessment and instruction, assessment, using assessment data, student grouping, and instructional strategies.
- Each area will be expanded with examples tied to student samples of text-based writing

Needs Sensing Discussion:

Please share literacy activities from your district and share any research support needs.

REL Southeast

Thank you for joining us!

REL Southeast

Please contact Kevin Smith at Ksmith@fcrr.org or 850-645-0545 with questions.