

Downing Literacy Project
2009/2010 Final Report

Downing Proof Document 2009

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Scientific Summary

Since 1965, the National Institutes of Child Health and Human Development (NICHD) has supported and garnered research, seeking to address three “fundamental” questions.



(1) How do children learn to read?

(2) Why do some children and adults have difficulties learning to read?

(3) How can we help most children learn to read?

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As a result of this strategic investigation, science has provided a roadmap and a foundation for effective early intervention projects.



#1 Educate Teachers: Teachers lack the necessary preparatory instruction, during in-service professional development or pre-service preparatory instruction in college courses, to adequately teach a child to read, write and spell.

#2 Identify Children Early (K-3rd): Children are not identified and selected for reading intervention programs until they are significantly behind grade level reading ability.

#3 Establish “environmental fidelity”: Research has proven that children who struggle to attain literacy need tiered intervention literacy sessions in appropriate small groups (ratios of 1:1 up to 1:4), environments that are relatively sound and/or distraction free, providing intensive literacy instruction for 60-90 minutes on a daily basis.

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Proposed Research-Based Project Design



#1 Educate Teachers: Prepare 40 special educators, para-professionals, reading specialists, and reading coaches with more than 200-hours of literacy instruction using the model established by the Academic Language Therapist Association for the preparation and certification of an Academic Language Therapist.

#2 Identify Children Early (K-3rd): 40 USD 259 educators select 120 children at-risk for low-literacy based upon K-3rd grade DIBELS scores obtained during the 2008/2009 school-year. (Children scoring in the 3-13 percentile)

#3 Establish “Environmental Fidelity”: Require USD 259 pilot teachers to deliver 60 to 90 minutes of daily uninterrupted instruction, using the project instructional remedial model, to no more than 4 students.

2009/2010 Results

Educate 39 USD-259 Educators

● Introductory Educational Training:	Hours
39 Teachers completed training in three training waves:	80
Wave I - 10 teachers – June, 2009	
Wave II - 19 teachers – August, 2009	
Wave III - 10 teachers – November, 2009	
● Practicum:	
37 teachers	20
● Observations:	
35/39 completed at least 3 observations	6
● Workshop Training:	
30/39 completed 16 hours, 37/39	16
● Advanced Educational Training:	
24/39 in April & May, 9 are enrolled in July, 2010	80
Total: 202 Hours	



“I was a good teacher, now I’m great!” - Sheri H., 2010

2009-2010

The Beginning of a Great Adventure!

School	Reg. Ed Tchr	Reg Ed. Para	Sped Tchr	Sped Para
Allen			1	1
Anderson			1	
Beech			1	
Buckner			2	
Clark				1
College Hill			1	
Colvin			1	
Gordon Parks			1	
Griffith			1	
Hyde			1	
Jackson			2	2
Jefferson			3	2
Lincoln			1	
Mueller			2	2
Spaght			3	3
Washington			1	1
White			1	1
Other			2	

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Downing Literacy Project Study

Identify USD 259 Children Early (K-3rd)

Beginning of the Project - children were divided into five groups related to the waves of training received by their literacy project teachers:

- 1) Wave I: 35 children taught in a variety of school settings
- 2) Wave II: 40 children taught in a variety of school settings
- 3) Wave III: 26 children taught in a variety of school settings
- 4) A specialized small group (1:4) environment was constructed for 51 students (K-3rd) at Gordon Parks Academy who participated in the pilot project to serve as a control group.
- 5) 42 Control Group (CG) children who did not receive the study's intervention program.

Total Children: 194 entered program




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AIMSweb Overview



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Year: 2009-2010

FILTER:
Comparison: AIMSweb Growth Aggregate
Target Sets: AIMSweb Defaults - Norm Referenced
 LNF - Values not available
 LSF - 10,25,75,90 percentile calculated at the AIMSweb level
 PSF - Values not available
 NWF - Values not available

Early Lit. Improvement Report for 2009-2010 School Year

Fundamental Learning Center - Gordon Parks Pilot
AuJeaune Price (Grade K)
Compared To: AIMSweb Growth Aggregate
All Measures

The box plot displays the distribution of units for four outcome measures: KS, KN, KJ, and KM. Each measure is evaluated across four benchmark periods: LNF, LSF, PSF, and NWF. The y-axis represents the number of units, ranging from 0 to 80 in increments of 8. A horizontal line at approximately 20 units indicates the target. A diamond symbol represents the student's performance. The plot shows that for KS, the student is below the target, while for KN, KJ, and KM, the student is above the target. The distributions for LNF and LSF are generally higher than for PSF and NWF.

Grade, Benchmark Period, Outcome Measure
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Benchmark Comparison: AIMSweb Growth Aggregate
Strategic Monitor Comparison: Fundamental Learning Center

Outcome Measure	Year	Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Level of Skill	Instructional Recommendation
Letter Naming Fluency (LNF)	2009-2010	K	0.0		5.0	17.0					21.0	N/A	
Letter Sound Fluency (LSF)	2009-2010	K	0.0		3.0	15.0					20.0	Below Average	Further Assess and Consider Individualizing Program (AIMSweb Growth Aggregate Spring Percentiles)
Phoneme Segmentation Fluency (PSF)	2009-2010	K	0.0		11.0	14.0					66.0	N/A	
Nonsense Word Fluency (NWF)	2009-2010	K			14.0	24.0					23.0	N/A	

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AIMSweb Overview

Given To: _____ Given By: _____ Date: _____

F h w Y y B X D M s / 10 (88)

U z Q H k V S O Z G / 10 (88)

C D A u F Y E t

m j v G h f X C

y U n l a S V P

Y A O P W k q H

n Z K I G r j X

r N T l p O z S

f e z k x N i j

p j k R n L G Z

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AIMSweb
Benchmarks Reporting

School	Teacher	MS	Grade	Last Name	First Name	Benchmark 1					Benchmark 2					Benchmark 3				
						Score	LSP	LSP	PSF	Score	LSP	LSP	PSF	Score	LSP	LSP	PSF			
SPK	Marie, Jane	GP	K	Epstein	Alfred	100	100	100	100	100	100	100	100	100	100	100	100	100		

9/25/02 2:28 AM

Given To: _____

swung /s/ /w/ r/ m/ g/ o/ y/ /r/ /b/ /u/ /g/ / 10 (88)

pushed /p/ /u/ /s/ /h/ /t/ slave /s/ /l/ /a/ /i/ /v/ / 10 (88)

shade /s/ /h/ /a/ /i/ /d/ creek /k/ /r/ /e/ /a/ /k/ / 10 (88)

beach /b/ /e/ /a/ /t/ /ch/ ran /r/ /a/ /n/ / 10 (88)

truth /t/ /r/ /u/ /t/ /h/ well /w/ /e/ /l/ / 10 (88)

mills /m/ /l/ /l/ /s/ /z/ patch /p/ /a/ /t/ /ch/ / 10 (88)

brook /b/ /r/ /o/ /o/ /k/ them /t/ /h/ /e/ /m/ / 10 (88)

give /g/ /l/ /v/ bath /b/ /a/ /t/ /h/ / 10 (88)

floor /f/ /l/ /o/ /r/ knows /n/ /o/ /s/ /z/ / 10 (88)

band /b/ /a/ /n/ /d/ check /t/ /s/ /k/ / / 10 (88)

dog /d/ /o/ /g/ shine /s/ /h/ /e/ /n/ / 10 (88)

track /t/ /r/ /a/ /k/ yell /y/ /e/ /l/ / 10 (88)

fight /f/ /e/ /t/ / few /f/ /y/ /o/ / / 10 (88)

oak /o/ /a/ /k/ calm /k/ /a/ /l/ /m/ / 10 (88)

meet /m/ /e/ /t/ / stop /s/ /t/ /o/ /p/ / 10 (88)

9/25/02 2:28 AM

The cat in the yellow house was lazy. All day long he slept in the window.

He didn't hunt for mice. He didn't watch the birds. He didn't chase after bees. He didn't come when he was called.

"Harry!" The old woman that lived in the yellow house with him would call. "Harry, I just saw a mouse!"

Harry would close his eyes and purr. He would not get up to help the old woman. He would not go and catch the mouse. Oh no, he would not move because Harry was very lazy.

One day Harry was sleeping. Something jumped onto his pillow. Something tugged on his ear. Harry opened his eyes slowly. A tiny mouse stood in front of him. The mouse crossed his eyes at Harry. He stuck out his tongue at Harry.

"I bet you can't catch me," he shouted at Harry.

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Study Results: **Reversing of the “Matthew Effect”**



Over the course of decades, reading research has provided evidence that...

“The lack of exposure to text and the resulting lack of productive practice on the part of less-skilled readers contributes to the “gap” between good and poor readers that tends to increase as these students progress through the grades.

This phenomenon in which **students who learn to read early continue to improve in reading, or get “richer,” and students who do not learn to read early get “poorer,” or become increasingly distanced from the “rich” in reading ability.**

This is the “Matthew Effect.”” (Keith Stanovich, 1986, 1993b.)

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Downing Literacy Project Study **Measurement & Accountability**

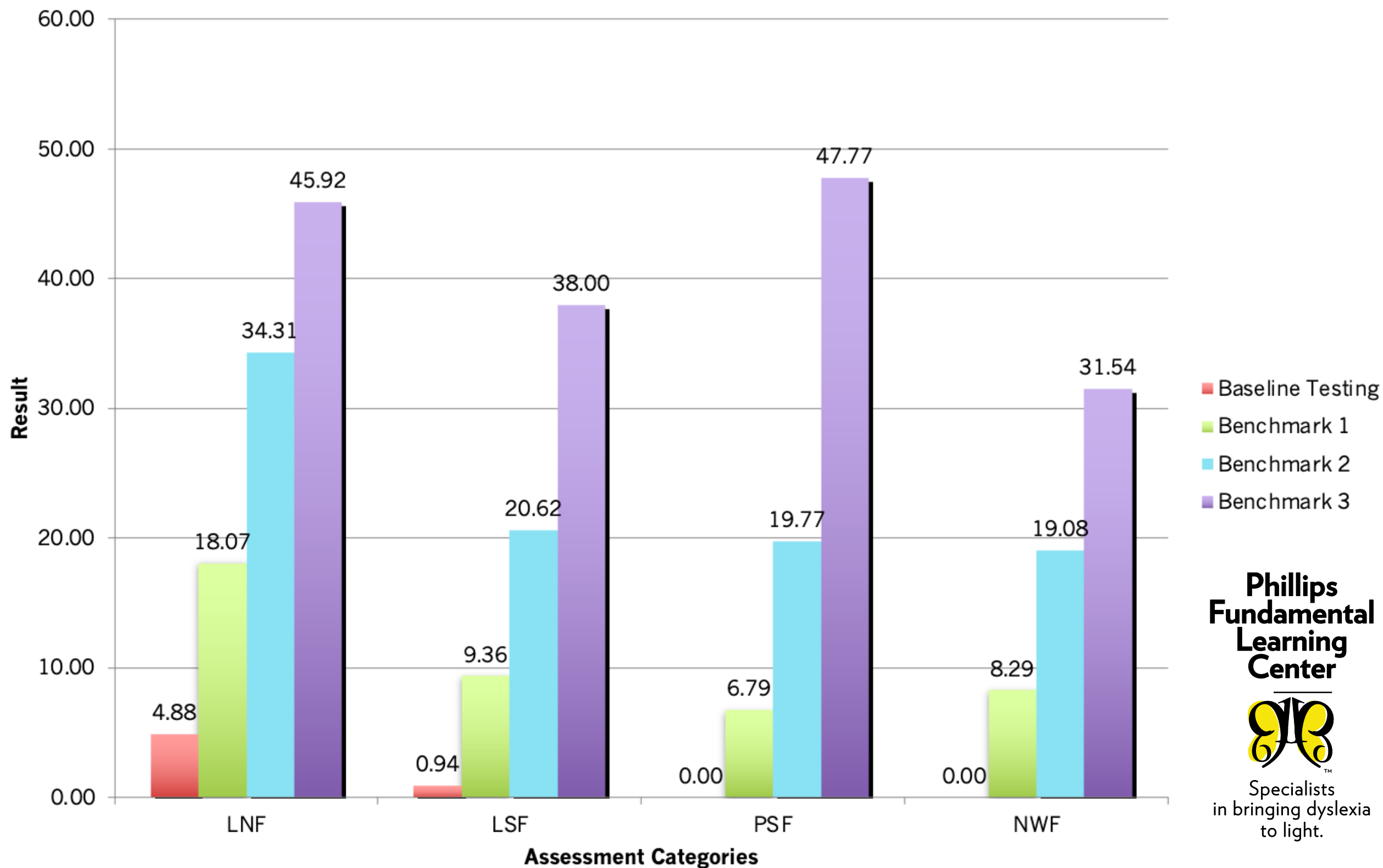
Each child, grades K-3, was benchmarked with a set of early literacy indicators to assess phonemic awareness and phonics. These assessments include fluency measures that include beginning sounds, letter names, letter sounds, phoneme segmentation, and nonsense word reading, all foundational skills children must develop through instruction and practice to emerge as readers.

Children in the Downing Literacy Project, Waves 1-3 and the two control groups, were assessed four times using the AIMSweb formative assessment and basic skills improvement system by their group instructor.

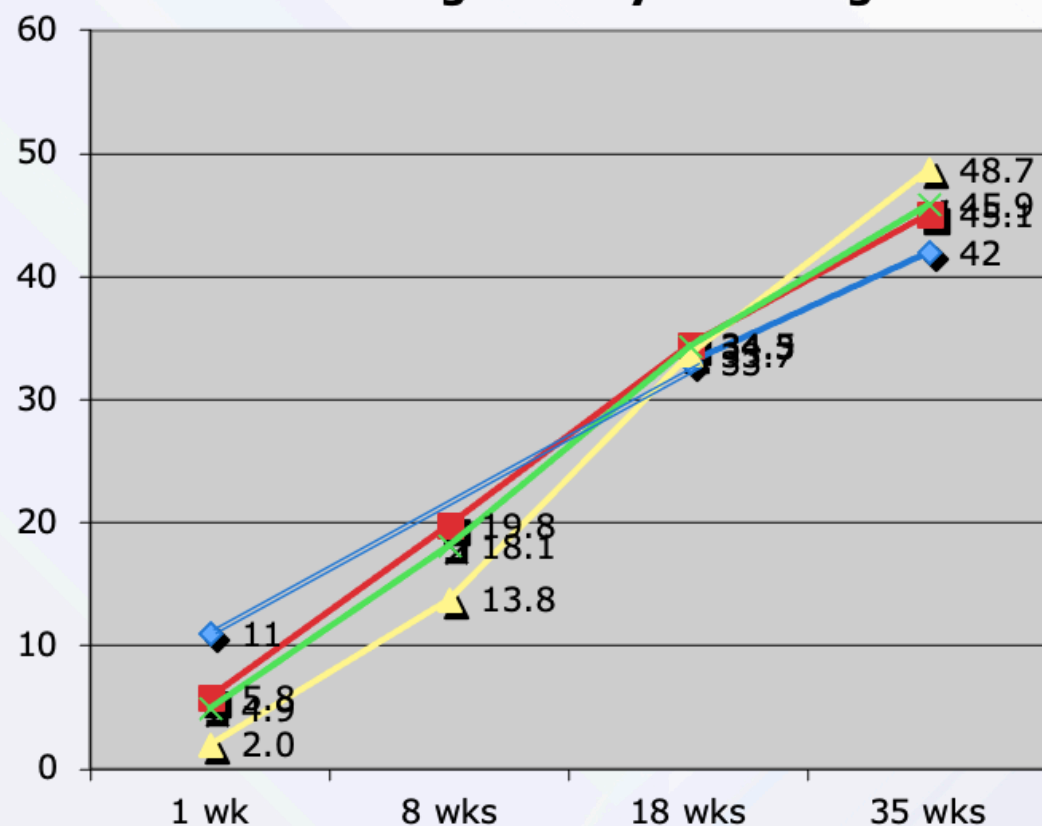
At the four scheduled dates, the students (1st – 3rd) were also assessed on the R-CBM (Reading Curriculum Benchmark Monitor) *on grade level*.

The scores were entered on the teacher's AIMSweb account.

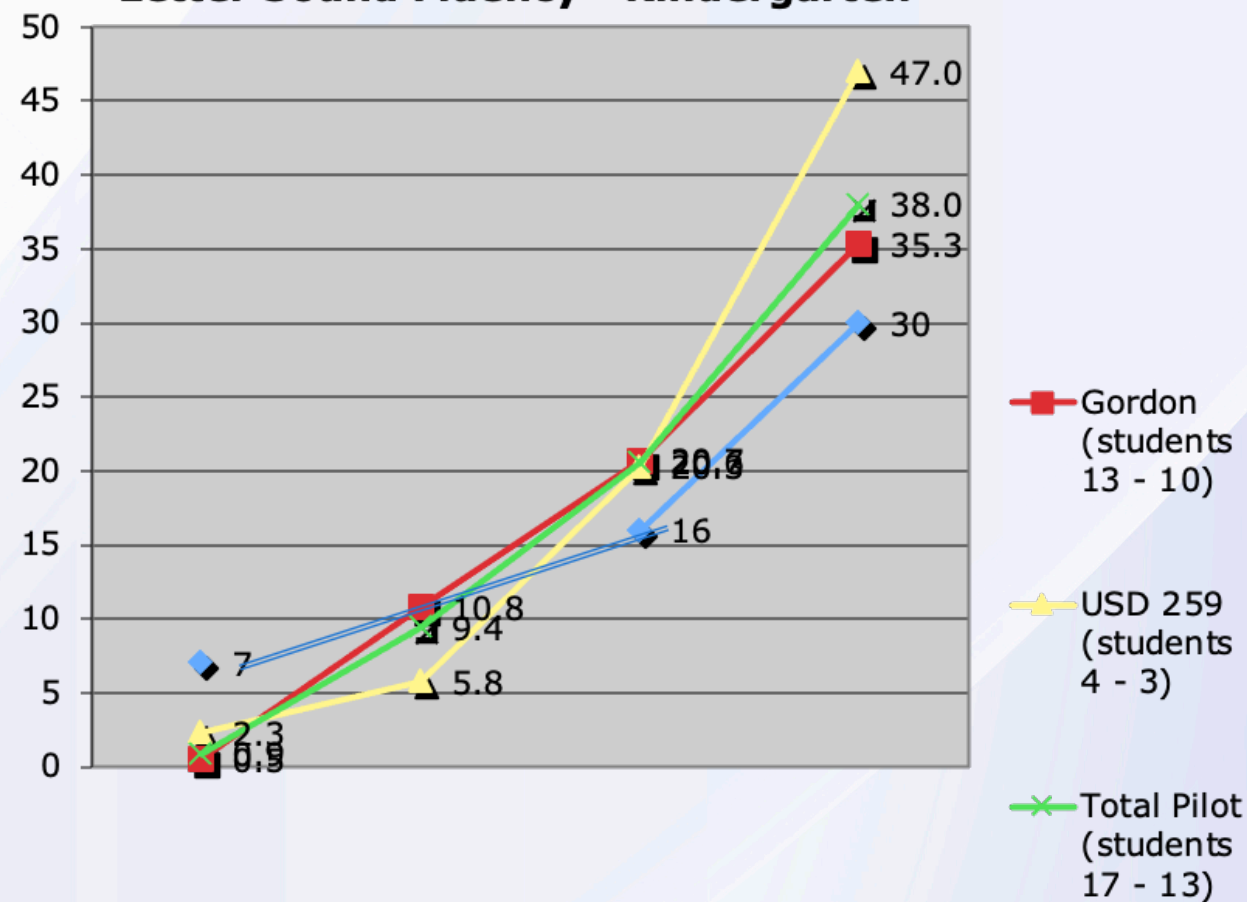
Kindergarten - 3rd Reporting Period (05/21/10)



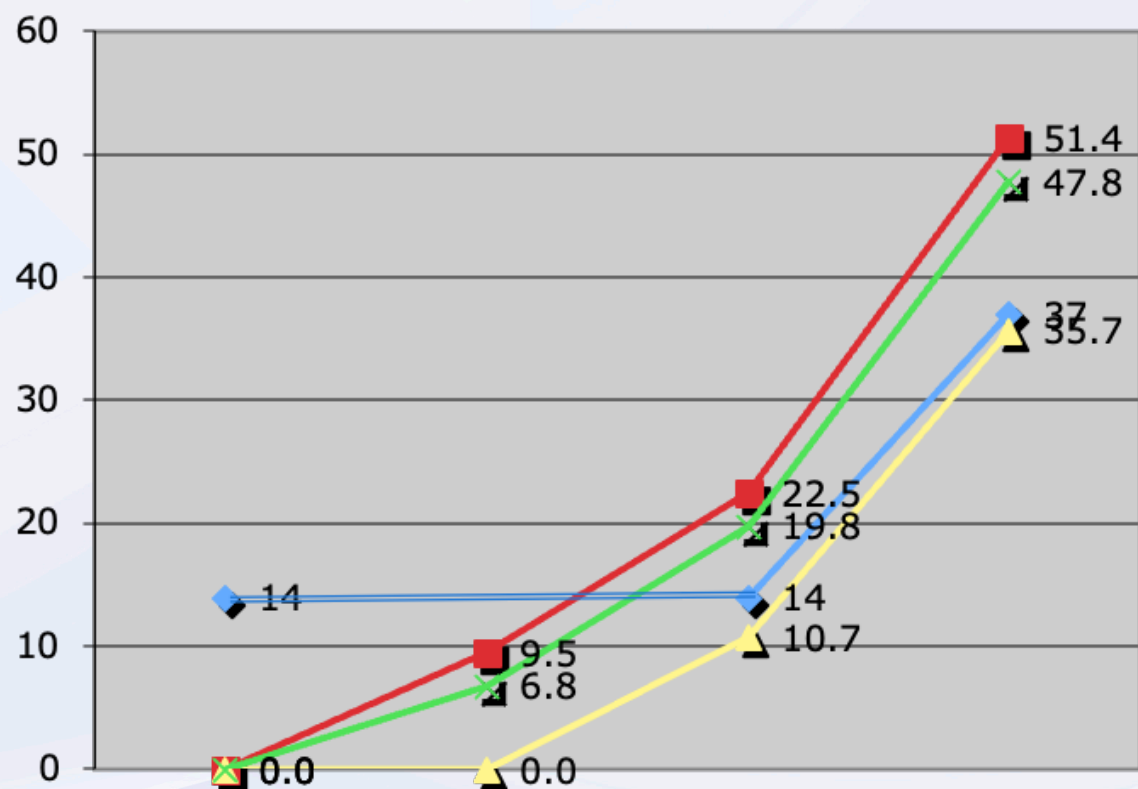
Letter Naming Fluency - Kindergarten



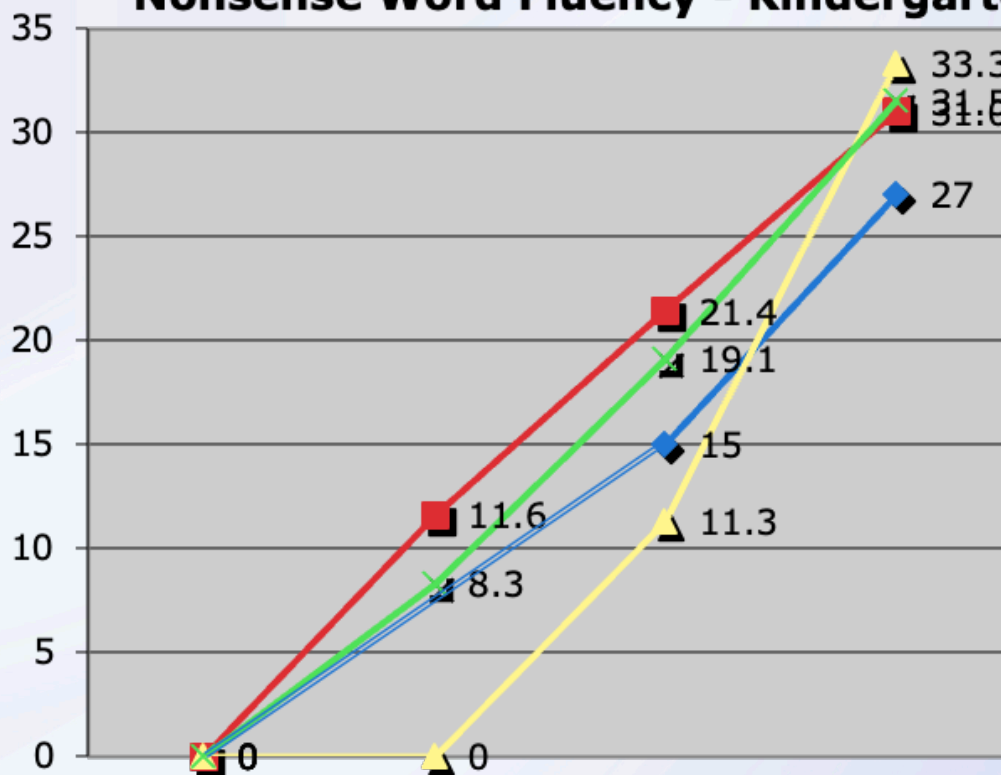
Letter Sound Fluency - Kindergarten



Phoneme Segmentation Fluency - Kindergarten



Nonsense Word Fluency - Kindergarten

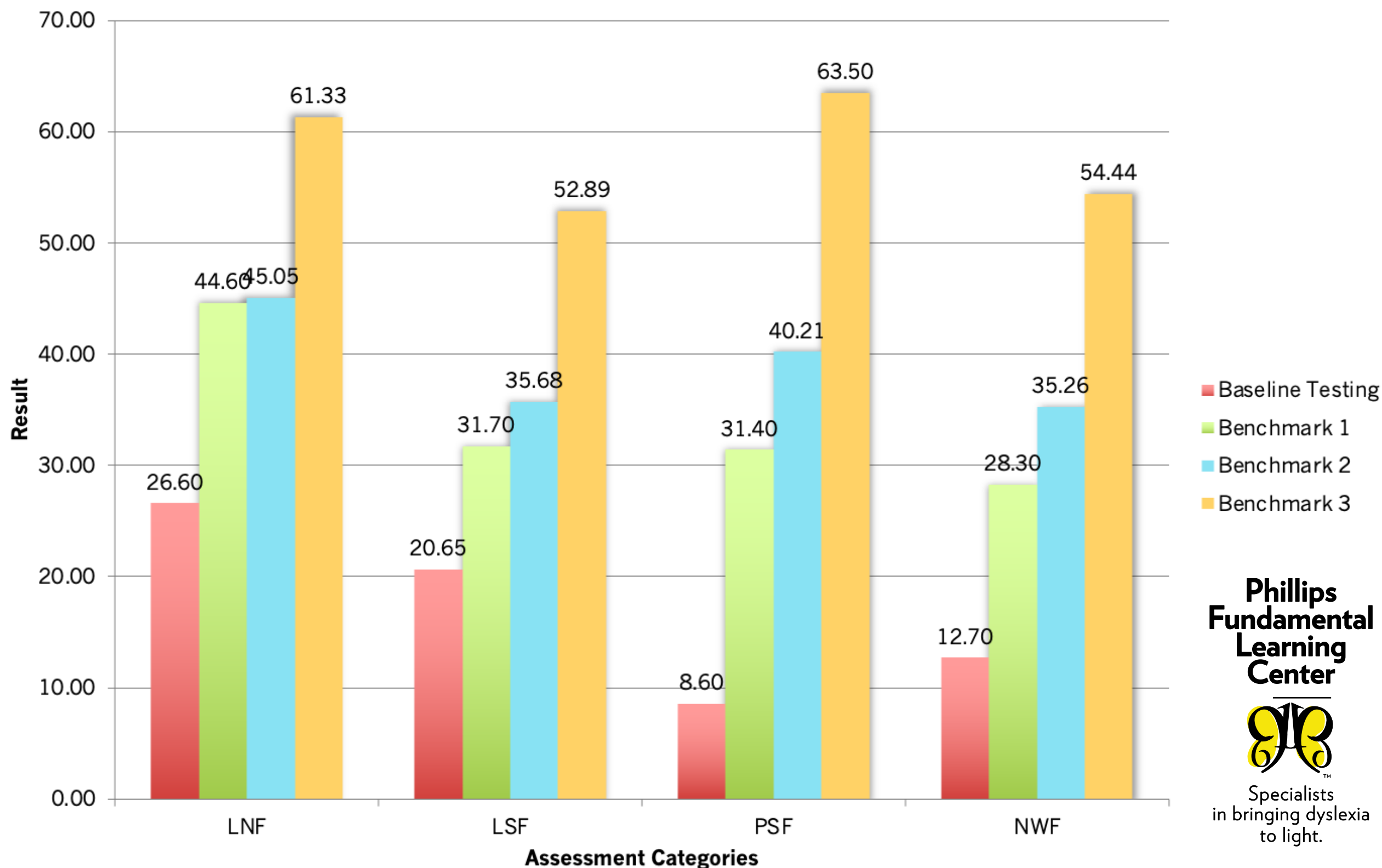


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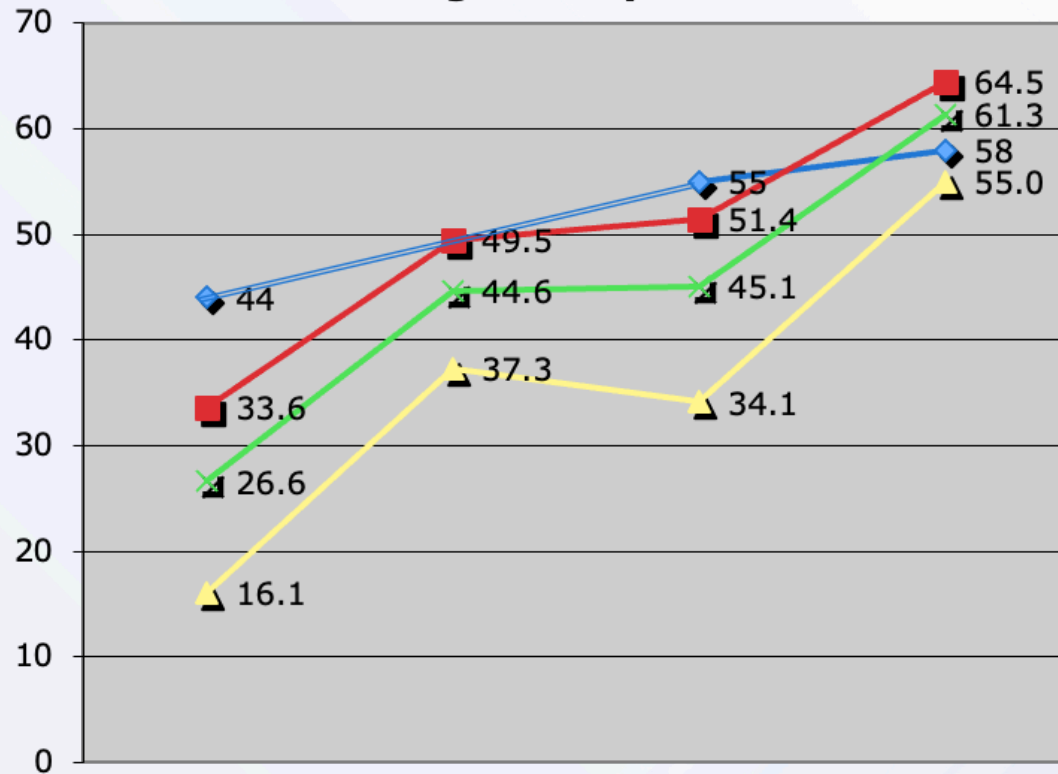


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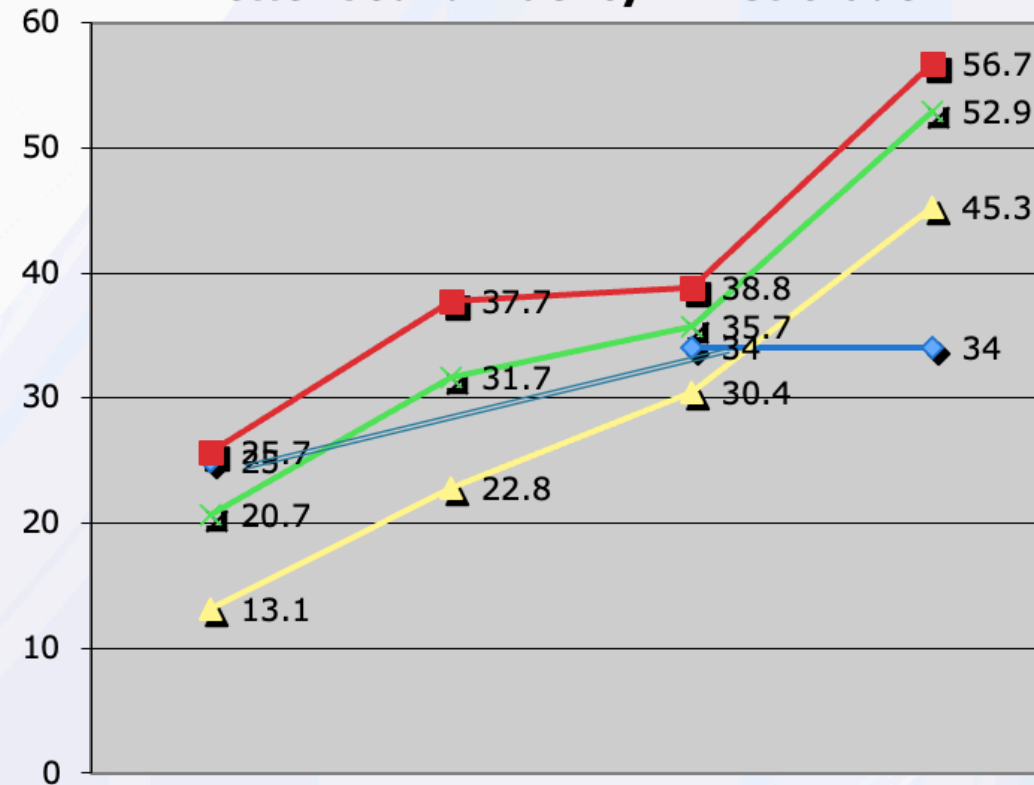
First Grade - 3rd Reporting Period (5/21/10)



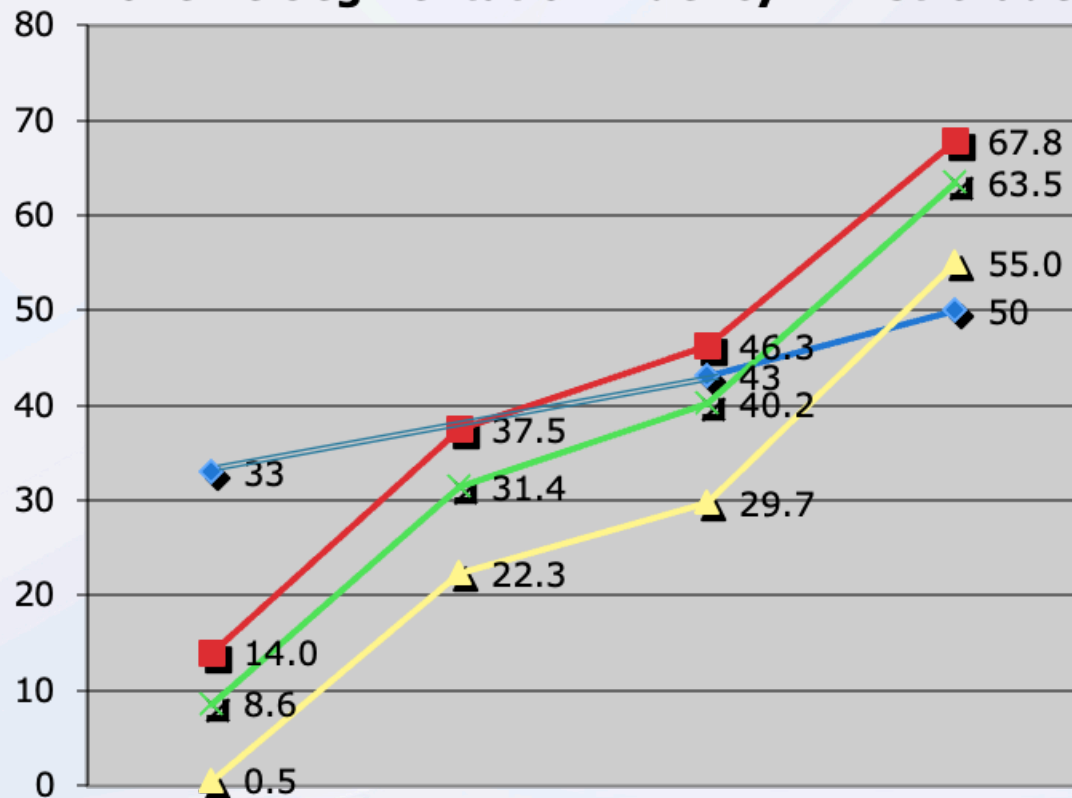
Letter Naming Fluency - First Grade



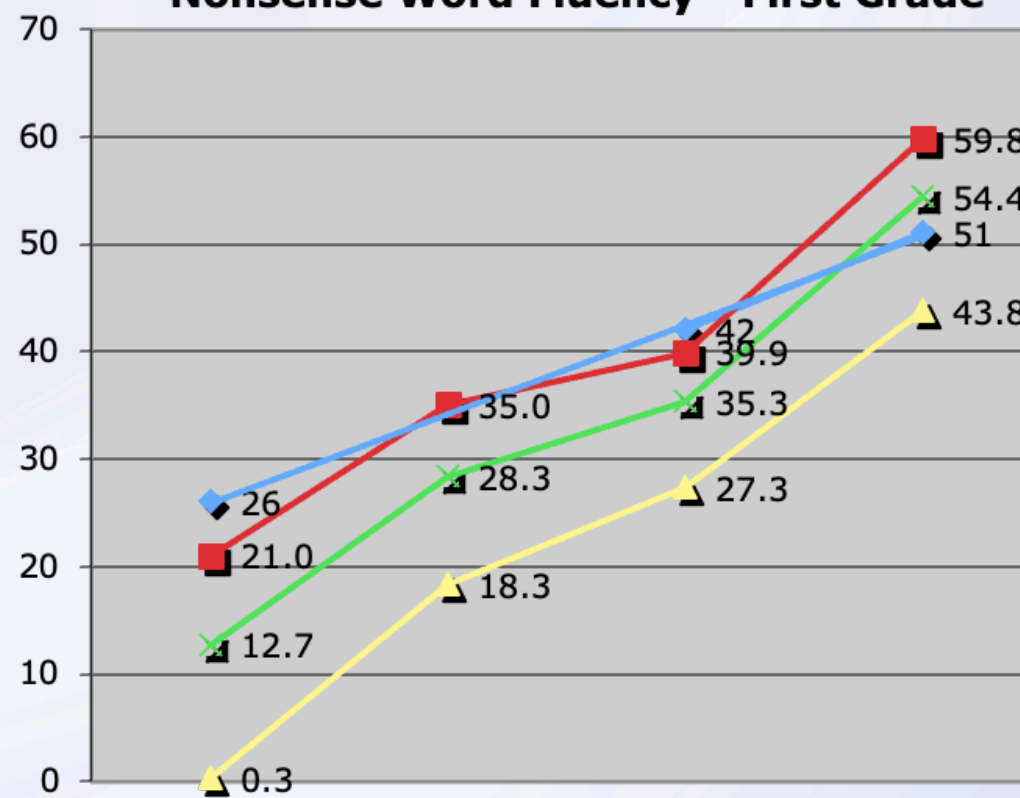
Letter Sound Fluency - First Grade



Phoneme Segmentation Fluency - First Grade



Nonsense Word Fluency - First Grade

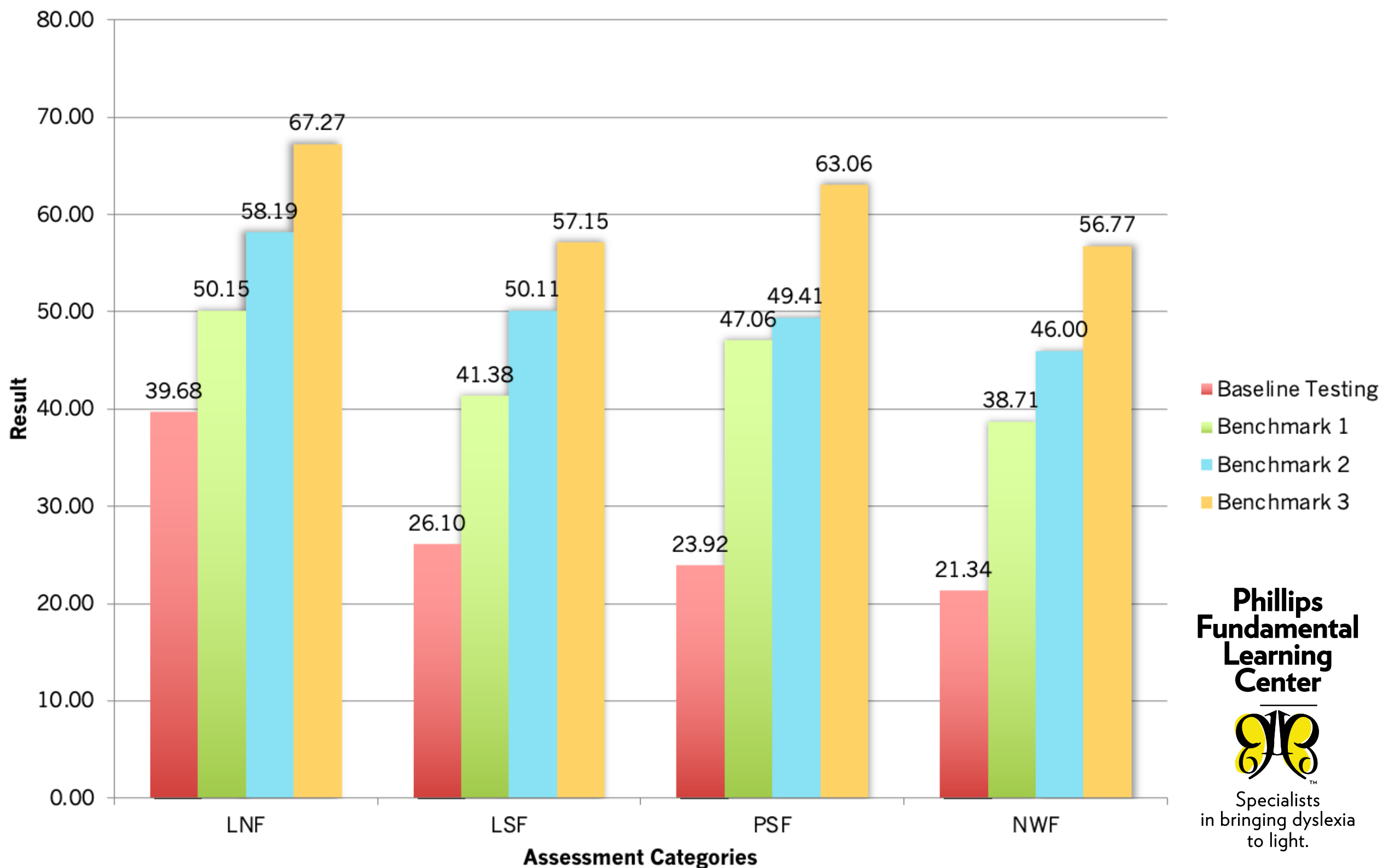


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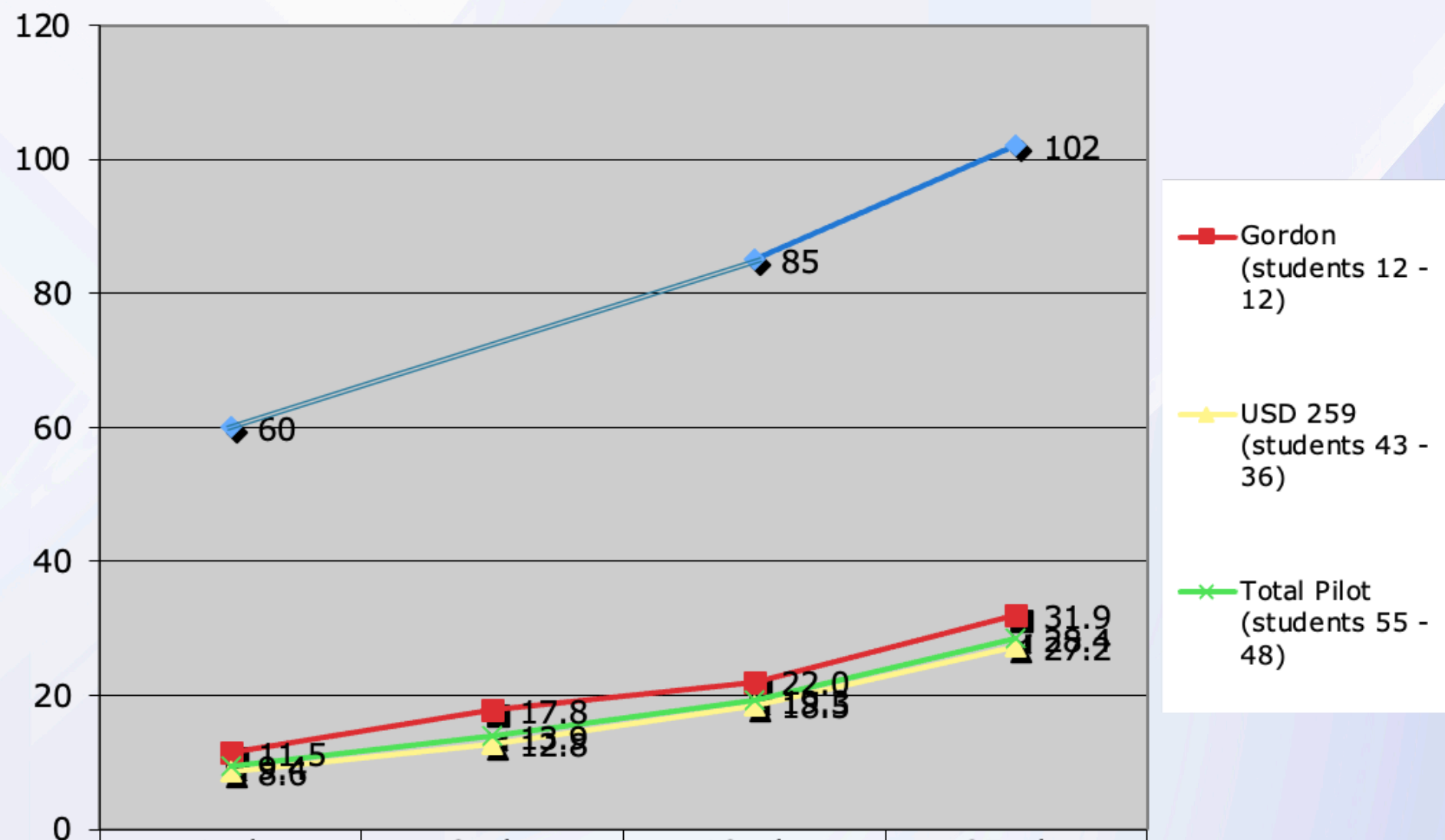
Second Grade - 3rd Reporting Period (5/21/10)



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Second Grade RCBM - Correct words

Results



◆ National Mean	60		85	102
■ Gordon (students 12 - 12)	11.5	17.8	22.0	31.9
▲ USD 259 (students 43 - 36)	8.6	12.8	18.5	27.2
✕ Total Pilot (students 55 - 48)	9.4	13.9	19.3	28.4

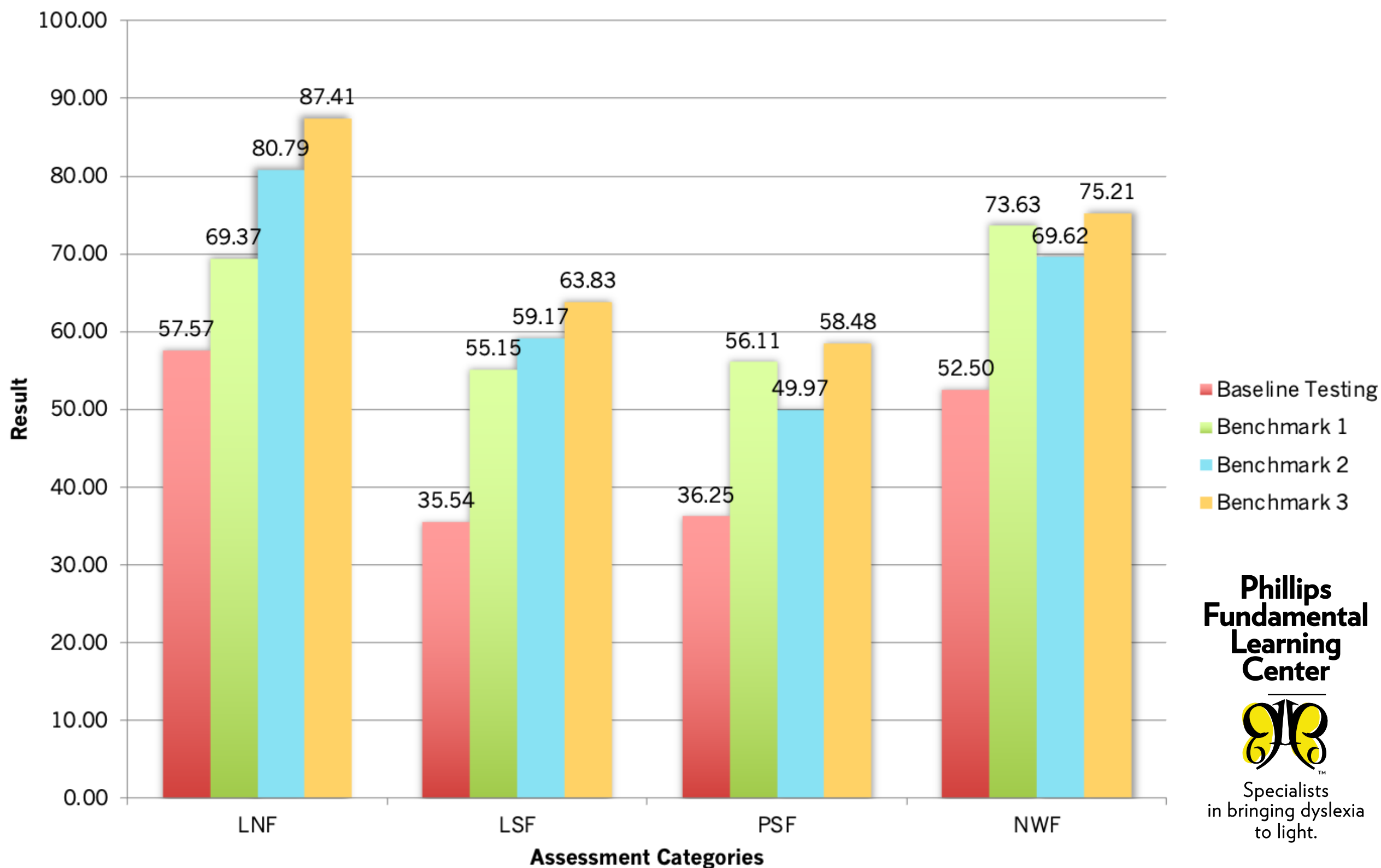
RCBM - Correct words

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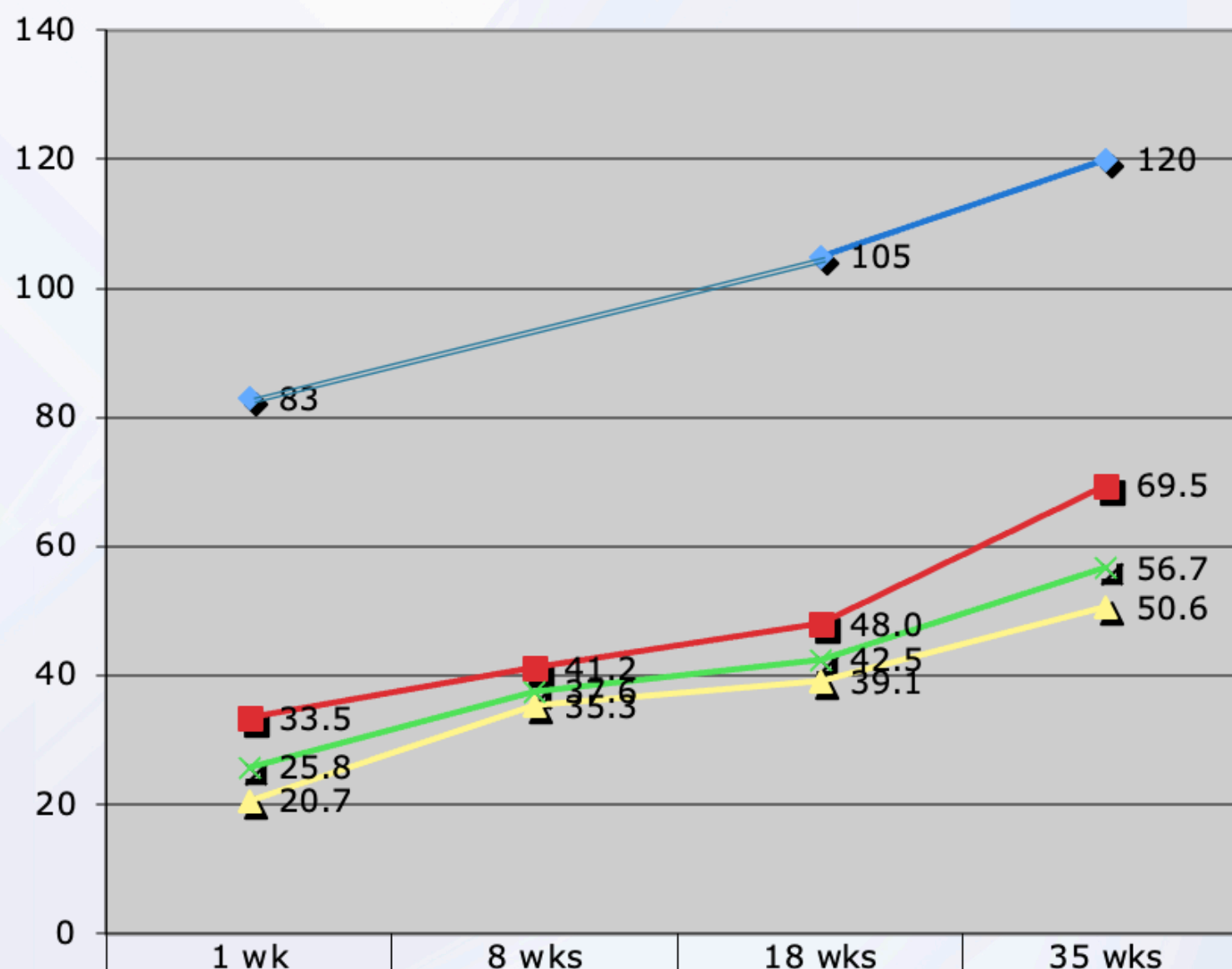
Third Grade - 3rd Reporting Period (5/21/10)



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Results

Third Grade RCBM - Correct words



◆ National Mean	83		105	120
■ Gordon (students 13 - 11)	33.5	41.2	48.0	69.5
▲ USD 259 (students 20 - 18)	20.7	35.3	39.1	50.6
✕ Total Pilot (students 33 - 29)	25.8	37.6	42.5	56.7

RCBM - Correct words

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Community Partnerships



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Downing Literacy Project
2009/2010 Final Report 2010-2011 84 Educators Trained - Infinite Possibilities

Key:

New Schools

Not part of the Grant

November Training

School	Reg Ed. Tchr	Reg Ed. Para	Sped Tchr	Sped Para
Adams	2		1	1
Anderson				1
Beech				1
Benton	3			
College Hill			1	1
Franklin			1	1
Griffith				1
Harry Street			1	1
Hyde				1
Kensler			1	1
Lawrence			1	1
McCollom			2	1+1
McLean	1	1	1	1
Mueller	1		1	
Payne			2	
Riverside	5			
Seltzer			1	1
Spaght				1
Stanley		1		
Woodman			1	1
Greiffenstein			1	

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2010/2011

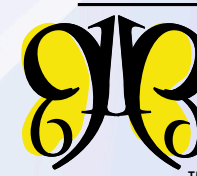
9 Administrators
31 Schools
82 Instructors
556 Children

2009/2010

4 Administrators
17 Schools
39 Instructors
152 Children

A Vision
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