

Changing the Odds: Lessons learned from successful programs

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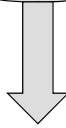
Changing the Odds:

Lessons learned from successful
programs

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- In order to effectively change the odds, we need to apply two kinds of information

From the “science of early literacy”



Information about the individual components of instruction and assessment that are most effective in raising achievement



From effective programs



Information about leadership, organization, and practices that are most effective in raising achievement

- A central problem in reading success arises, not from the absolute level of children’s preparation for learning to read, but from the diversity in their levels of preparation.

(Torgeson, 2009)



Two important sources of diversity

1. Diversity in instruction
2. Diversity in preparation, and family supports for learning to read



- By 3-years, children exhibit large differences in word knowledge that correlate with income level (Hart & Risley, 1996).

	Yearly Exposure	Vocabulary Size
Higher - SES	11.2 million words	1116 words
Working Class - SES	6.5 million words	749 words
Lower - SES	3.2 million words	525 words

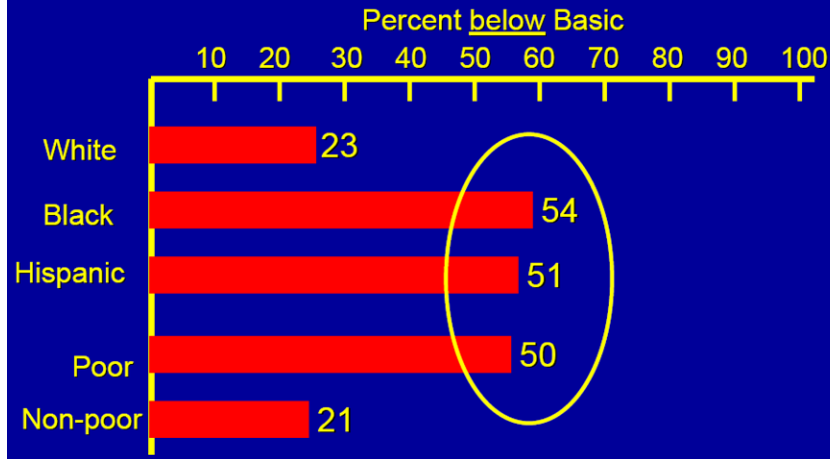
- These achievement differences (i) persist through high school (Biemiller, 2001), (ii) are highly correlated with later literacy skills (Hart & Risley, 2003), (iii) and perpetuate the ever-widening achievement gap (Stanovich, 1986).
- In elementary school, there is little emphasis on acquisition or new words (Biemiller, 2001) or instruction of vocabulary (Scott, Jamieson-Noel, & Asselin, 2003).



The Challenge.....

2007 results from National Assessment of Educational Progress at 4th Grade

Overall, 34% of 4th graders performed below the Basic Level of Proficiency in 17,600 schools



NAEP 2007

- When there is great diversity among students in their preparation for learning to read....
- Little variation in our teaching, and in our programs will always result in greater variation in student learning.



Diversity in Preparation and Ability for Learning to Read



Diversity of Educational Response



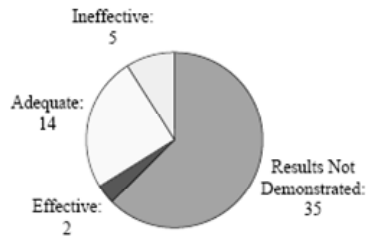
Extending our reach

- Good hearted souls
- Weak interventions
- Short attention spans
- Ill-fitting interventions



The problem...

Figure 2.7 PART Ratings For Education Programs



Source: US Department of Education (2005).



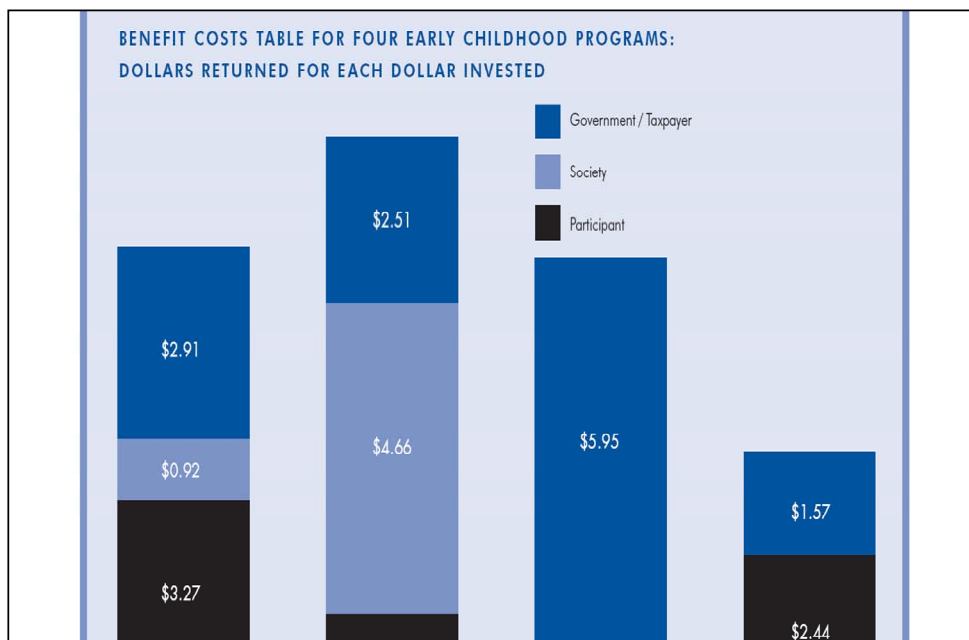
The problem....

- Change the way we do business



The Changing the Odds Strategy

- Lessons learned from successful programs:
- Avance Books Aloud
- Bright Beginnings America's promise
- Chicago Parent-child centers
- Early Head Start Nurse-family part
- Head Start
- Oklahoma Preschool Project
- Reach out and Read
- Reading Recovery
- Success for All



Bruner
2004



Cost/Benefit Analyses

1. Start early...

The prevention of reading difficulties



2. Target our programs to children's needs



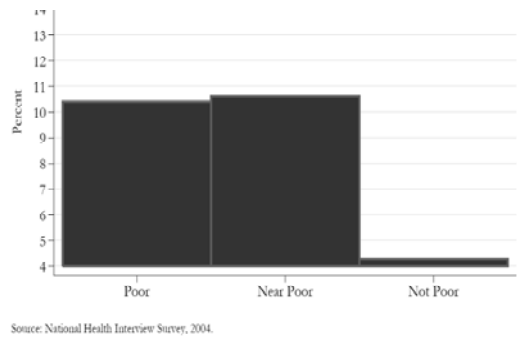
Phonological awareness
Letter names
Concepts of print
Vocabulary
Background knowledge-concepts
Motivation to learn and self-regulation

Skills that are essential for early literacy development



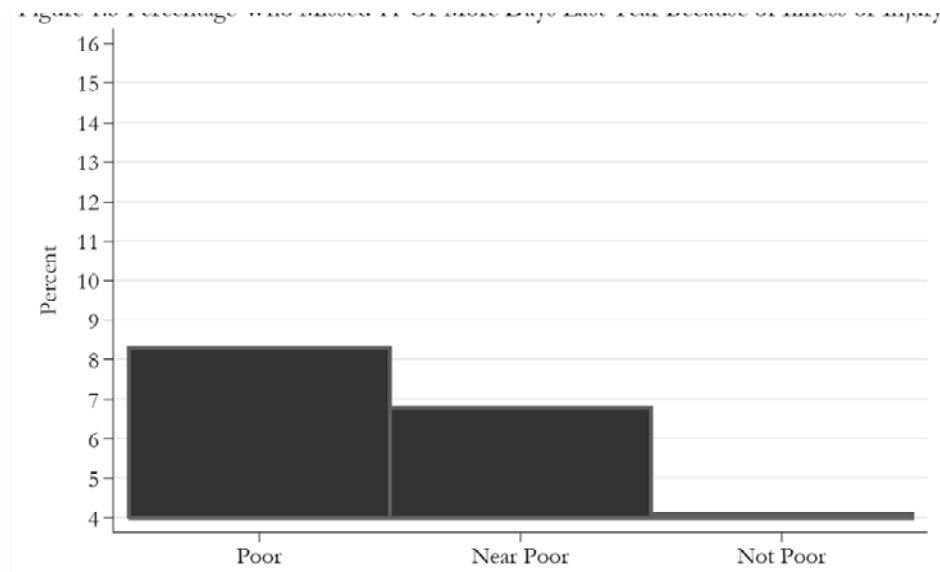
3. Comprehensive Services

- o Greater connectio
to health services



Unmet Dental Needs





Absenteeism due to illness

- 4, 5. Compensatory and Intensive instruction
 - Greater dosage
 - Greater depth
 - Targeted focus
 - Integrated instruction
 - Science
 - Parent involvement and engagement



Efforts to increase the quality, consistency,
and reach of instruction

- a. Insuring teachers have excellent professional development
- b. Monitoring and supporting classroom instruction

Are teachers providing systematic and motivating instruction?

Is small group instruction differentiated to students' needs

Are children engaged in thoughtful instruction?



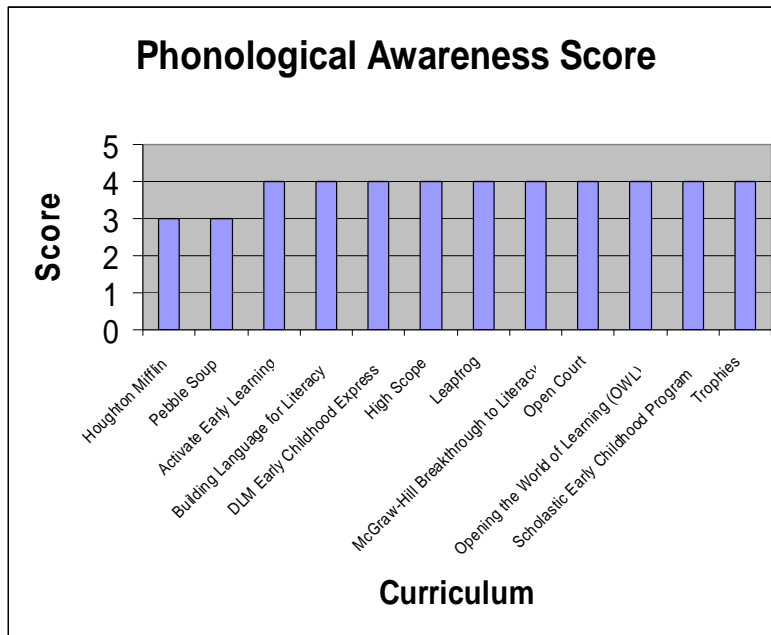
ready to read

Intensifying instruction

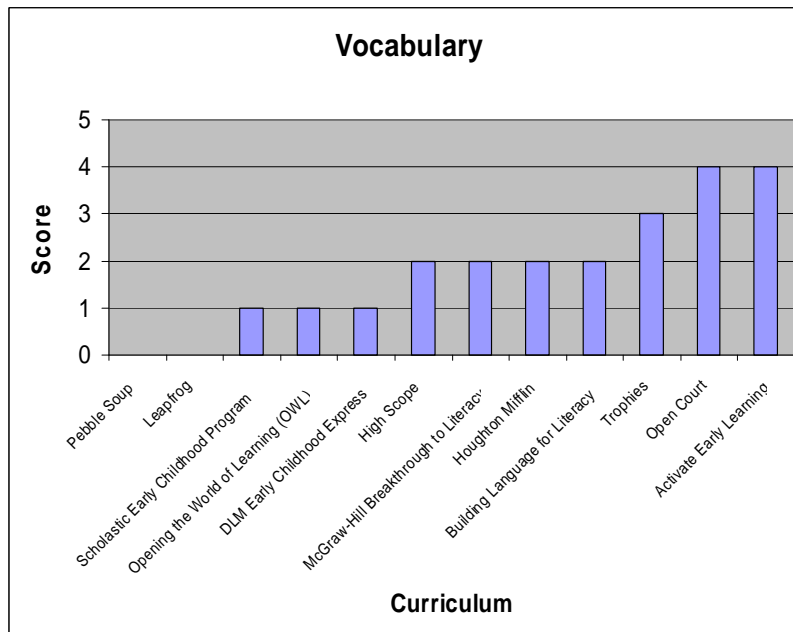
All curriculum are
not equal



ready to read



Current Programs

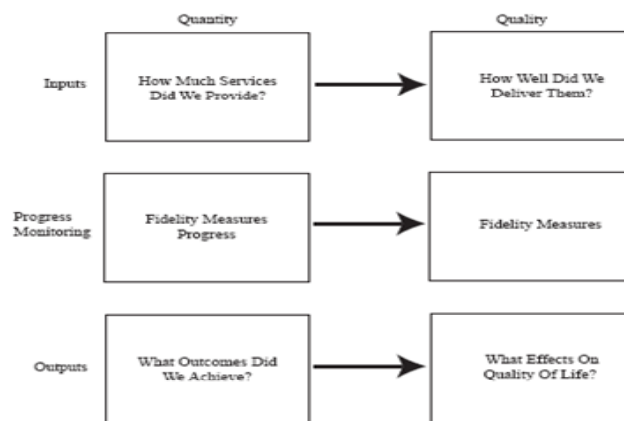


Current Pre-K programs

- Highly trained professionals
 - No one-shot workshops
 - Focused pd tied to a curriculum most powerful strategy
 - Coaching



Figure 2.1 Results-Based Accountability



Accountability

- More instructional time
- Small instructional groups
- More precisely targeted to student needs
- Clearer and more detailed explanations
- More systematic and detailed instruction
- More guided practice, review, corrective feedback

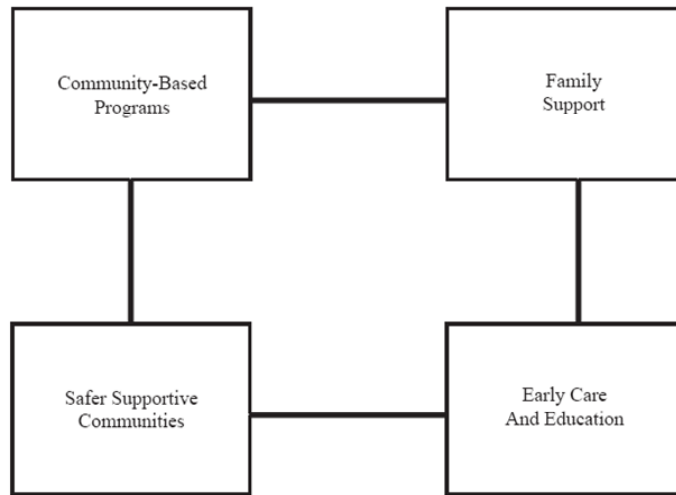


Powerful instruction

- We need a school and community plan that is sufficiently powerful and targeted to ensure that all children can read, and are successful performers.



Figure 2.3 360° Early Learning System



We can't do it alone

Project Website:

<http://readytolearnresearch.org/>

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contact
information