

Reading Initiative: Was Year 1 Effective?

Lower and Middle School
Evaluation Results

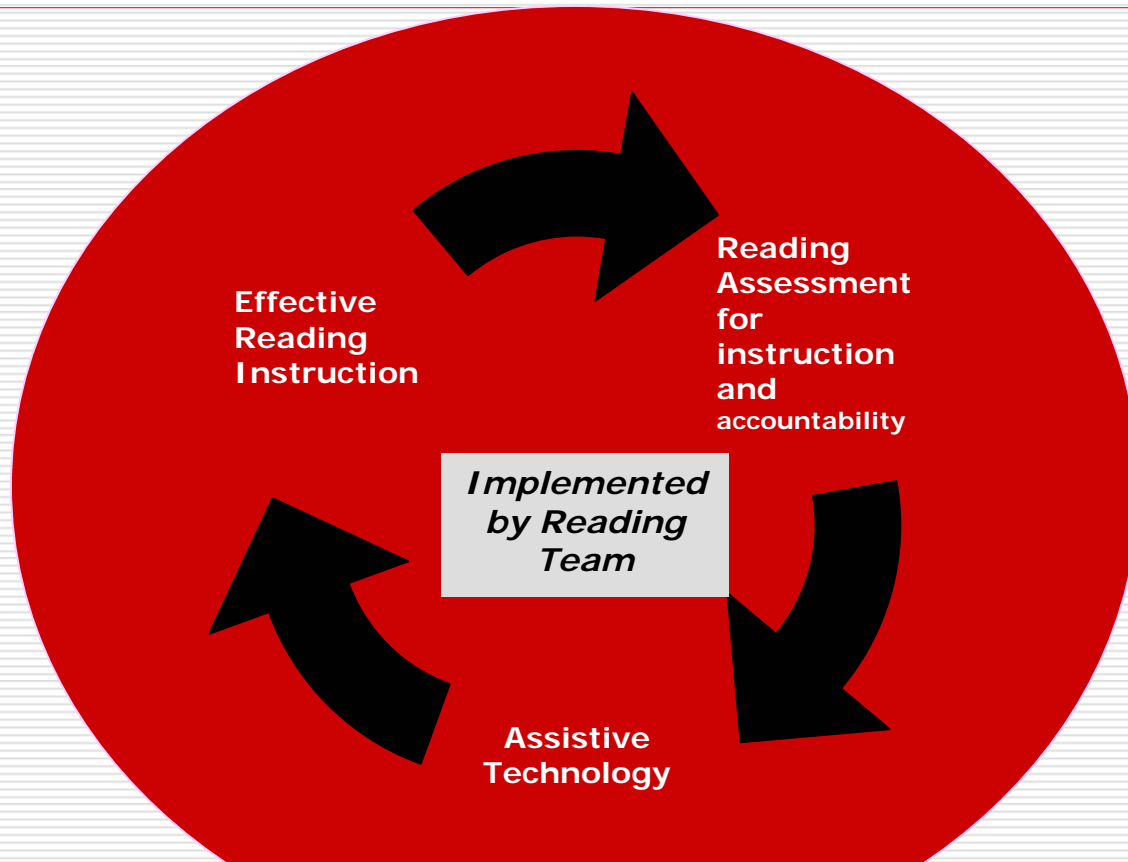
Background of Reading Initiative

Vision Statement

The KTS reading program will produce active and enthusiastic readers. We will have a premier reading program that is flexible to meet every students' needs. Building upon our current foundation, we will utilize the most up-to-date methodologies and technology to enhance each student's reading ability. Our reading program will be:

- Multifaceted
- Multi-sensory
- Research based
- Outcome driven

Reading Instruction Program



Embedded in Continuous Professional Development

General Reading Program: Key Components

Assessment in Reading for Instruction and Accountability

- Formally
- Informally

Instruction

- Phonemic Awareness
- Phonics
- Word Recognition (other than Phonics)
- Spelling (encoding)
- Comprehension
- Reading in the Content Areas (Expository Text)
- Vocabulary
- Fluency

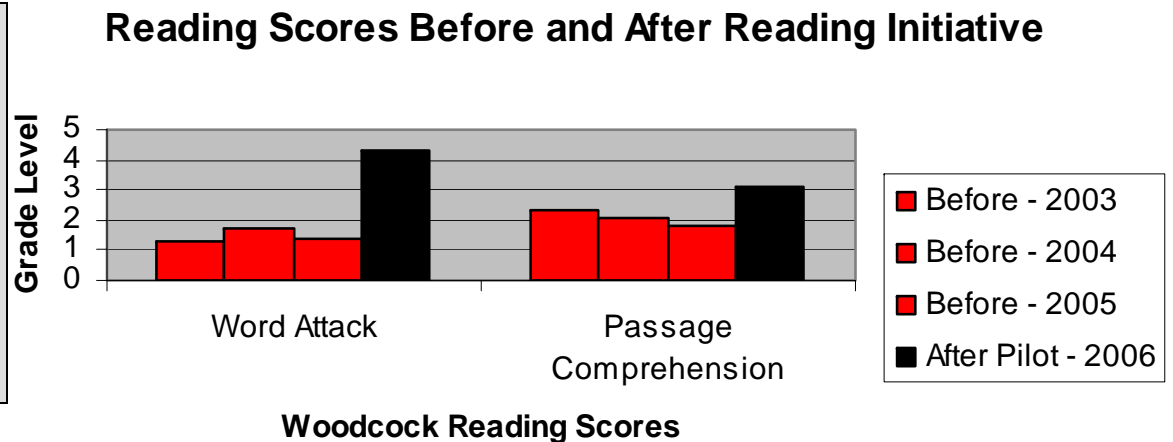
Assistive Technology

- Complements and supports all of the Instructional Areas

Results found in *Pilot Program* done in AY 2005-2006

- A success in making the students read better
- A success in enabling the students to feel better about themselves
- A success in making the teachers love their jobs
- A success in helping us determine the direction that all KTS staff should be embracing towards reading instruction

Example student in Pilot Program: Student Age at Pilot: 14; Grade: 8



YEAR 1 RESULTS

*Was the program
effective for
AY 2006-2007
for all students?*

Assessment Measure Used

Analytic Reading Inventory

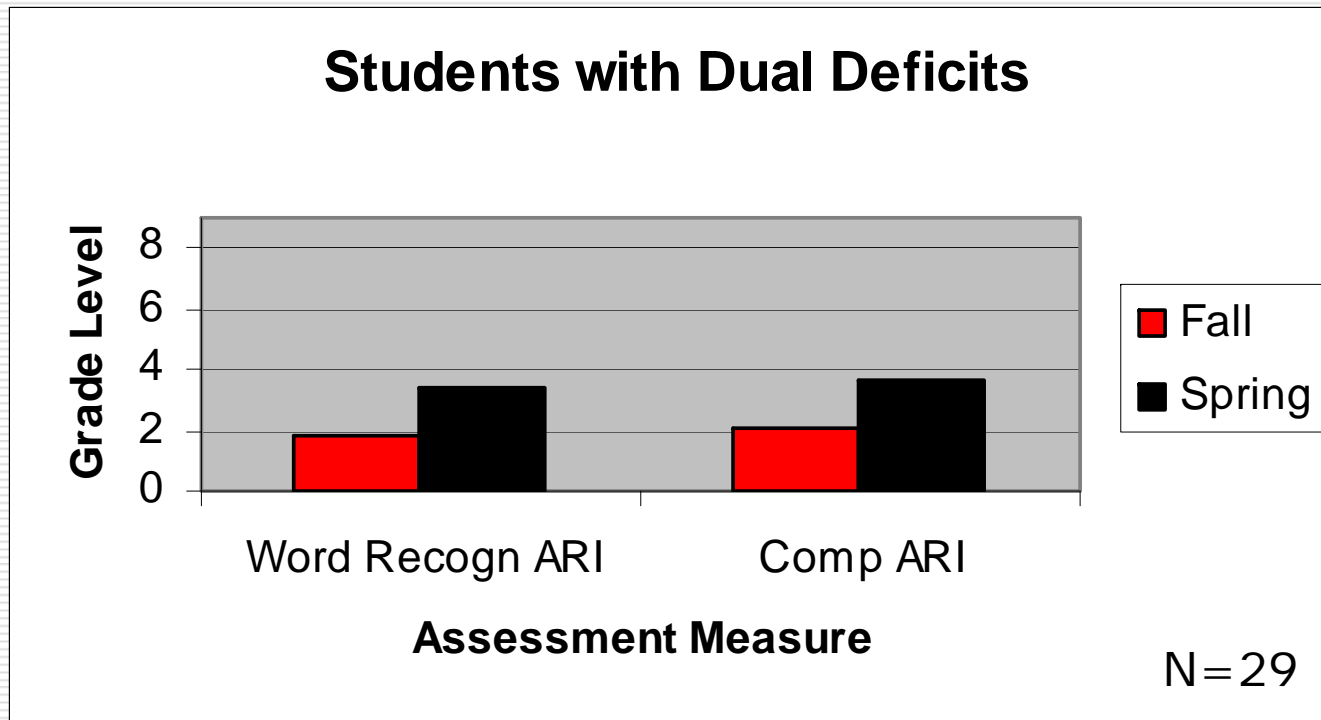
- Individually administered test
- Areas Assessed
 - Word Recognition
 - Reading Comprehension

Children were assessed

Fall 2006 & Spring 2007

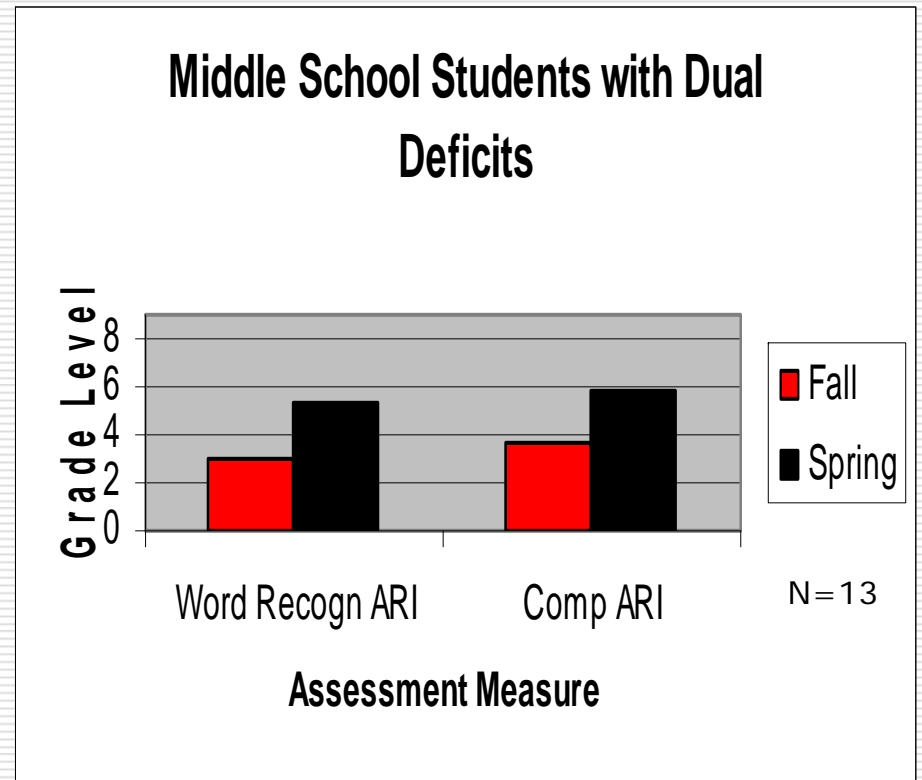
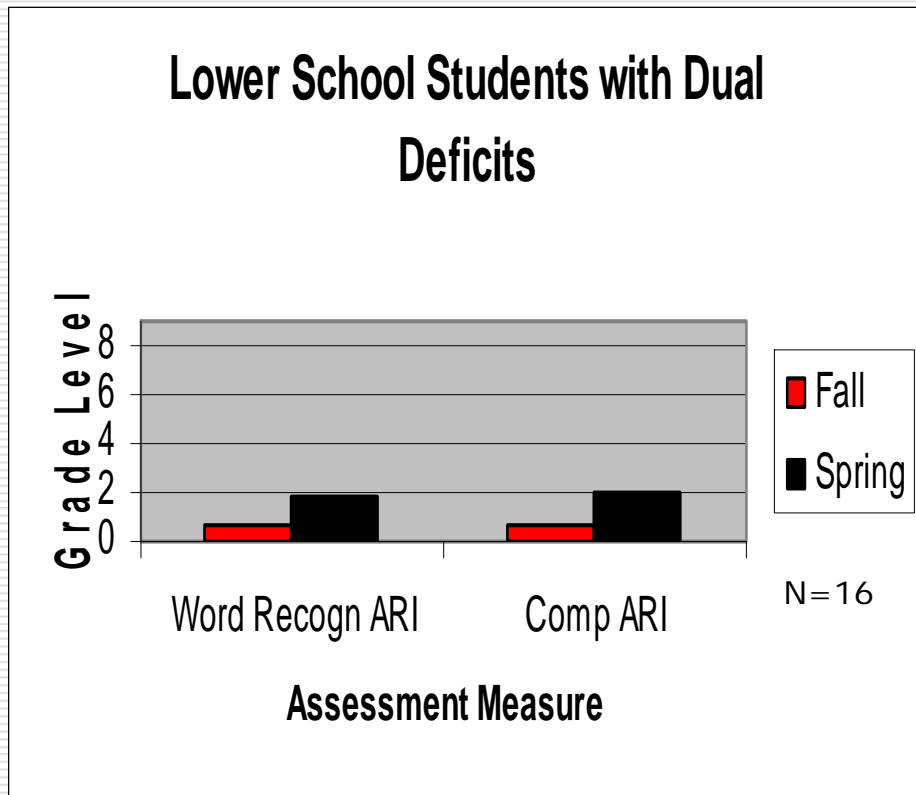
Results: Largest group of students had deficits in **both** Word Recognition and Reading Comprehension

This is referred to as dual deficits. Here is how they performed on the assessment.



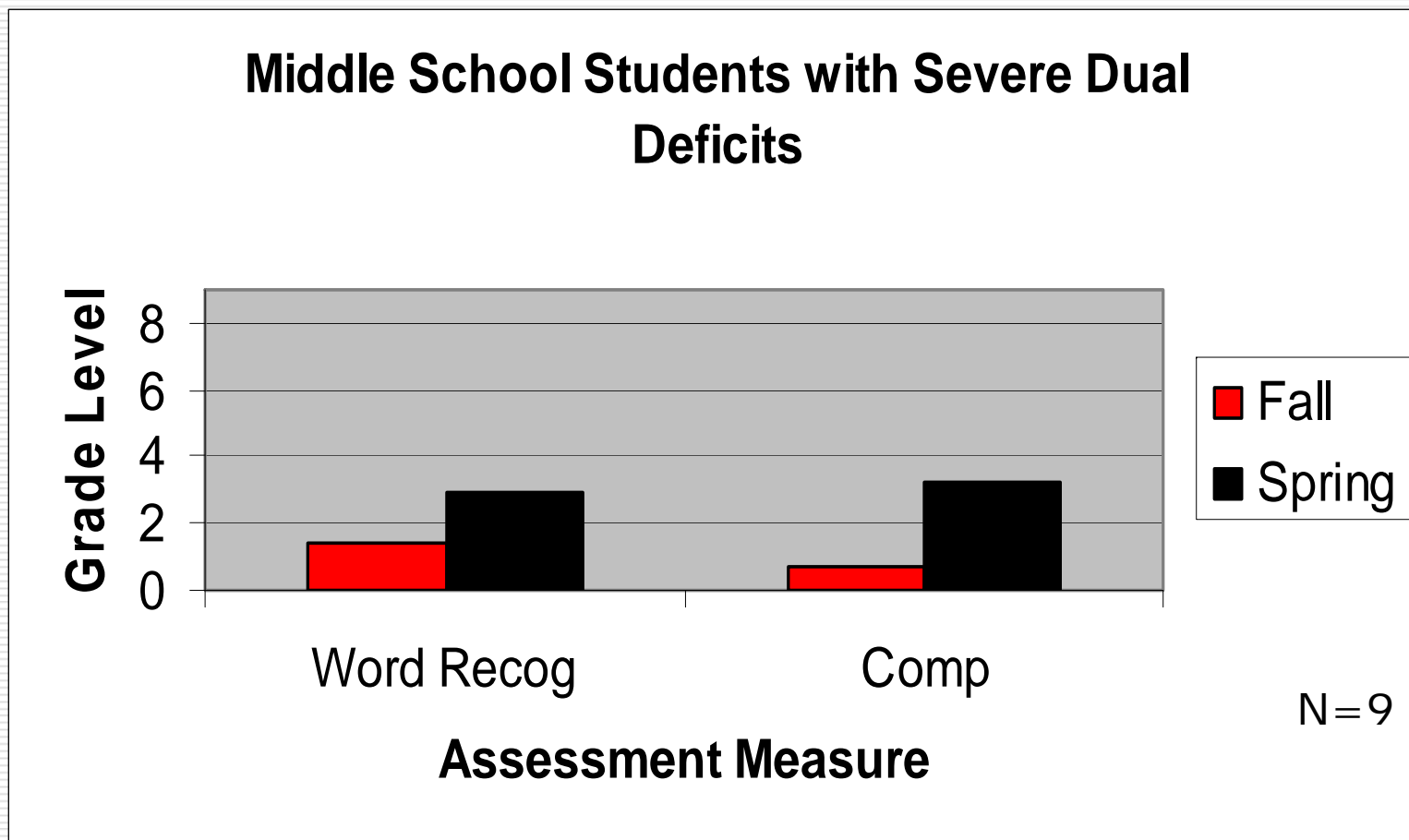
GAINS IN WORD RECOGNITION AND COMPREHENSION

Were the gains found for both lower and middle school students with dual deficits?



YES, GAINS IN WORD RECOGNITION AND COMPREHENSION WERE MADE FOR BOTH LOWER AND MIDDLE SCHOOL STUDENTS

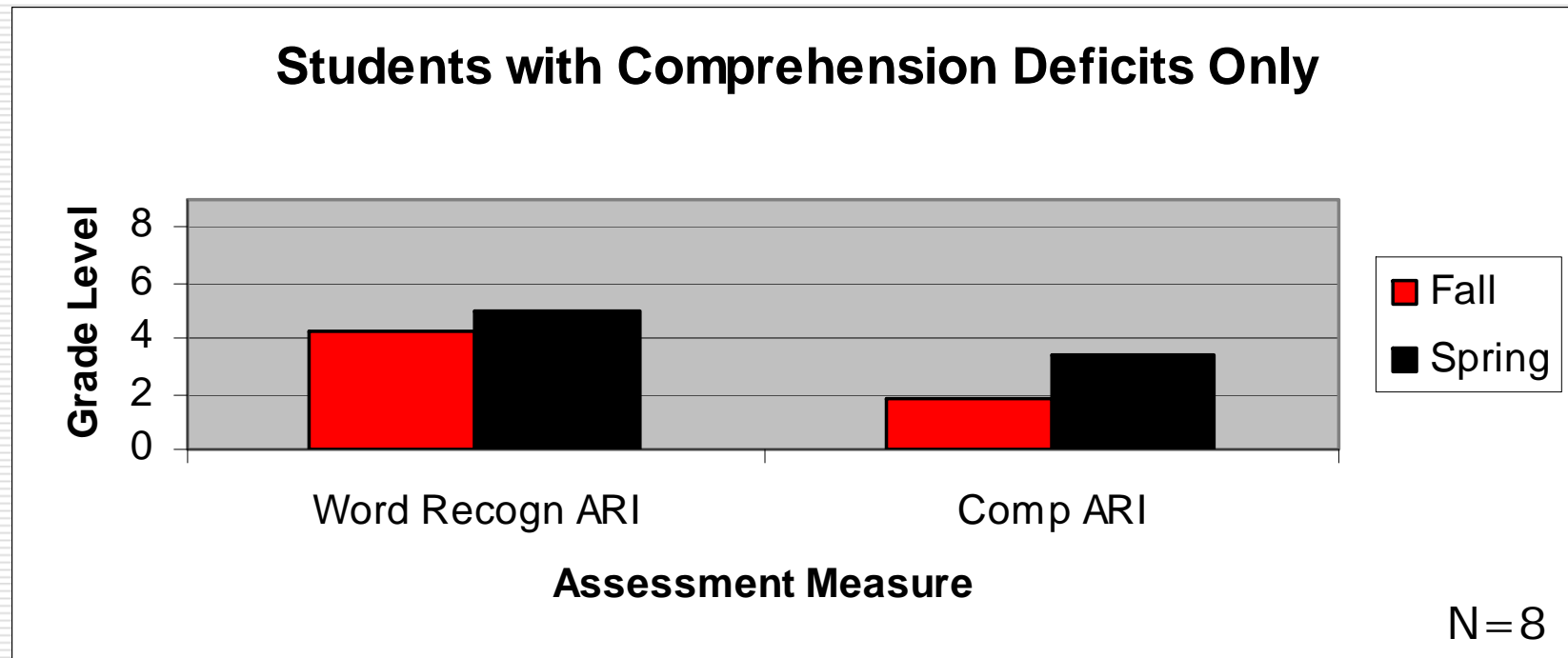
There was a group of middle school students with **severe** dual deficits, did they also make gains?



YES, GAINS IN WORD RECOGNITION AND COMPREHENSION WERE MADE FOR STUDENTS WITH SEVERE DUAL DEFICITS

Students with reading comprehension problems who did not have word recognition problems

Do those students make progress in reading comprehension?



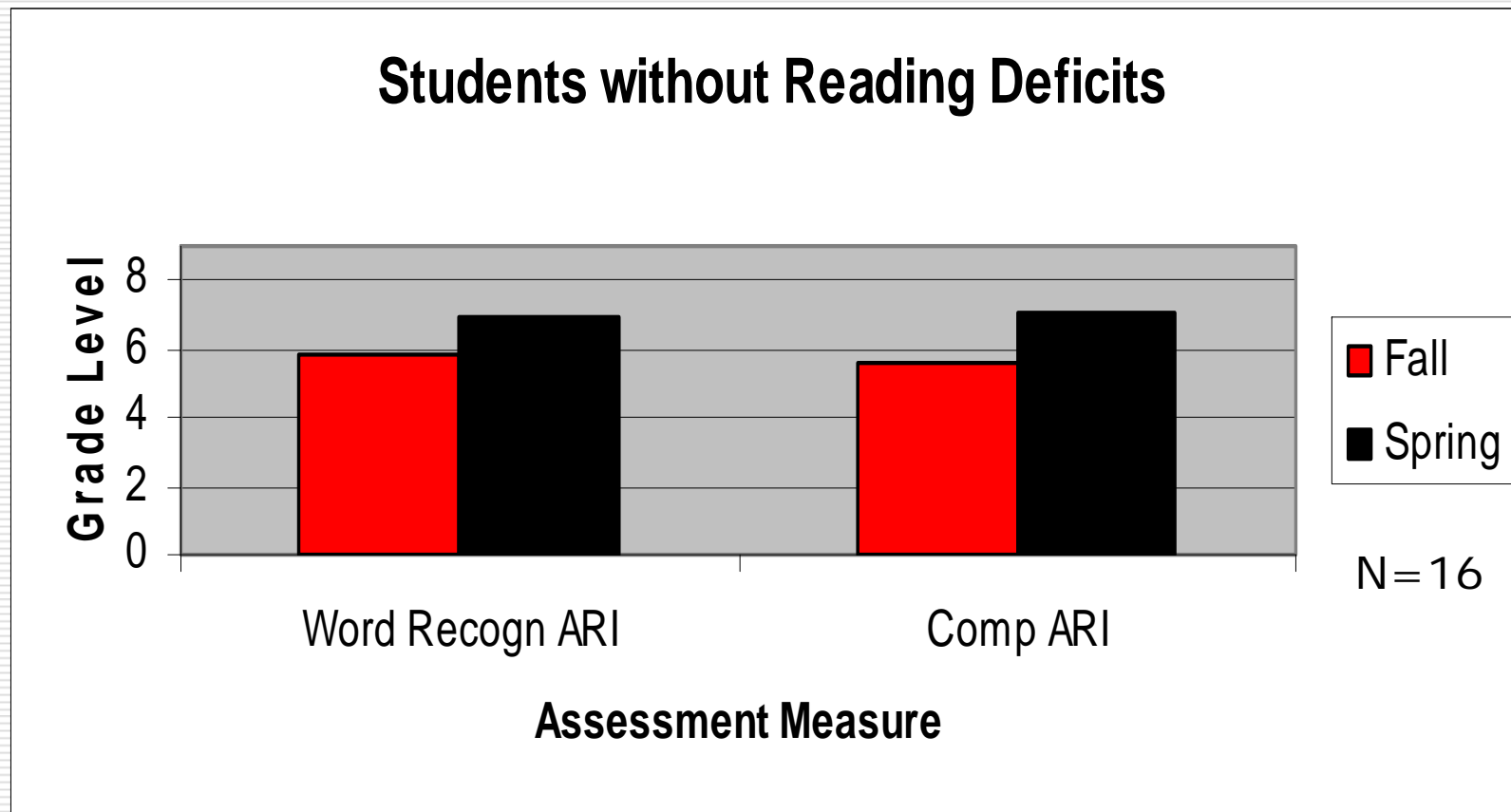
YES, GAINS IN READING COMPREHENSION WERE MADE FOR STUDENTS WITH COMPREHENSION DEFICITS ONLY. SMALLER GAINS WERE MADE IN WORD RECOGNITION.

Students with word recognition problems who did not have reading comprehension problems

Do those students make progress in word recognition?

THERE WERE ONLY THREE STUDENTS WHO FIT THIS PROFILE. ALL DOUBLED THEIR WORD RECOGNITION GRADE LEVELS. ALL MADE PROGRESS IN READING COMPREHENSION.

What about the students without reading deficits, did they continue to make important gains?



YES, GAINS IN WORD RECOGNITION AND COMPREHENSION WERE MADE FOR STUDENTS WITHOUT READING DEFICITS

Was the program effective for AY 2006-2007 for all students?

YES

- *Students with dual deficits made important gains in word recognition and reading comprehension that would not have been predicted from their prior reading progress.*
- *Students with severe dual deficits made impressive gains in word recognition and reading comprehension; these are students who might have been given up on, yeah!*
- *Students with reading comprehension deficits only made gains in reading comprehension and maintained progress in word recognition.*
- *There were only three students with word recognition deficits without comprehension deficits and they all doubled their grade level in word recognition and made progress in their comprehension level.*
- *Students without reading deficits made gains in word recognition and comprehension.*

Goals for the Future!

- ❑ Continue to evaluate student progress
- ❑ Analyze student progress to drive instruction
- ❑ Continue to evaluate methodologies and materials (including Assistive Technology) and update as needed
- ❑ Continue to provide staff development
- ❑ Hire additional reading specialists as needed