


Year 6 Report Highlights and Important Findings

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Year 6 Report Highlights and Important Findings




This report is evidence of the work of Reading First teachers, coaches, principals, district leaders, and the R-TAC teams.



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Educational Data Systems Survey



- CDE has contracted with EDS to evaluate Reading First, which includes a survey and data collection.
- Last year the data collection process changed which improved the reports we sent to the federal government – Thank you.
- Data will be collected the same way it was last year. Renuka Dhar and Peg Goerges can be contacted at EDS if you have questions.

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California Reading First Year 6 Evaluation Report



- Comprehensive review and report of Reading First in California
- This report was highlighted by Joseph Conaty at the last National Reading First State Directors Meeting in Washington D.C.
- Reports can be found at:
<http://www.cde.ca.gov/pd/ca/rl/readfirst04.asp>
- Following are findings from the Year 6 Evaluation

Finding #1



Reading First has had a significant impact on student achievement in California.

- Significant growth since the inception of the program
- Growth more significant in Reading First schools than in statistical control group and non-Reading First schools
- Growth more significant in high implementing schools than in low implementing schools

Finding #2



The Reading First effect is meaningful.

- Reading First effect means that a school that increases its Reading First Implementation Index statistic (RFII) by 25 points for a given time-span can expect, approximately, to double its achievement gains on a variety of grade 2-5 metrics over the same time-span.
- A school that increases its RFII by just 5 points can expect a 10-20% increase in achievement gains.

Finding #3



Growth remains significant.

- The Reading First Achievement Index (RFAI) has risen an average of 3.1 points per year, equivalent to 18.6 points over 6 years relative to a starting year.
- On the grade 2 CST achievement metric, Reading First schools have grown 30 scale score points since 2002, indicating significant growth for grade 2 in California since the program began.

Finding #4



The Reading First effect generalizes across student performance levels.

- The advantage over non-Reading First schools is especially pronounced for students in the “Below or Far Below Basic” categories.
- On the grades 2-5 California Standards Test (CST) achievement metrics, the migration of students into “Proficient and Above” is matched or exceeded by a migration of students out of “Below or Far Below Basic.”
- The migration of students out of “Below and Far Below Basic” is more than twice what it is for non-Reading First schools.

Grade 3



Table 14. CST and CAT-6 Metrics, Y02 - 6, Grade 3

Years in Program: 6 Grade: 3	Reading First Schools					All Non-Reading First Elementary Schools
	All Reading First Schools (N=41,42)	High Implementation Schools (N=20)	Low Implementation Schools (N=21)	Statistical Control Group (N=21)	All Non-Reading First Elementary Schools (N=1,951)	
Number of Schools	213	20	21	N/A	4,951	
% Proficient and Above						
2002	14.9	13.0	15.0	14.9	38.9	
2006	21.7	23.7	21.7	19.0	41.6	
Change Since Starting Year	6.8**	10.7**	6.7**	4.1	2.7	
% Below or Far Below Basic						
2002	57.6	58.6	57.2	57.6	31.4	
2006	41.6	37.9	42.4	44.3	24.6	
Change Since Starting Year	-16.0**	-20.7**	-14.8**	-13.3	-6.8	
Mean Scale Score Per Student						
2002	294.9	293.3	295.1	294.9	333.0	
2006	310.1	313.5	309.9	309.8	338.2	
Change Since Starting Year	15.2**	20.2**	14.8**	14.9	5.2	
CAT-6 Mean Percentile Rank						
2002	22.7	22.0	22.4	22.7	45.6	
2006	27.6	28.8	27.5	25.9	45.9	
Change Since Starting Year	4.9**	6.8**	5.1**	3.2	0.3	
Landscape						
2002	24.9	24.2	25.3	24.9	44.5	
2006	31.3	32.5	31.6	30.1	47.1	
Change Since Starting Year	6.4**	8.3**	6.3**	5.1	2.7	
CAT-6 Mean Percentile Rank						
2002	36.7	35.1	36.9	36.7	52.0	
2006	52.1	52.3	51.4	49.6	54.4	
Change Since Starting Year	15.3**	17.1**	14.4**	12.9	2.4	

Finding #6



Reading First Effect generalizes to English learners.

- English learners in Reading First schools show higher rates of growth than those in non-Reading First schools.
- The implementation effect is more pronounced for English learners than the student population as a whole.

English Learners



Table 6.2: English Learner CST Metric, YIP = 6, Grade = 2

Years in Program: 6 Grade: 2	Reading First Schools English Learner Students					All Non-Reading First Elementary Schools
	All Reading First Schools All Students	High Implementation			Low Implementation	
		All Reading First Schools	Schools	Schools		
Number of Schools	253	237	26	94	2135	
% Proficient and Above						
2002	15.5	11.3	9.3	12.1	17.8	
2008	35.8	28.5	34.6	26.3	34.7	
Change Since Starting Year	20.4	17.2 ^b	25.3 ^{ab}	14.2 ^{ab}	16.8	
Mean Scale Score Per Student						
2002	300.1	293.0	290.0	294.1	304.5	
2008	330.0	321.0	330.1	317.6	329.6	
Change Since Starting Year	30.0	28.0 ^{ab}	40.1 ^{ab}	23.5 ^b	25.0	

^aSignificantly different (p < 0.05) relative to English learners in "All Non-Reading First Elementary Schools".
^bSignificantly different (p < 0.05) relative to the starting year, i.e., significantly different from a gain of zero.

Finding #7



Achievement among high implementers in the first cohort of schools is flattening.

- The growth rate of schools that have been in the program six years is not as great as in previous years, causing a flattening of achievement scores in high implementing schools.
- Low implementing schools seem to be making higher gains.

Finding #8



Implementation of Reading First principles remains adequate but could be higher.

- Most schools in the Reading First program are implementing the program adequately, with modest growth in implementation since 2004.

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Memories

Finding #9



Principal participation and teacher program evaluations are strong predictors of achievement.

- School-level implementation by the principal and school staff, and teacher evaluation of Reading First, are the two strongest predictors of achievement gains.

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Memories

Finding #10



The Reading First program has led to the development of a sustainable, well integrated structure and process of providing reading/language arts instruction in California.

- Together, the use of state-adopted curricula, professional development, coaching, leadership support, protected time blocks, and other program elements have impacted reading achievement in the state.

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Memories

Finding #11



The 6-8 Week Skills Assessments are helpful.

- The 6-8 Week Skills Assessments were consistently used to monitor student progress and guide instruction during the past four years.

Finding #12



Most special education teachers use their district's adopted reading/language arts curriculum.

- Over 50% of the special education teachers reported using their district's adopted reading/language arts curriculum for the majority of their instruction, while others use alternative curriculum materials or partially use the core materials. (*Pre SETPD!*)

Finding #13



Special education remains disconnected from the general education environment.

- This analysis suggests that communication barriers continue to exist regarding students with disabilities and their participation in the grade-level reading/language arts curriculum. (*Pre SETPD!*)

Finding #14



Schools have not yet begun to implement Response-to-Intervention (Rti).

- Many schools either have not yet begun to implement Response-to-Intervention (Rti) or are in the beginning stages of implementation.

The CDE has a new website!



- Response to Instruction and Intervention known in California as Rti²
- Core components and resources can be found at:

<http://www.cde.ca.gov/ci/cr/ri>

Congratulations to all of you!

You have made a difference in the lives of children.