

# JCPS/Bellarmino Literacy Project: Winter Update 2016

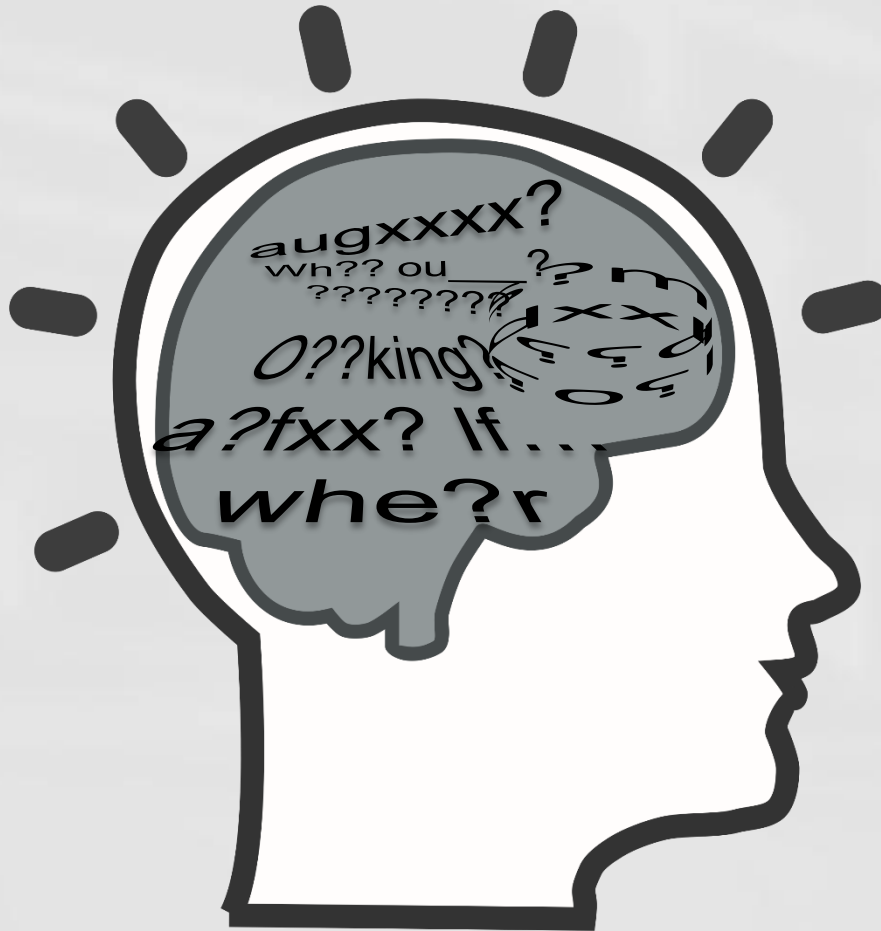
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Bellarmino University  
February 23, 2016



**To Make Meaning of the Text ....**  
**It Must *First be Decoded***

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**It Must *First be Decoded***

# The Fundamental Problem:



Decoding  
confusion .....

Leaves no  
attention for  
making meaning

# The Solution:

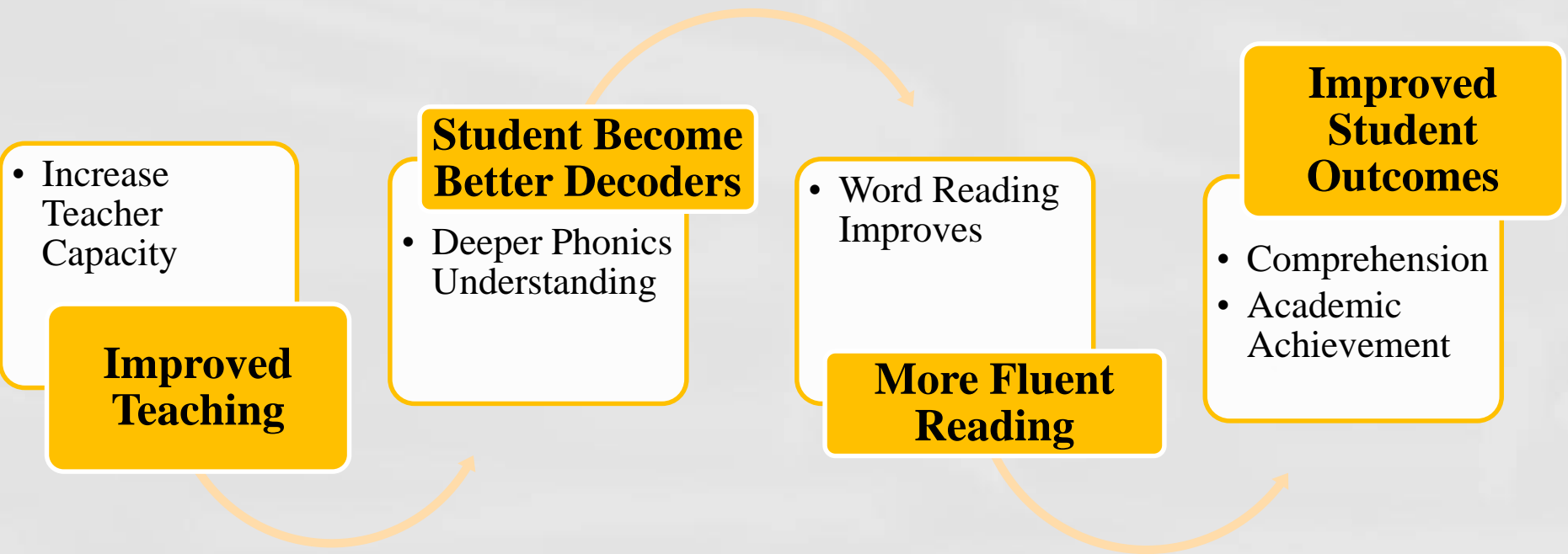


Decoding “efficiency”



Increase attention on  
comprehension

# Our Theory of Action

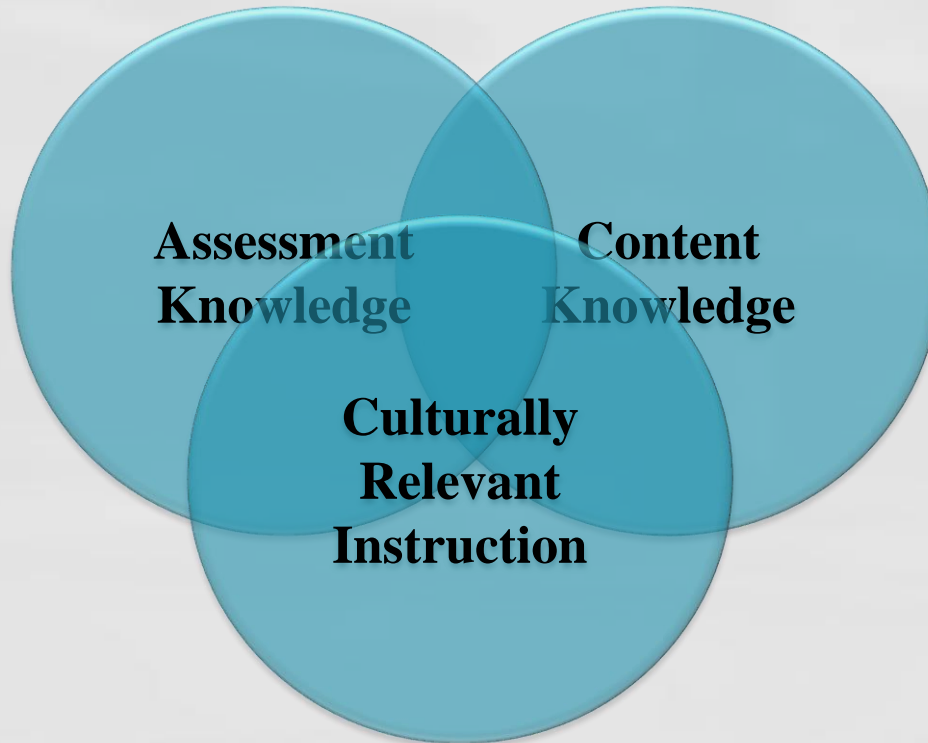


**This Means:**

**Teachers Must be Highly Skilled!**

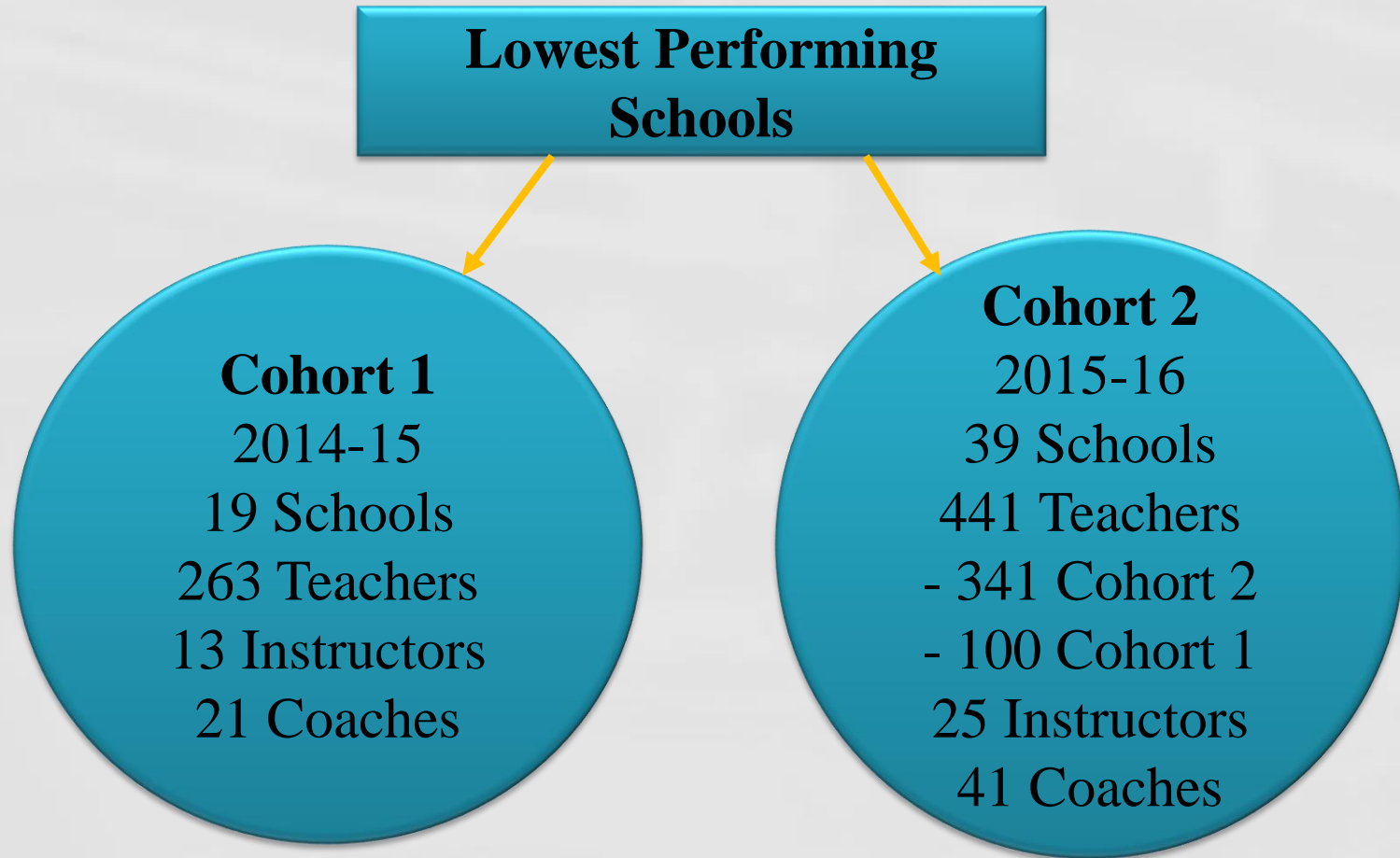
# Project Objective

Provide K-3 teacher training that increases knowledge in three primary areas:

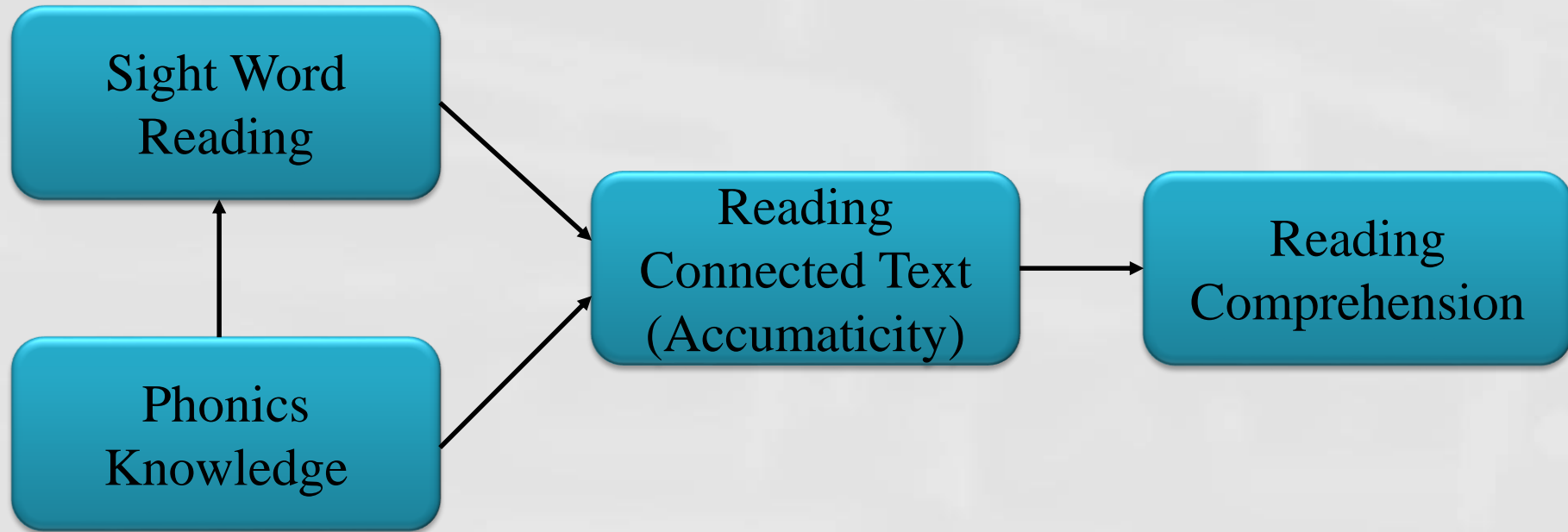




# Context



# Our Model for Reading Improvement




# How Can We Evaluate if Change is Occurring?

Compare:

- Year-Over-Year Results
- Relationships Between Variables

# Phonics, Sight Word Reading, Automaticity, and Comprehension

Comparison #1: Fall 2014  Fall 2015

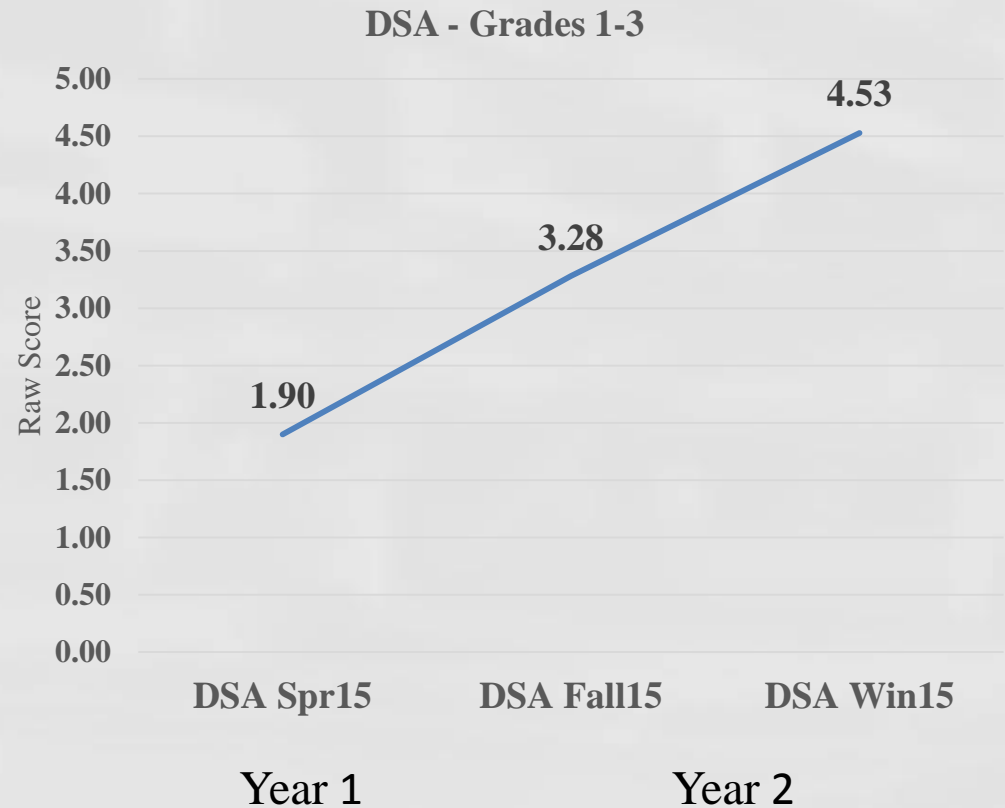
Comparison #2: Spring 2015  Winter 2015

# Have We Reached a *Tipping Point*?

# Developmental Spelling Assessment (DSA)

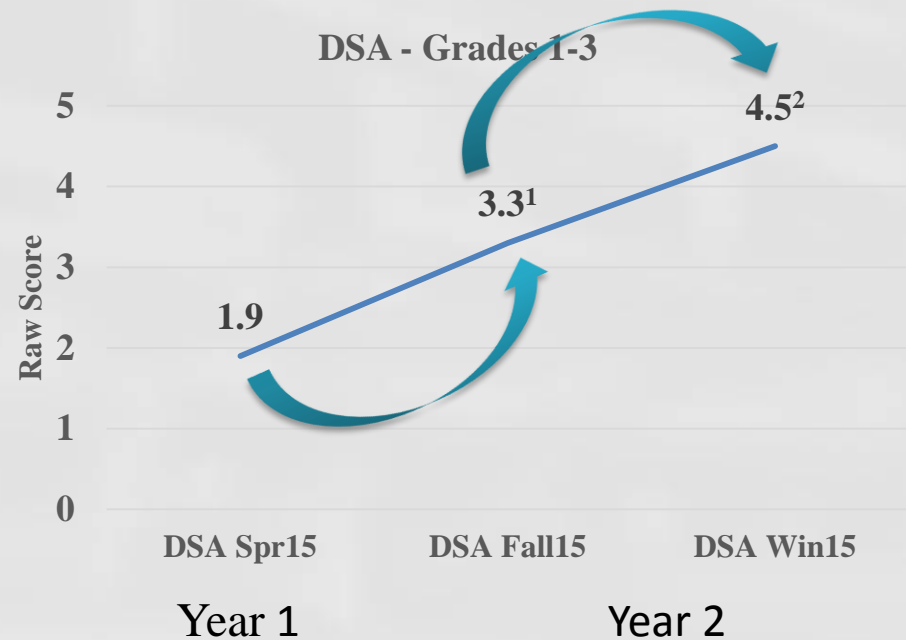
## Phonics Knowledge Through Spelling

All Grades <i>n</i> = 3,572	DSA Score( <i>sd</i> )
Spring 15	1.90(3.92)
Fall 15	3.28(3.51)
Winter 15	4.53(3.86)



# Phonics Knowledge Through Spelling (DSA)

All Grades <i>n</i> = 3,572	DSA Score( <i>sd</i> )
Spring 15	1.90(3.92)
Fall 15	3.28(3.51)
Winter 15	4.53(3.86)



<sup>1</sup>Spring15 to Fall15:  $t(7,140) = 15.67, p < .001, d = .37$  (large)

<sup>2</sup>Spring15 to Winter15:  $t(6,405) = 13.55, p < .001, d = .34$  (large)

Effect	Interpretation
.05 - .15	Small
.16 - .29	Moderate
.29 - .40	Large
.41 - .60	Very Large
$\geq .60$	Huge

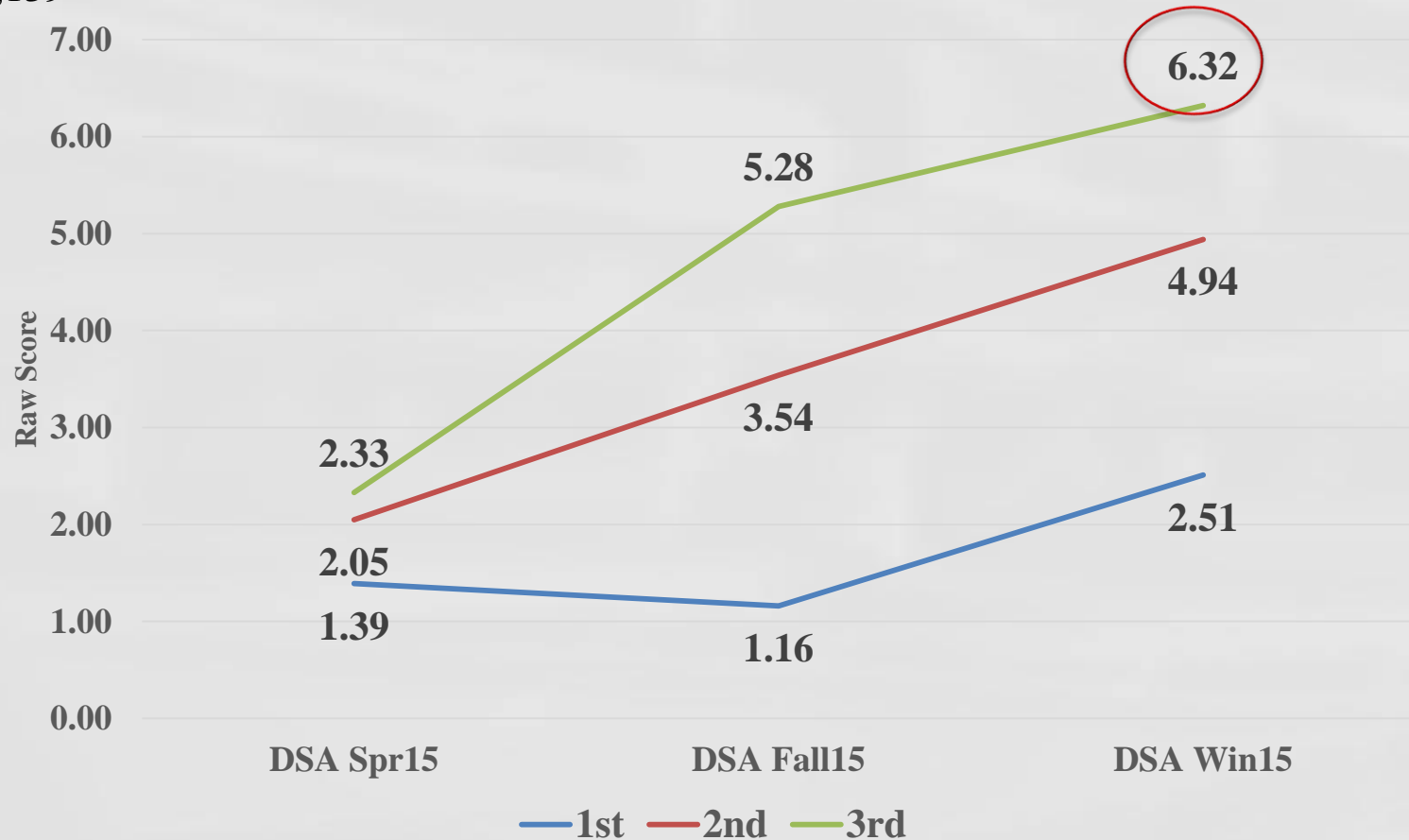
# DSA by Grade

1<sup>st</sup>  $n = 1,299$

2<sup>nd</sup>  $n = 1,134$

3<sup>rd</sup>  $n = 1,139$

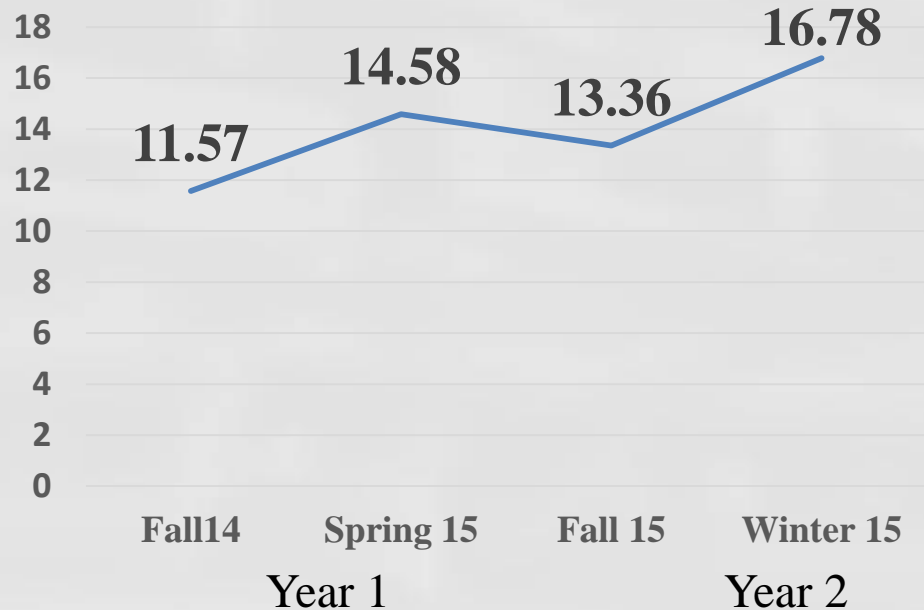
DSA Goal at end of 3<sup>rd</sup> grade: 10





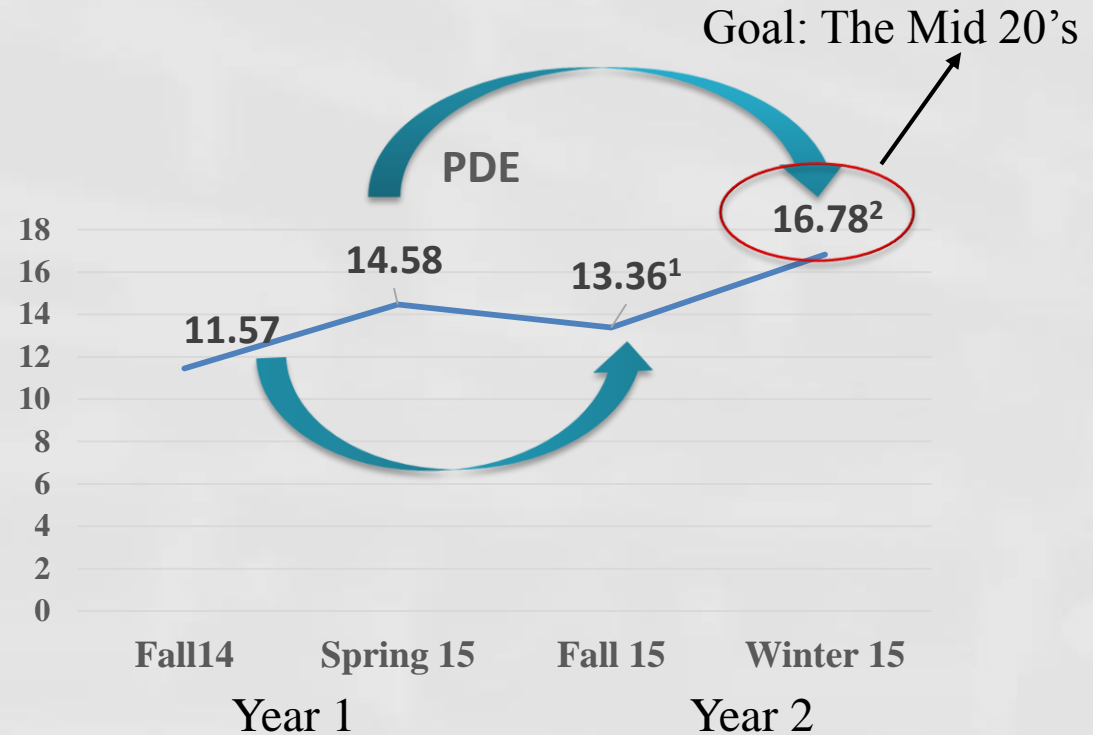
# Phonics Knowledge in Word Reading (PDE)

All Grades <i>n</i> = 3,572	PDE Score( <i>sd</i> )
Fall 14	11.57(11.96)
Spring 15	14.58(13.64)
Fall 15	13.36(12.42)
Winter 15	16.78(12.67)



# Phonics Knowledge in Reading (PDE)

All Grades	PDE Score( <i>sd</i> )
Fall 14	11.57(11.96)
Spring 15	14.58(13.64)
Fall 15	13.36(12.42)
Winter 15	16.78(12.67)

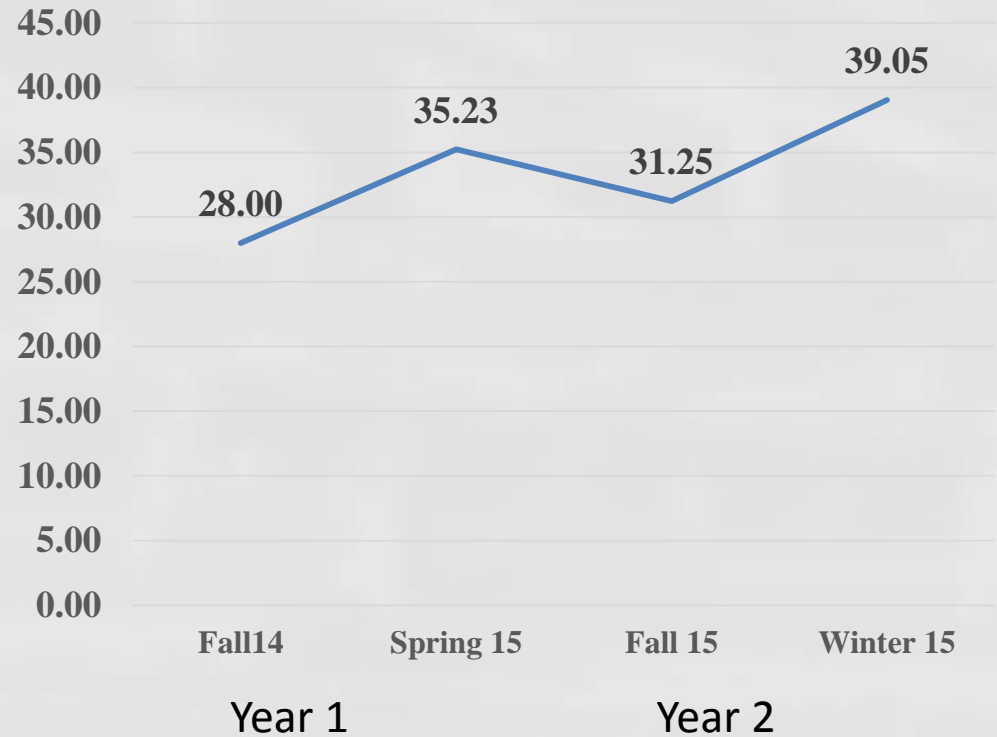


<sup>1</sup>Fall14 to Fall15:  $t(7,141) = 6.20, p < .001, d = .15$  (small)

<sup>2</sup>Spring15 to Winter15:  $t(6,406) = 6.62, p < .001, d = .17$  (moderate)

# Sight Word Knowledge (SWE)

All Grades <i>n</i> = 3,572	SWE Score( <i>sd</i> )
Fall 14	28.00(21.61)
Spring 15	35.23(24.15)
Fall 15	31.25(21.37)
Winter 15	39.05(20.67)



# Sight Word Knowledge (SWE)

All Grades	SWE Score( <i>sd</i> )
Fall 14	28.00(21.61)
Spring 15	35.23(24.15)
Fall 15	31.25(21.37)
Winter 15	39.05(20.67)

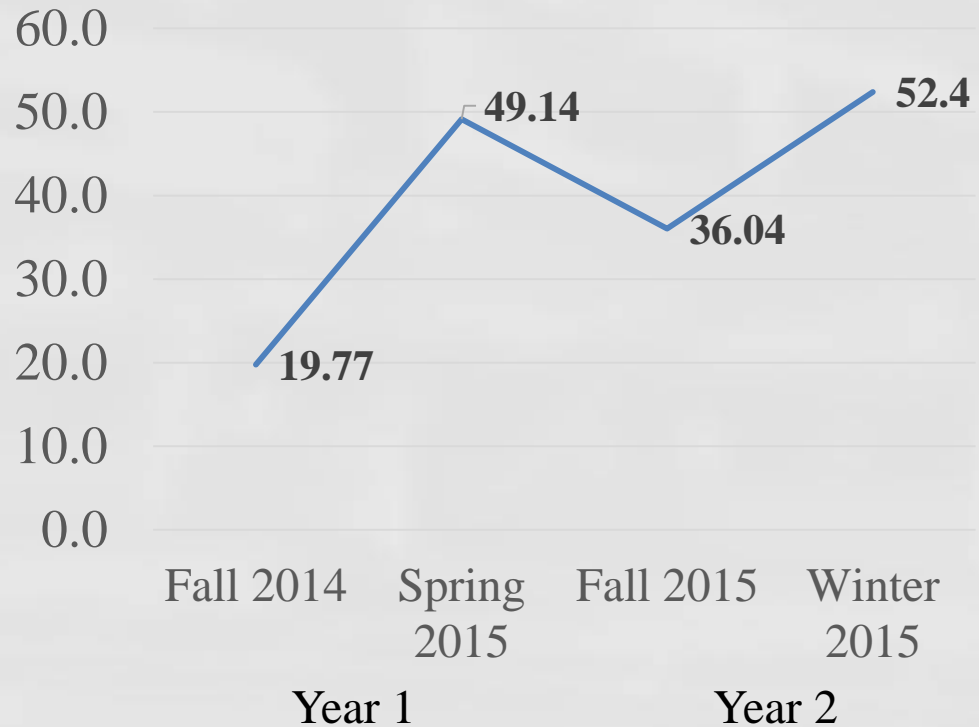


<sup>1</sup>Fall14 to Fall15:  $t(7,141) = 6.37, p < .001, d = .15$  (small)

<sup>2</sup>Spring15 to Winter15:  $t(6,406) = 6.67, p < .001, d = .17$  (moderate)

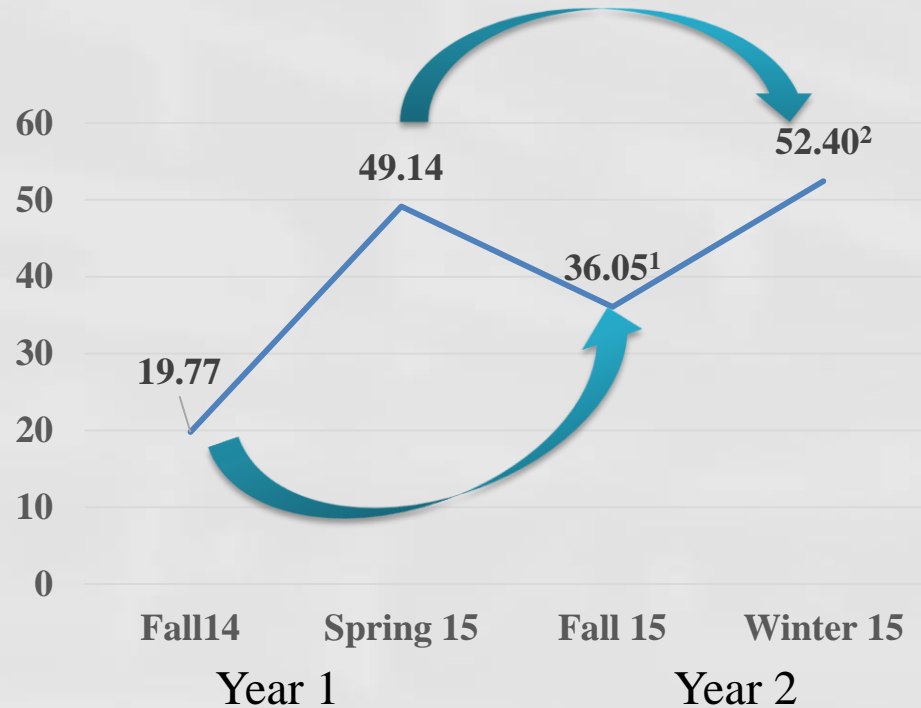
# Passage Reading or Accumaticity (ACCU)

All Grades <i>n</i> = 3,572	ACCU Score( <i>sd</i> )
Fall 14	19.77(30.53)
Spring 15	49.14(42.88)
Fall 15	36.05(36.39)
Winter 15	52.40(42.17)



# Passage Reading or Accumaticity (ACCU)

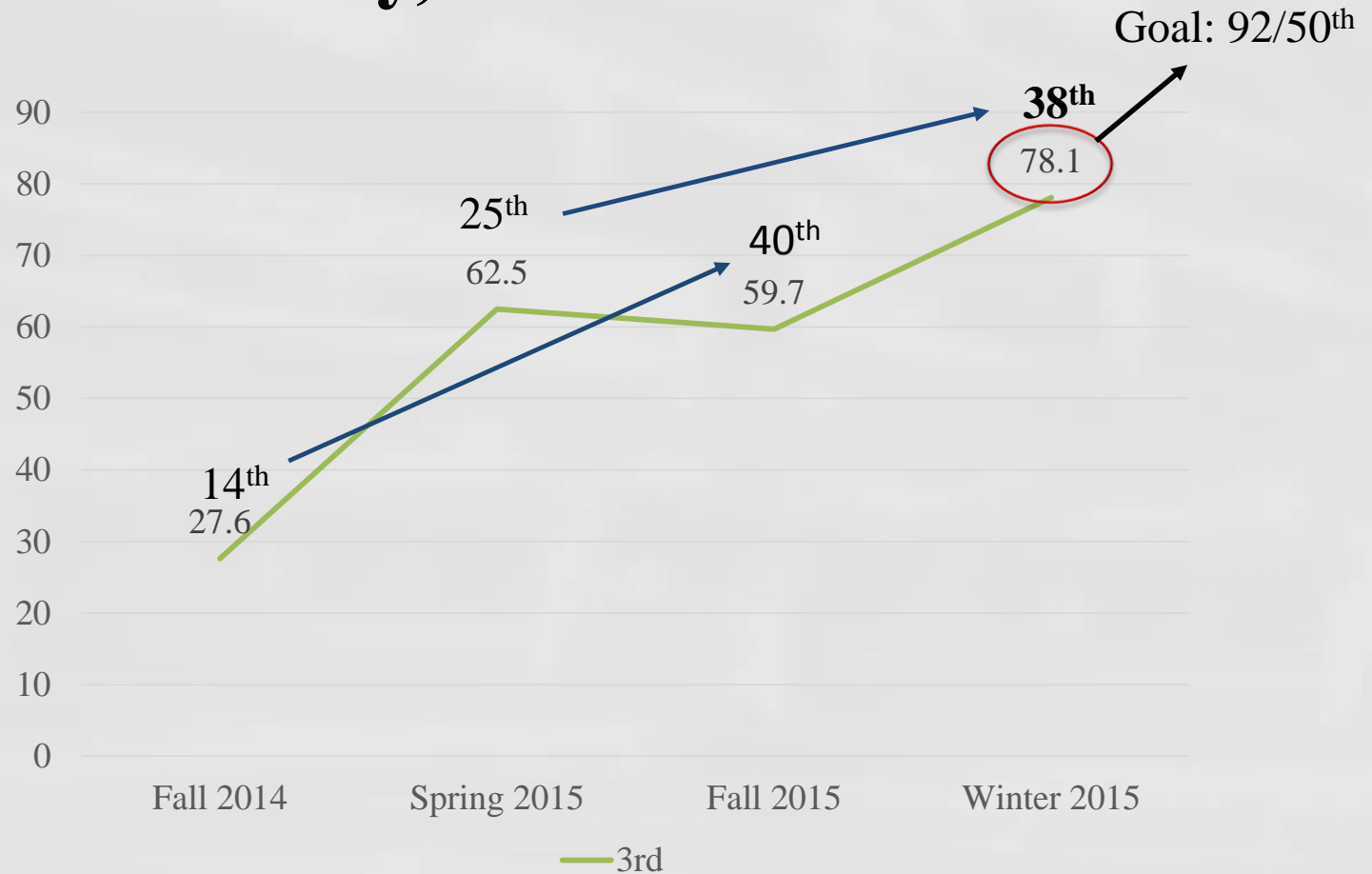
All Grades	ACCU Score( <i>sd</i> )
Fall 14	19.77(30.53)
Spring 15	49.14(42.88)
Fall 15	36.05(36.39)
Winter 15	52.40(42.17)



<sup>1</sup>Fall14 to Fall15:  $t(7,141) = 20.47, p < .001, d = .48$  (very large)

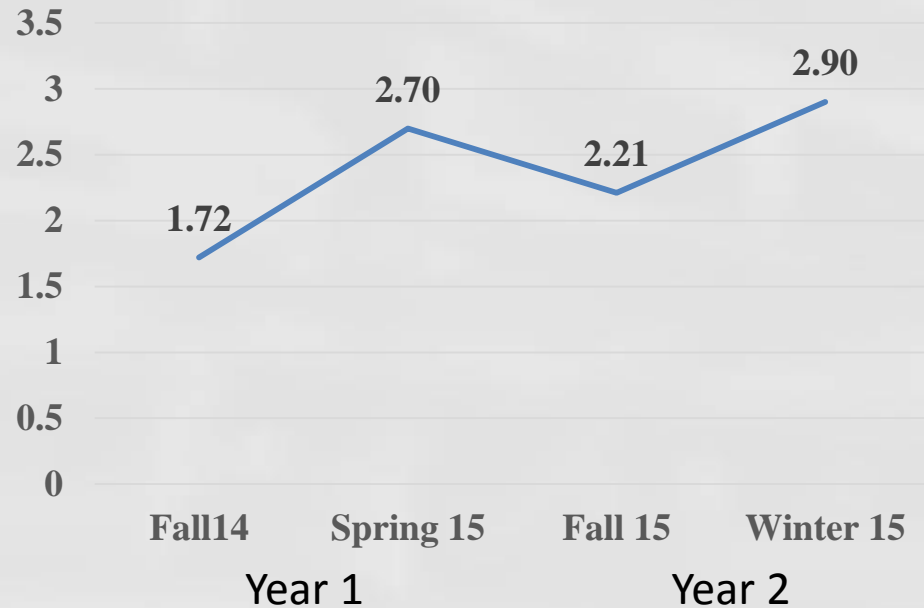
<sup>2</sup>Spring15 to Winter15:  $t(6,406) = 3.05, p < .001, d = .09$  (small)

# Accumaticity, Fall 2014 – Fall 2015



# Comprehension (COMP)

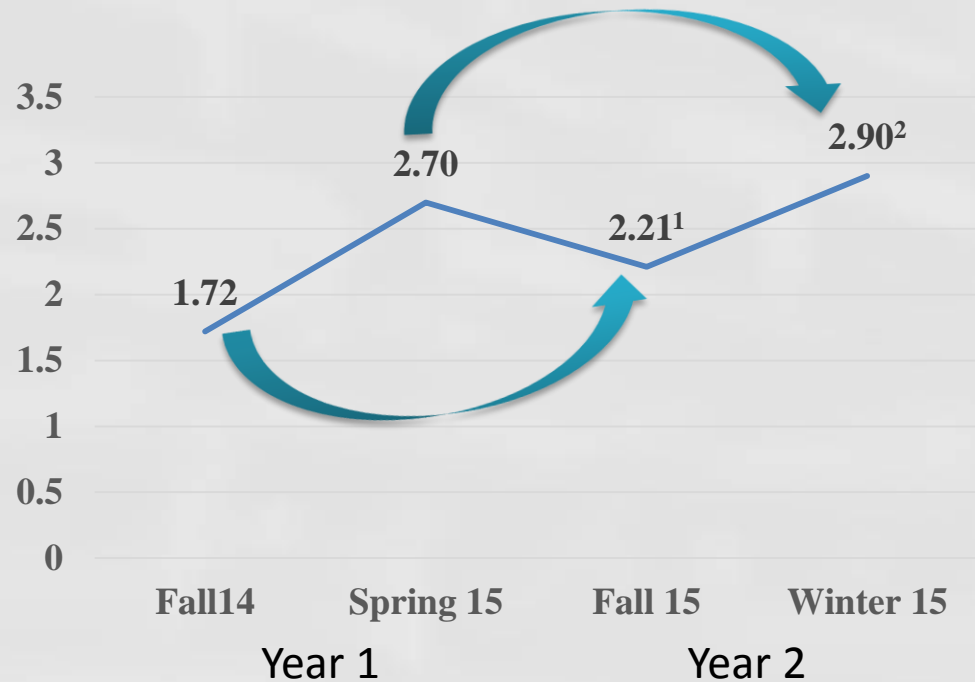
<b>All Grades <i>n</i> = 3,572</b>	<b>COMP Score(<i>sd</i>)</b>
Fall 14	1.72(1.89)
Spring 15	2.70(2.04)
Fall 15	2.21(1.89)
Winter 15	2.90(1.76)





# Comprehension (COMP)

All Grades	COMP Score( <i>sd</i> )
Fall 14	1.72(1.89)
Spring 15	2.70(2.04)
Fall 15	2.21(1.89)
Winter 15	2.90(1.76)



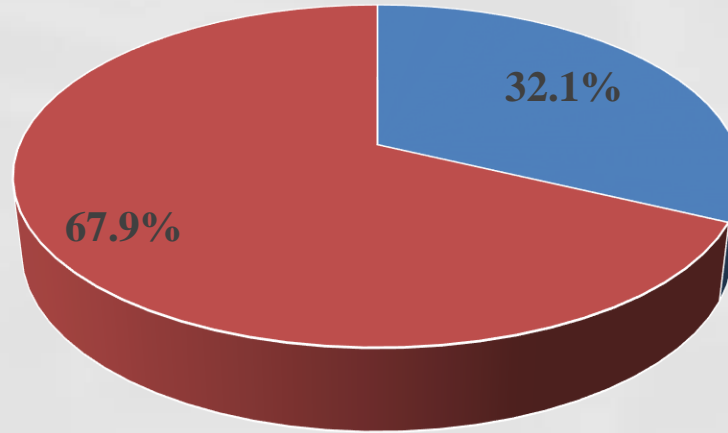
<sup>1</sup>Fall14 to Fall15:  $t(7,142) = 10.96, p < .001, d = .26$  (moderate)

<sup>2</sup>Spring15 to Winter15:  $t(6,406) = 4.13, p < .001, d = .10$  (small)

# **What Other Evidence Exists That *Real Change* is Occurring?**

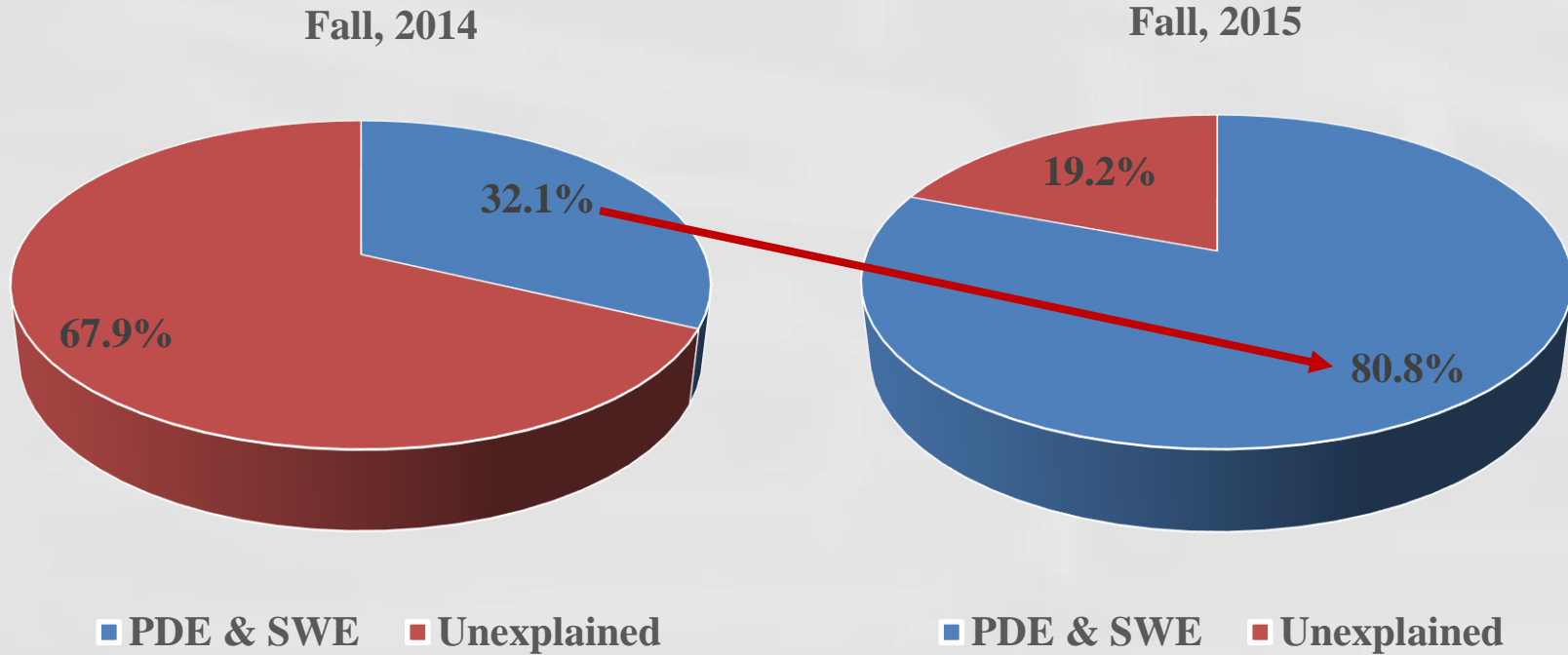
# Do PDE and SWE Predict Accumaticity?

Fall, 2014

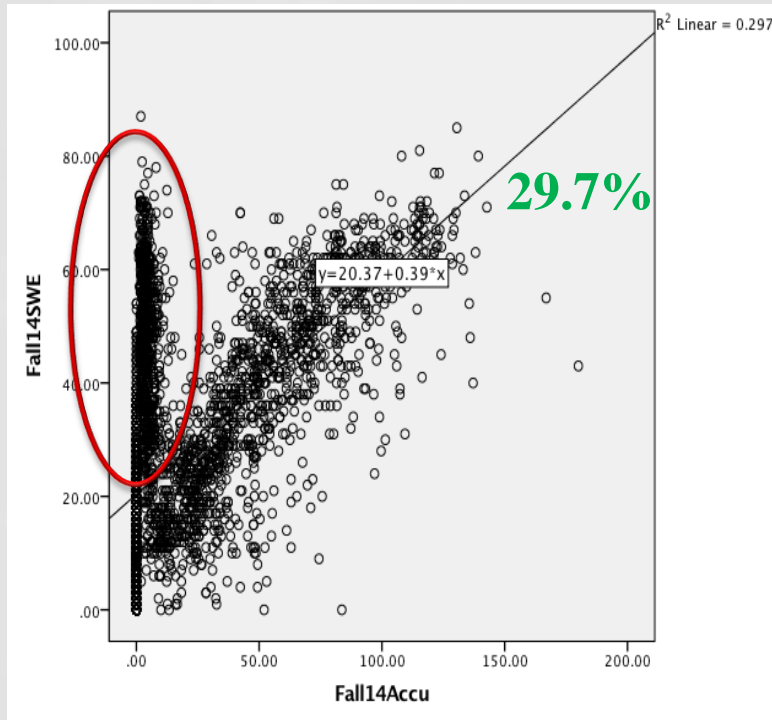


■ PDE & SWE ■ Unexplained

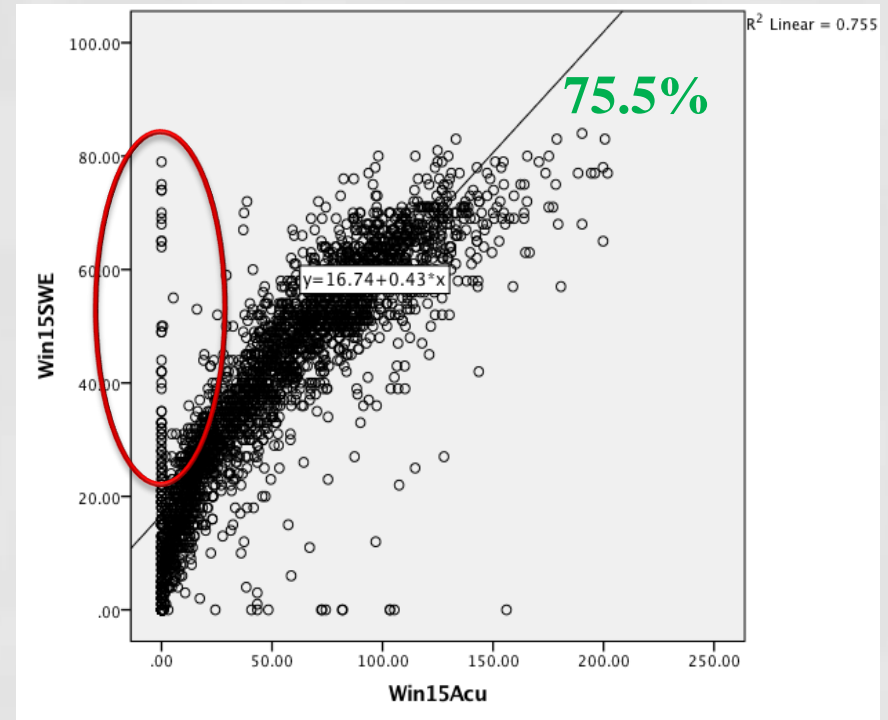
# Do PDE and SWE Predict Accumaticity?



# As Students Learn More Sight Words, Passage Reading Improves ...



Fall 2014



Winter 2015

# How Is Reading Change Occurring?

**2014**

**Sight Word  
Reading**

**Phonics**

**Automaticity**

**“One-  
Word-at-  
a-Time  
Readers”**

**2014**

**Sight Word  
Reading**

**Phonics**

**Accumaticity**

**“One-  
Word-at-  
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**2014**

**Sight Word  
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**2014**

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**2014**

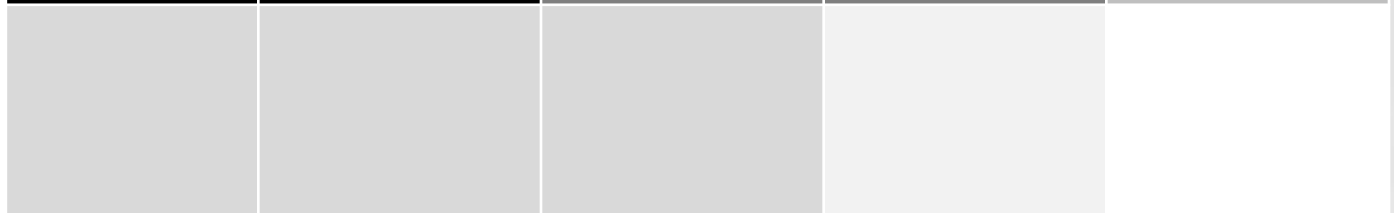


**2015**

**Sight Word  
Reading**



**Phonics**



**Accumaticity**



**“One-  
Word-at-  
a-Time  
Readers”**

**“Smooth  
Readers”**

2014



2015

**Sight Word  
Reading****Phonics**

**Counter-Intuitive:** *Less reliance on phonics. Stronger phonics knowledge means more sight words are learned faster, less “sounding-it-out.”*

**Automaticity**

**“One-  
Word-at-  
a-Time  
Readers”**



**“Smooth  
Readers”**

2014



2015

<b>Sight Word Reading</b>		<i>Sight word reading is being converted to accumaticity</i>		
<b>Phonics</b>	<b>Counter-Intuitive:</b> <i>Less reliance on only phonics. Stronger phonics knowledge means more sight words are learned faster, less “sounding-it-out.”</i>			
<b>Accumaticity</b>	<b>“One-Word-at-a-Time Readers”</b>			<b>“Smooth Readers”</b>

2014



2015

<b>Sight Word Reading</b>		<i>Sight word reading is being converted to smooth reading</i>		
<b>Phonics</b>	<b>Counter-Intuitive:</b>	<i>Less reliance on only phonics. Stronger phonics knowledge means more sight words are learned faster, less “sounding-it-out.”</i>		
<b>Automaticity</b>	<b>“One-Word-at-a-Time Readers”</b>	<i>Transitioning from one-word-at-a-time to smooth reading</i>		<b>“Smooth Readers”</b>

# Kindergarten

- In the Winter of 2015, data was collected on 1,313 kindergarten students
- Questions:
  - Are students acquiring phonemic awareness?
  - Are students gaining an understanding of phonics?

# Kindergarten Development

## Winter, 2015

Measure	Early Emergence	Developing	Proficient
Initial Consonant Sounds		Now	Over here by end of K
Phoneme Segmentation Test			
Blending Sounds Test			
DSA	Now	Here by end of K	By end of 1 <sup>st</sup> to 2nd
Letter Naming			



# What are Teachers Saying?

# Cohort 1 Comments:

- *Love it!* I feel I *am a better reading teacher* because of the project. I would love for this to continue into a third year.
- This is the best professional development I have had in my years of teaching. The Bellarmine Project has completely *transformed my literacy instruction!*
- The Literacy Project has provided me with ways to *determine the specific strengths and weaknesses of each of my students with the assessments*. This helps me meet their individual needs. It has also kept my focus of instruction on the Big 5, and become more aware of analyzing the purpose and goals of each and every lesson.
- I loved the Bellarmine Literacy Project! It allowed for my love of reading instruction to grow. I learned so many new strategies and assessment tools for bettering the way I teach children how to read. It was fun and beneficial. *Definitely worth my time!*
- I learned that there is always more to learn and to *keep an open mind*. This project was difficult and time consuming but it was *well worth it*. I now have a firmer grasp on HOW to teach the process of reading to students. *Thank you so much for the opportunity.*

# Implications

## **“Momentum is Building!”**

1. We are winning the literacy challenge! (But don't let up, we have a ways to go!)
2. We are beginning to see results in schools where they have a critical mass of teacher-laureates.
3. Need to put a push on to get more teachers into the Literacy Project in the first 39 schools to increase impact. Incentives?
4. Teachers who took a second year of the Literacy Project show even greater progress. Suggests a two-year academy for these schools is the most powerful formula. This also enables us to do more with writing in the second year.
5. If JCPS could formalize the Literacy Coach role in the lowest 39 schools and keep them focused exclusively on coaching teachers for fidelity of implementation, improvement would increase in velocity. (Full-time *literacy* coaches)
6. More robust assessment (qualitative/quantitative) could further inform how instructional change is occurring.
7. Assessment issues