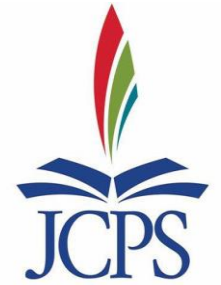


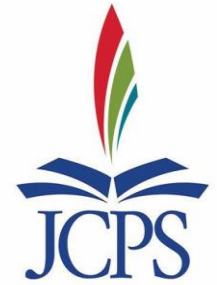
Bellarmine Literacy



Project: Update

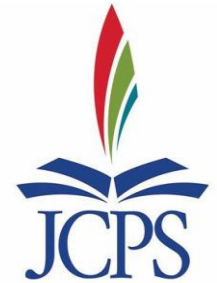
February 2018

Bellarmine Literacy Project



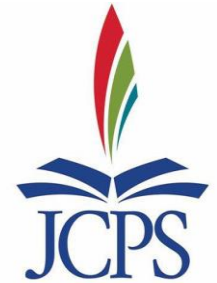
- Implemented in JCPS for the past 3 years (currently in its 4th year) with the goal of increasing student outcomes in reading achievement
- 2014-2015: 19 schools, 162 teachers.
- 2015-2016: Additional 25 schools, 224 teachers
- 2016-2017: Additional 18 schools, 222 teachers
- 2017-2018: Additional 10 schools, 225 teachers
- 2 year professional learning model + literacy coach
 - Teachers who join the program receive 90 hours of professional development and graduate level credit
 - Area of concern: ~50% attrition rate from the BLP program after year 1 of participation

Bellarmine Literacy Project: Perception



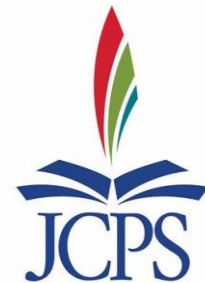
- 97% of teachers and 86% of principals recommend the program
- Area of Strengths
 - Teacher Perception: supports teaching elementary students how to read and having practical strategies to inform reading instructions.
 - Principal Perception: supports teachers' professional growth and their teachers' knowledge of reading pedagogy.
- Areas of Concern
 - Teacher perception: inconsistent administrative support with the program and inconsistent coaching.
 - Principal perception: extent to which BLP is integrated and supports school-wide literacy instruction.
 - Literacy coaching component needs refinement.

Bellarmine Literacy Project: Implementation



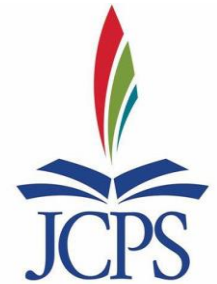
- Bellarmine Framework for Implementation Levels
 - Low level = Up to 40% of K-3 teacher participate
 - Moderate level = Between 40% and 70% of K-3 teachers participate
 - High level = >70% of K-3 teachers participate
- Schools varied widely in implementation in terms of the percentage of participating K-3 teachers (out of 91 elementary schools, 73 have participated thus far on some level [80%])
 - Not participating: 18 schools (~20%)
 - Low implementation level : 33 schools (36%)
 - Moderate implementation level: 21 schools (23%)
 - High implementation level: 19 schools (21%)

Bellarmino Literacy Project: Student Outcomes



- Utilizing a Hierarchical Linear Model data analytic approach, analyses of students who were taught by a BLP teacher showed:
 - Non-significant impact on 3rd grade reading if students had a BLP teacher for one instructional year
 - Statistically significant impact of having a BLP teacher if student had a BLP teacher for more than one year, but low effect size= 0.13
 - On average, if a student has had a BLP trained teacher for more than one year, an expected increase of 3 scale score points is expected in 3rd grade compared to students with no BLP trained teachers.
(About 15 scale points separate N/A/P/D performance levels)

Bellarmine Literacy Project: Conclusions



- Perception data is positive
- Implementation concerns-
 - Teacher attrition
 - K-3 school level implementation challenges
 - Literacy coaching support needs refinement
- Outcomes- program shows some impact but not enough impact to demonstrate dramatic increases in 3rd grade reading levels
- Next step:
 - Refine the model and deepen implementation in current sites.
 - Build on the current infrastructure and network of teachers to spread lessons learned
 - Develop a curriculum framework that clearly delineates vertical alignment so that BLP pedagogy is integrated into a Prek-12th instructional framework (CDIP strategy #3)
 - Explore alternative professional development delivery models