

Program Report Card: State Department of Education / Early Reading Success (ERS)

Program Purpose: To provide access to high-quality literacy programs for all students in Grades Kindergarten through Grade 3, inclusive, in all Priority School Districts (PSDs).

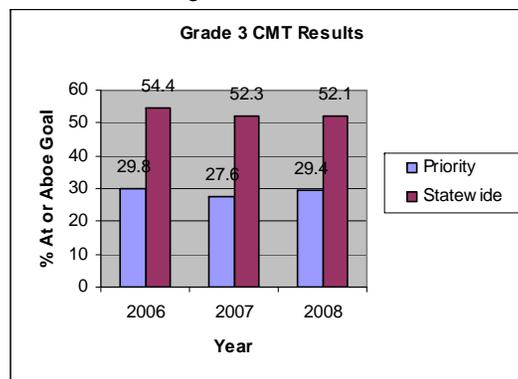
Contributes to Population Quality of Life Result: Early Reading Success contributes to the population goal of ensuring that all students are healthy, safe and successful in school by age 9 and will have access to high quality literacy programs that support the students' reading achievement, skills and knowledge in order to enter Grade 4 reading at or above grade level.

Despite the lack of ERS funding over the past year the State Department of Education (SDE) and the Priority School Districts (PSDs) have continued to focus on reading achievement. Focused strategies included:

- Implementation of a comprehensive reading test for new elementary school teachers as a condition of certification. The test will become a condition of certification in the summer of 2009.
- Creation of a diagnostic survey on knowledge of evidenced-based reading instruction for raising student achievement through targeted professional development.
- Requirement for professional development for all primary teachers, coaches and administrators in order to ensure that they are highly skilled in designing, implementing and monitoring Individual Reading Plans (IRP).
- Creation of a standard electronic version of the IRP to be used by all literacy coaches when assisting classroom teachers in the development of a student's IRP.
- Creation of the CT Walkthrough Protocol Guide for use by building principals and the literacy team to monitor student IRPs and student progress.

As of FY 08-09, ERS funding was eliminated. Therefore, proposed actions specified in this report card are contingent upon the availability of other funds. Other funds may include, but are not limited to Priority School District, Title I, and Reading First.

Performance Measure 1: Percentage of students in Grade 3 reading at or above Goal.



Story behind the baseline:

Statewide, the performance of Grade 3 students stayed consistent with 52 percent performing in the Goal range. Reading achievement by Priority School District (PSD) Grade 3 students increased in 2008, but they remain out performed by their peers by almost 25 percent.

Proposed actions to turn the curve:

- Conduct site visits of all PSDs as part of the State Department of Education's accountability plan.
- Include expectations and indicators of early literacy achievement in the District Improvement Plans and School Improvement Plans.
- Utilize results of the diagnostic survey on knowledge of evidenced-based reading instruction to plan professional development.
- Use result of the piloting of the electronic IRPs to make modifications if appropriate and implement in all PSDs in 2009-10.
- Deliver CT Walkthrough Protocol Guide training to districts as needed.

Performance Measure 2: Percentage of students reading at proficiency as indicated by the National Assessment of Educational Progress (NAEP).

NAEP Grade 4 Reading Proficiency Rates

	2002	2003	2005	2007
National Public	30*	30*	30*	32
CONNECTICUT				
All Students	43	43	38	41
White	52	54	47	52
Black	17	12	12	15
Hispanic	15	18	15	16
Not Eligible	51	53	48*	53
Eligible	21*	18	14	13

* Value is significantly different from the value for the same jurisdiction in 2007.

Story behind the baseline:

The most current NAEP data is from 2007. The Grade 4 NAEP reading data indicates that Connecticut has one of the largest differences in academic achievement between low-income and higher-income students. Other factors that contribute to the early reading difficulties of Connecticut's students include: poverty, entering school as an English Language Learner (ELL); no experience in preschool; and/or parents or guardians who are not literate themselves.

Proposed actions to turn the curve:

- Conduct site visits of all PSDs as part of SDE's accountability plan.
- Coordinate and conduct ELL professional development for all PSDs for 2009-10 school year.
- Include expectations and indicators of early literacy achievement in the District Improvement Plans and School Improvement Plans.

Program Report Card: State Department of Education / Early Reading Success (ERS)

Program Purpose: To provide access to high-quality literacy programs for all students in Grades Kindergarten through Grade 3, inclusive, in all Priority School Districts (PSDs).

Contributes to Population Quality of Life Result: Early Reading Success contributes to the population goal of ensuring that all students are healthy, safe and successful in school by age 9 and will have access to high quality literacy programs that support the students' reading achievement, skills and knowledge in order to enter Grade 4 reading at or above grade level.

Performance Measure 3: Ratio of Literacy Coaches to K – 3 teachers in Priority School Districts.

District	Ratio of Literacy Coaches to K-3 Teachers	
	07-08	08-09
Ansonia	1:21	1:21
Bloomfield	1:10	NA
Bridgeport	1:21	1:23
Bristol	1:14	1:18
Danbury	1:14	1:17
East Hartford	1:10	1:13
Hartford	1:29	1:37
Meriden	1:16	1:18
New Britain	1:14	1:15
New Haven	1:23	1:38
New London	1:15	1:12
Norwalk	1:13	1:16
Norwich	1:16	1:19
Stamford	1:11	1:25
Waterbury	1:30	1:39
Windham	1:22	1:19
PSD Average	1:16	1:22

Story behind the baseline:

The chart above indicates the ratio of literacy coaches to elementary classroom teachers (K-3) by PSD. The data suggest that among the PSDs there is a large variation in the number of literacy coaches to K-3 teachers. Additionally, there are differences between FY 07 and FY 08. These differences may be due to the size of the school or the source or manner in which funds were spent. The data do not indicate how many coaches are new to their positions. Bloomfield is no longer in PSD status and is therefore listed as NA for FY 08.

This measure is directly linked to ERS funding and may need to be reviewed in the future due to the elimination of this funding source. Many PSDs are

considering the elimination of literacy coaches for 2009-10.

Proposed actions to turn the curve:

- Provide professional development for PSD literacy coaches so that they remain current with evidenced-based reading practices.
- Conduct site visits of all PSDs as part of SDE's accountability plan and monitor coaching logs.
- Develop certification regulations which clearly define the qualifications and roles of coaches.