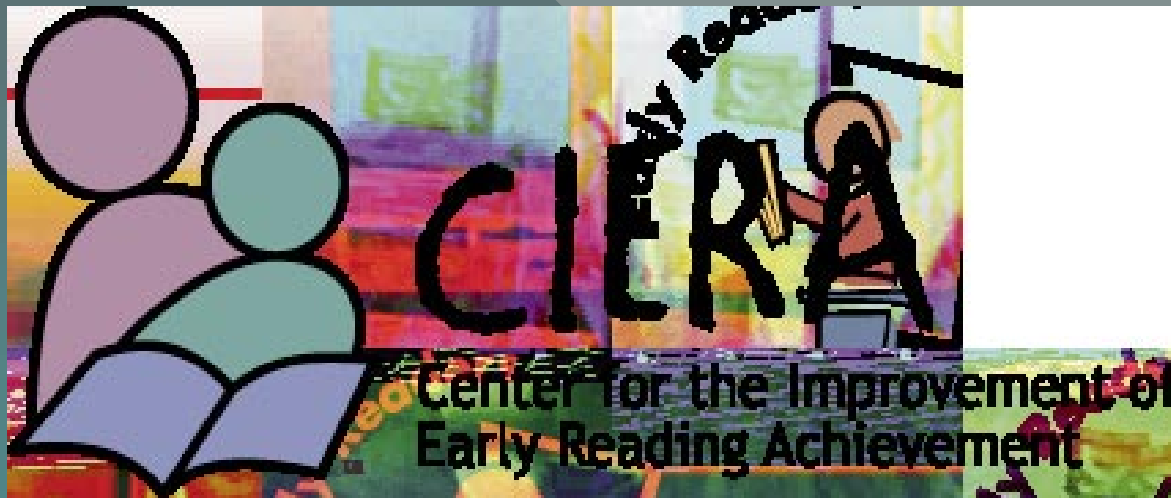


Schools that Beat the Odds in Teaching All Children to Read

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www.ciera.org

Participants

- ◆ **14 Schools ranging from 28 - 92 percent poverty**
 - ◆ **Virginia - 3 rural, 2 small town (Charlottesville)**
 - ◆ **Minnesota - 4 urban, 1 suburban (Minneapolis/St. Paul)**
 - ◆ **Colorado - 1 rural, 2 small town (Longmont)**
 - ◆ **California - 1 urban (Los Angeles)**
- ◆ **2 teachers/grade, K - 3**
- ◆ **2 low and 2 average readers/class**

Results - Teacher Factors by School Effectiveness

(mean tendencies within schools)

◆ Time in Small Group Instruction

◆ most effective schools	<u>59</u> minutes >
moderately effective schools	<u>26</u> minutes =
least effective schools	<u>38</u> minutes

◆ Home Communication

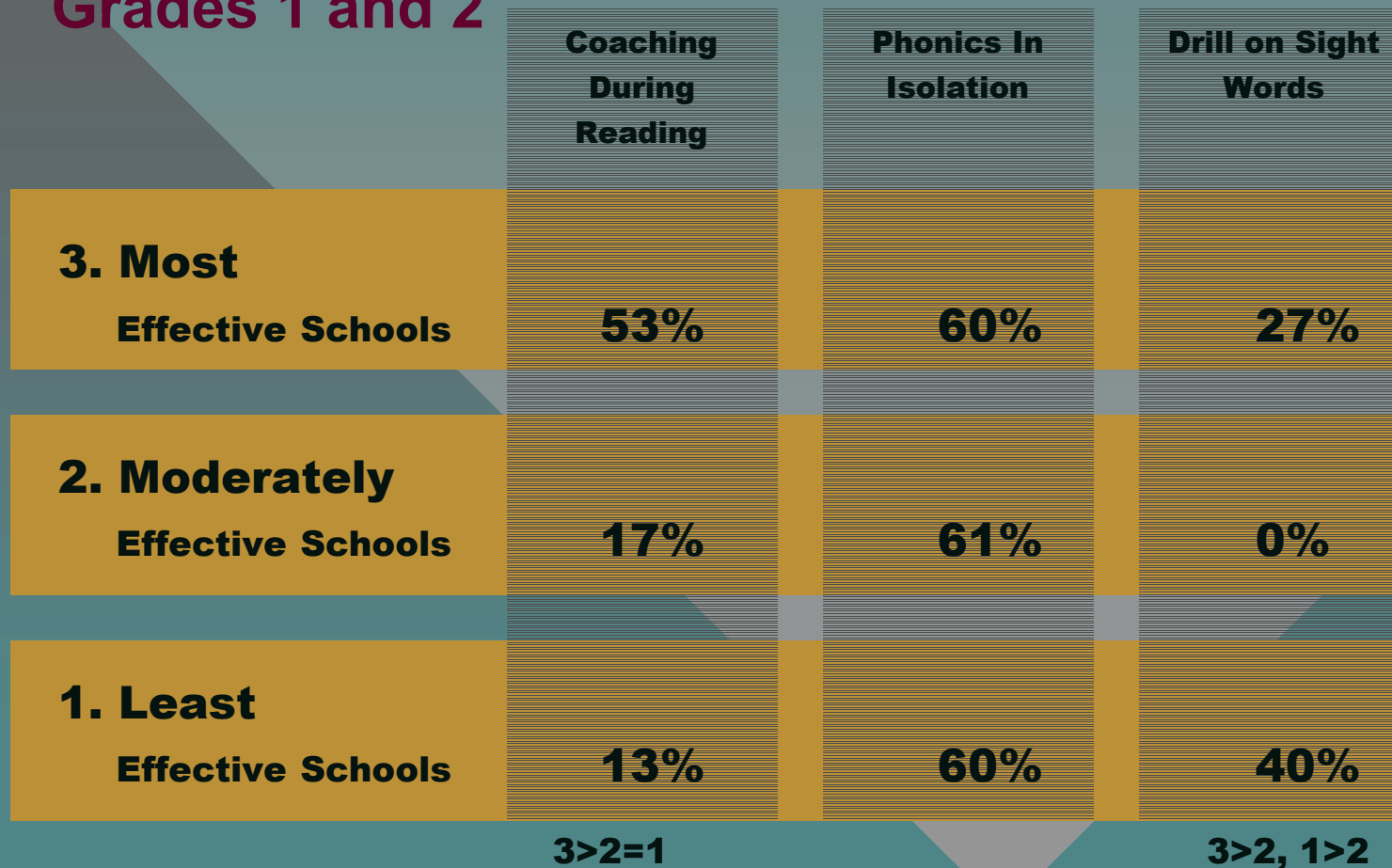
◆ most effective schools	3.8 >
moderately effective schools	3.0 =
least effective schools	3.1

◆ Time in Independent Reading

◆ most effective schools	28 minutes =
moderately effective schools	27 minutes >
least effective schools	19 minutes

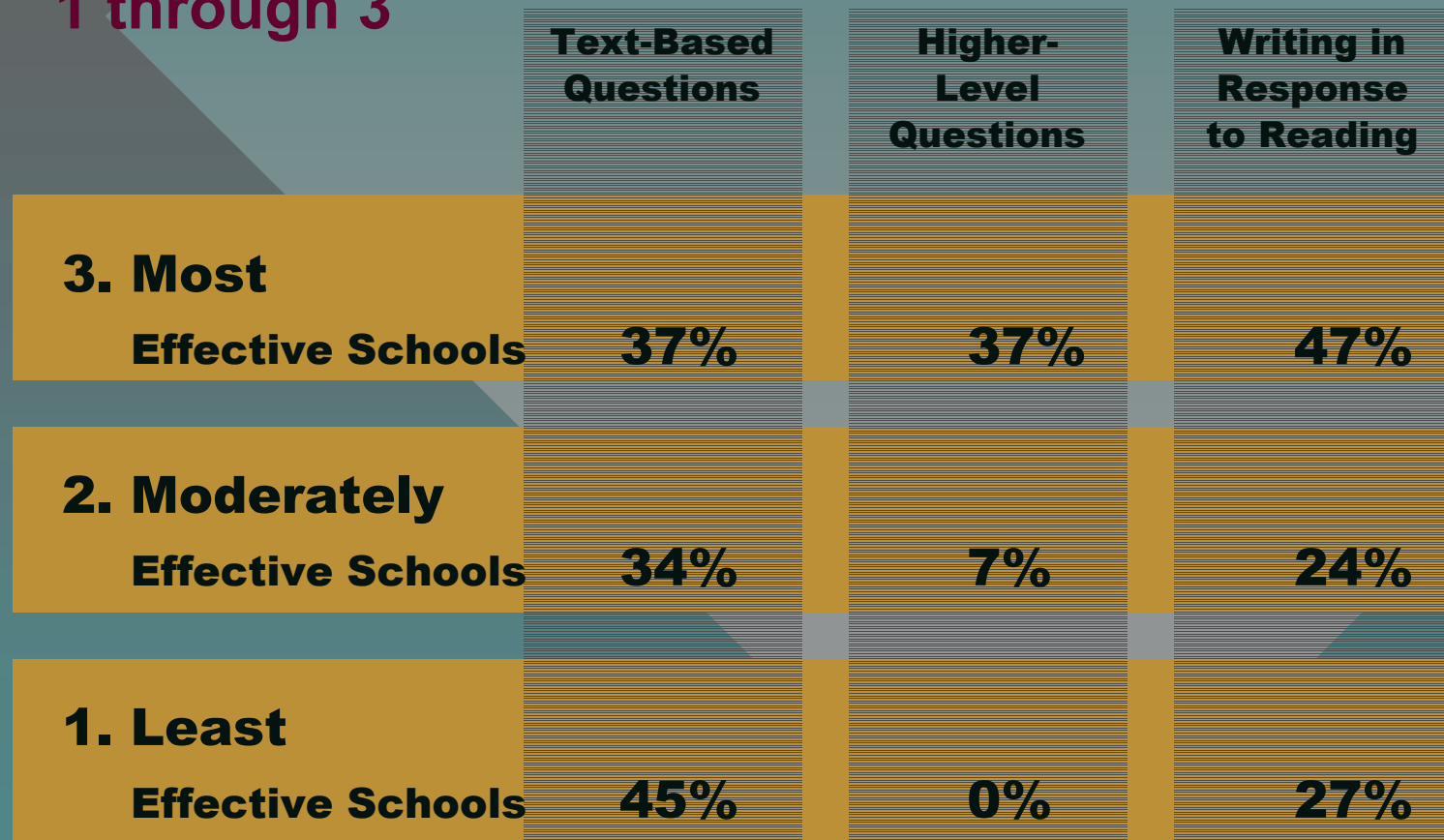
Results - Teacher Factors By School Effectiveness

Approach to Word Recognition Instruction in Grades 1 and 2



Results - Teacher Factors By School Effectiveness

Approach to Comprehension Instruction in Grades 1 through 3



3>2=1

Coaching for Comprehension

Questioning or prompting to expand (not to assess) students' comprehension of what they have read.

1. Help children interpret a story by asking thought-provoking questions.
2. Ask children to relate the story to their lives.
3. Get children to stretch their understanding of the story by responding to questions. Coach to get them to clarify or elaborate on their ideas.

Results - School Factors (continued)

- ◆ **Linking to Parents in the Most Effective Schools**
 - ◆ Active site council in which parents and teachers made decisions on school practices in 3 of 4 schools
 - ◆ Focus groups, phone or written surveys to determine parents' needs/concerns
 - ◆ Teachers who called home at least once a month, sent letter or newsletter, traveling folder home weekly

Results - School Factors (continued)

◆ **Building Communication in the Most Effective Schools**

- ◆ Collaboration within and across grades reported by 4 of 4 schools as a reason for their success
- ◆ (Teaming, peer coaching, program consistency, all children everyone's responsibility)

◆ **Systematic Evaluation of Pupil Progress**

- ◆ 4 of 4 schools had a system in place in which children were regularly assessed, data shared, instructional decisions made
 - ◆ Words correct per minutes - 2 schools
 - ◆ Informal reading inventory - 2 schools

Results - School Factors (continued)

- ◆ **School Organization for Reading Instruction**
 - ◆ 4 of 4 schools used collaborative model (regular, Title I, reading resource, special education worked together to provide small group instruction)
 - ◆ In 3 schools resource teachers came into the classroom for 60 minutes a day
 - ◆ In 1 school children went to resource teachers to work in groups of 2 or 3 for 45 minute a day.

Results - School Factors (continued)

- ◆ **Research-Based Early Reading Intervention**

- ◆ 3 of 4 schools mentioned interventions as a reason for their success (in K-3)

- ◆ **Ongoing Professional Development**

- ◆ Visits to schools with innovative programs effective in 3 schools
- ◆ Year-long workshops or district-sponsored graduate level courses effective in 3 schools. (In 3 schools this was related to the early reading intervention).