Curriculum Matters

The Shift from Fountas & Pinnell to Research-Aligned Reading Instruction

February 16, 2022

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Please share questions in the chat, we'll have Q&A at the end

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Curriculum Matters

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Agenda

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- Why are districts increasingly looking to shift away from balanced literacy?
- The UP Academy Holland story
- Q&A

Troubling EdReports Reviews for Balanced Literacy Curricula

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Fountas & Pinnell Classroom Review by EdReports

Grades K–2:

- Only 10 minutes of foundational skills lessons per day
- “daily phonological awareness practice opportunities for students are not provided”
- “The program does not include complex texts”
- Limited instruction for grammar and vocabulary”
- Materials do not include resources for frequent explicit, systematic instruction in fluency elements.

Grades 3–5

- Students “may not include regular interaction with complex, grade-level text”
- “No guarantee that all students” will receive fluency lessons
- “Limited instruction for grammar and vocabulary called for by the standards”
- “Overwhelming number of optional tasks”

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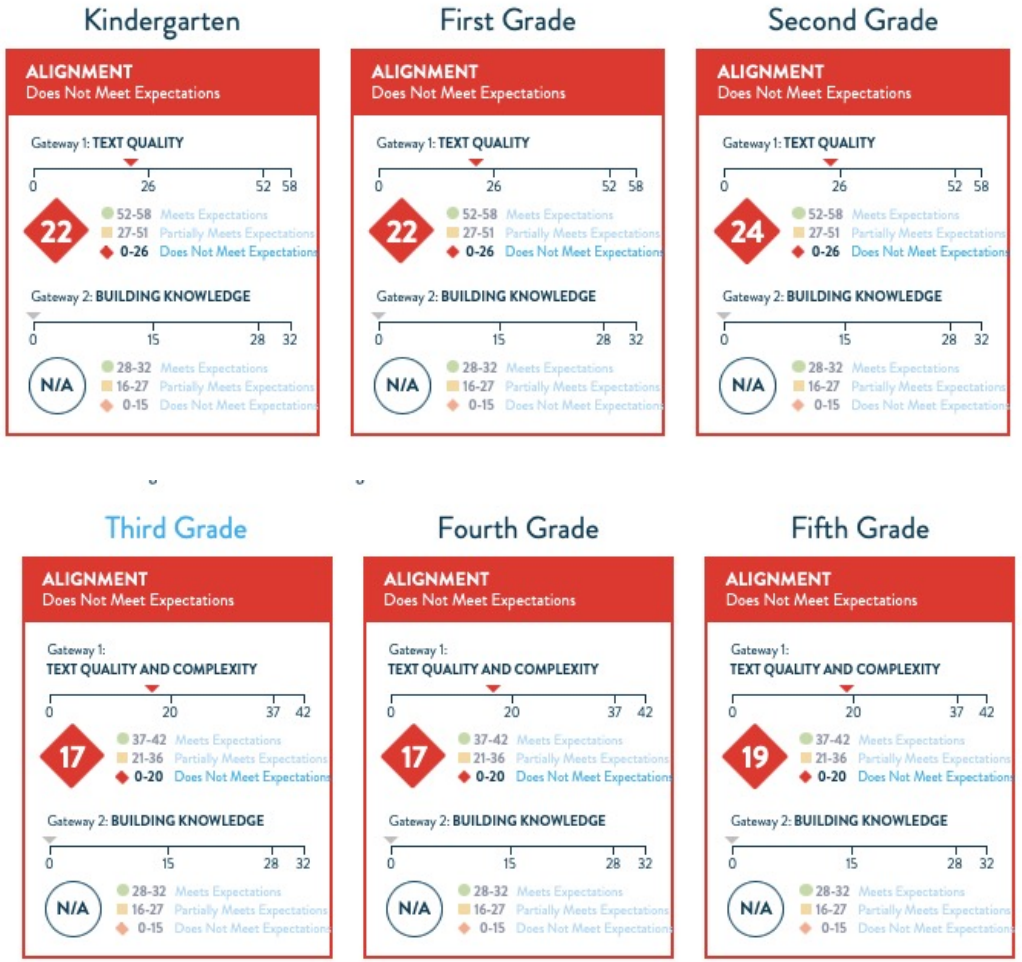

Troubling EdReports Reviews for Balanced Literacy Curricula

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Units of Study Review by EdReports

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Reading Workshop Has Announced Revisions…

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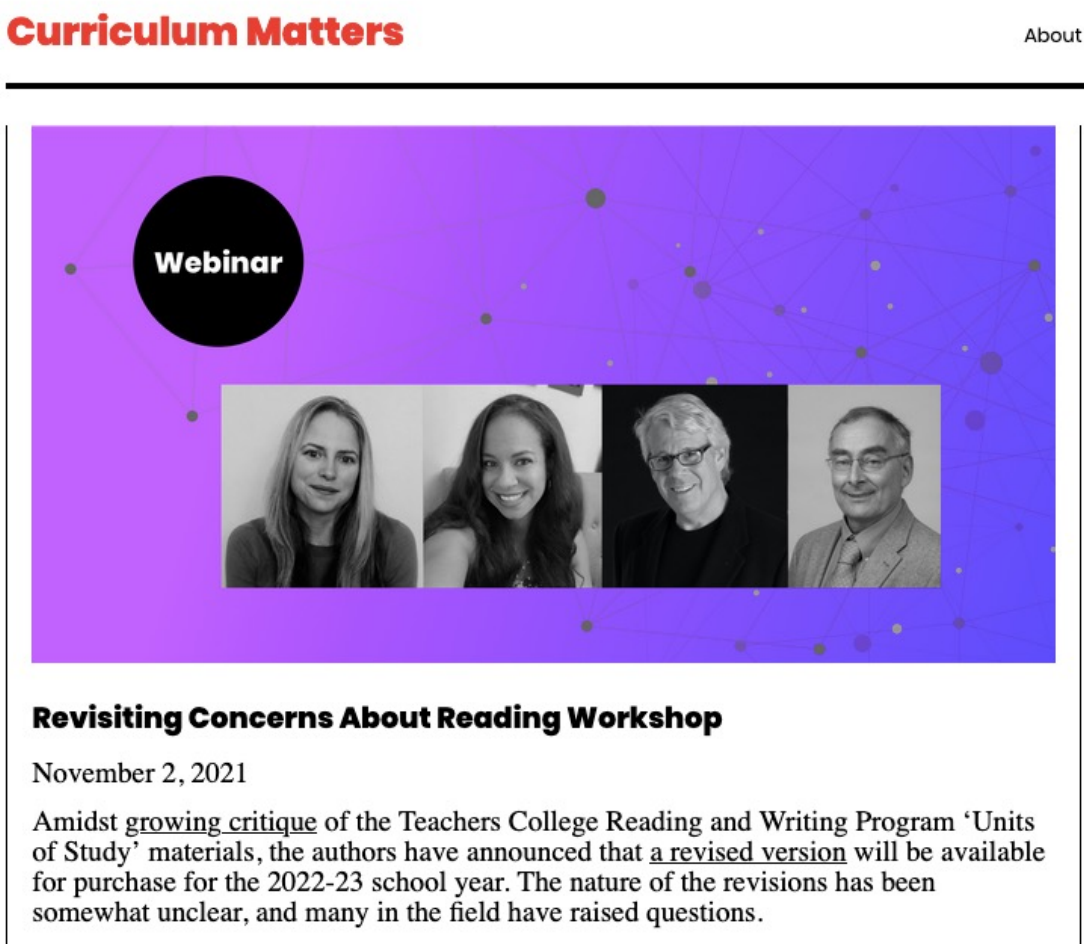

Catch a recording at curriculummatters.org

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Fountas & Pinnell Has Not Announced Revisions – In Fact, They Doubled Down

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"The goal for the reader is accuracy using all sources of information simultaneously.

If a reader says 'pony' for 'horse' because of information from the pictures, that tells the teacher that the reader is using meaning information from the pictures, as well as the structure of the language, but is neglecting to use the visual information of the print. **His response is partially correct,** but the teacher needs to guide him to stop and work for accuracy."

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Growing Concerns About Assessment Accuracy

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A rough and ready guide to screening and statistics:

	Reality – Do you have the condition we are screening or testing for?	
Screening Results	+	-
-	False Positive	Specificity True Negative
+	Sensitivity True Positive	False Negative

- ***Predictive value*** is the probability of an individual having a given condition, given the results of a screener, or test, for that condition.
- If you screen for *X*, and the results are *positive,* what's the probability you actually have *X?*
- Determined by sensitivity and specificity, as well as the prevalence of the condition in the general population.

So, let's take a hypothetical screener for reading difficulty…

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We administer it to 200 children in grades K-2:

	Reality- do you actually have reading difficulty?	
Screening Results	+ (Yes! Reading difficulty!)	- (Nope- no reading difficulty here)
- (Results suggest no reading difficulty)	False Negatives 2	Specificity 148
+ (Results suggest reading difficulty)	Sensitivity 45	False Positives 5

- ***A quality screener will be both highly sensitive and highly specific.***
- This screener correctly identified 148 students as *not* having difficulty with reading (it was highly specific), and 45 as being in need of further intervention (as well as very sensitive).
- It falsely identified 5 students as needing intervention when they didn't. Oops!
- It completely missed 2 students – we really want to minimize false negatives!

How does the F&P Benchmark Assessment measure up?

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Parker et al (2015) administered the BAS to 846 children in grades 2 and 3:

	Reality- do you actually have reading difficulty? (using a measure of *reading comprehension*)	
Screening Results (F&P Benchmarking)	+ (Yes! Reading difficulty!)	- (Nope- no reading difficulty here)
- (Results suggest no reading difficulty)	False Negatives 200	Specificity 367
+ (Results suggest reading difficulty)	Sensitivity 90	False Positives 189

- Of 279 children who scored below benchmark on F&P, only 90 actually had reading difficulty.
- Of 567 children who scored at or above benchmark, *200 actually had reading difficulty* – that means it *missed more children with real reading difficulty than it correctly identified!*
- Total Correct Classification- *only 54%*

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What about AIMSWeb Oral Reading Fluency?

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	Reality- do you actually have reading difficulty? (using a measure of *reading comprehension*)	
Screening Results (ORF)	+ (Yes! Reading difficulty!)	- (Nope- no reading difficulty here)
- (Results suggest no reading difficulty)	False Negatives 46	Specificity 501
+ (Results suggest reading difficulty)	Sensitivity 276	False Positives 145

- Of 421 children who did not meet ORF benchmark, 276 actually had reading difficulty
- Of the 567 children who scored at or above benchmark, *only 46 really had reading difficulty.*
- Total Correct Classification- *80%*

Pentucket's Experience

Why did F&P assessments incorrectly predict student outcomes on the MCAS 4 out of 5 times?

Yet DIBELS predicted proficiency with 79% accuracy.

Let’s talk about that “gold standard LLI efficacy study”…

But first, let’s talk ANOVAs. I’ll keep it quick.

Analysis Of Variance – are there statistically significant differences between two or more groups?

For example, if one group of students gets intervention A, and one gets intervention B, and we do pre and post intervention testing, do the groups differ at the end? Was one intervention more powerful than the other?

Let's talk about that "gold standard LLI efficacy study"…

How to read an ANOVA Table in two easy steps…

Step 1- Find the F value

Step 2 - Look for the asterisks

- Are there asterisks? Then you have significant results. One group is significantly different than the others. Now look at the group or subgroup (first column) and conditions (next few columns) for details.
- No asterisks? NO SIGNIFICANT RESULTS. Any differences between the groups are attributable to chance

Table 7: Summary of Mixed ANOVA Results for Kindergarten LLI Benchmarks

Group/ Subgroup	Control Condition					Treatment Condition					F		η^2
		LLI Benchmark Pretest		LLI Benchmark Posttest			LLI Benchmark Pretest		LLI Benchmark Posttest				
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*			
Aggregate	70	0.26	0.53	1.04	1.00	76	0.20	0.46	1.76	0.89	23.74	***	0.14
SPED	4	0.00	0.00	0.75	0.96	10	0.30	0.67	1.80	0.79	1.71		0.13
ELL	12	0.25	0.45	0.75	0.97	11	0.27	0.47	1.82	1.25	6.68	*	0.24
African American	24	0.29	0.55	1.08	0.83	29	0.28	0.59	1.72	0.75	6.69	*	0.12
Hispanic/Latino	24	0.13	0.34	0.83	1.05	26	0.12	0.33	1.88	0.91	16.22	***	0.25
White/ Not Hispanic	21	0.38	0.67	1.29	1.10	20	0.20	0.41	1.60	1.05	2.20		0.05

***$p < .001$. **$p < .01$. *$p < .05$.

Let's talk about that "gold standard LLI efficacy study"…

Table 8: Kindergarten DIBELS Nonsense Word Fluency Scores: % Correct

Group/ Subgroup	Control Condition					Treatment Condition							
		NWF Pretest % correct		NWF Posttest % correct			NWF Pretest % correct		NWF Posttest % correct				
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*	*F*		η^2
Aggregate	70	3.33	4.16	6.88	6.54	71	4.24	4.89	10.64	8.30	5.97	*	0.04
SPED	4	3.47	4.43	2.60	2.68	10	5.42	5.39	10.35	8.34	1.55		0.11
ELL	12	2.43	2.94	8.91	7.58	11	2.97	3.36	15.21	7.51	4.90	*	0.19
African American	24	3.41	4.06	6.89	5.69	27	3.78	4.74	10.47	7.75	3.66		0.07
Hispanic/Latino	24	2.69	3.13	6.39	7.04	24	4.37	4.48	11.60	8.46	2.17		0.05
White/ Not Hispanic	21	4.13	5.26	7.51	7.22	19	4.13	5.18	9.25	9.10	0.68		0.02

***$p < .001$. **$p < .01$. *$p < .05$.

Table 9: Kindergarten DIBELS Initial Sound Fluency Scores: % Correct

Group/ Subgroup	Control Condition					Treatment Condition						
		ISF Pretest % correct		ISF Posttest % correct			ISF Pretest % correct		ISF Posttest % correct			
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*	*F*	η^2
Aggregate	54	10.34	7.93	22.00	14.26	57	11.78	7.44	24.50	13.06	0.23	0.00
SPED	3	7.44	4.52	10.60	6.79	9	10.51	8.76	22.90	13.61	1.08	0.10
ELL	11	8.79	4.40	17.42	10.58	11	9.90	2.28	24.98	13.37	1.87	0.09
African American	21	10.29	7.03	21.36	15.64	24	9.81	7.08	22.21	13.76	0.13	0.00
Hispanic/Latino	15	9.25	4.46	22.40	14.95	17	12.60	5.05	28.32	12.55	0.31	0.01
White/ Not Hispanic	17	11.74	11.11	22.38	13.08	15	12.70	8.65	22.42	11.33	0.07	0.00

***$p < .001$. **$p < .01$. *$p < .05$.

Let's talk about that "gold standard LLI efficacy study"…

Table 10: Kindergarten DIBELS Letter Naming Fluency Scores: % Correct

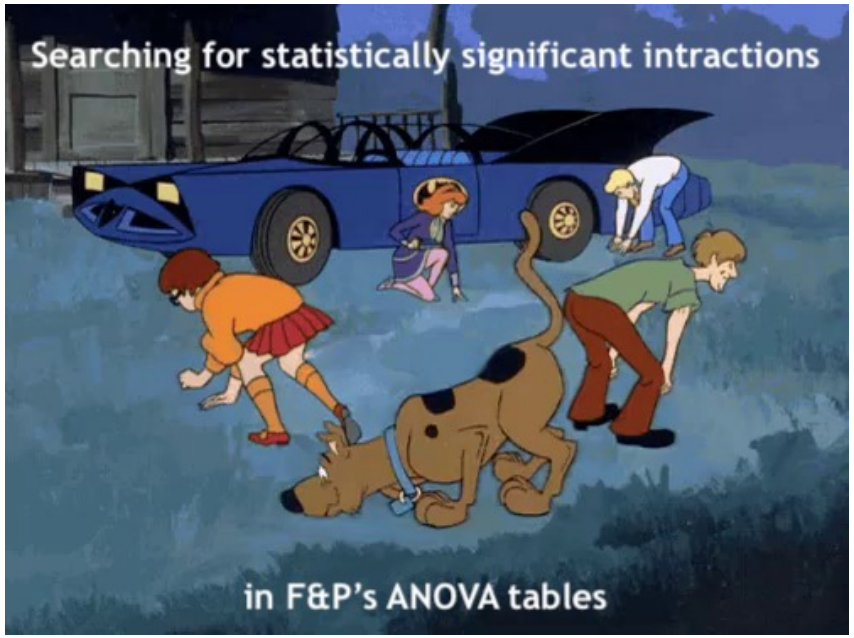
Group/ Subgroup	Control Condition					Treatment Condition							η^2
		LNF Pretest % correct		LNF Posttest % correct			LNF Pretest % correct		LNF Posttest % correct				
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*	*F*		
Aggregate	70	22.26	10.84	31.69	13.76	71	23.75	10.78	34.53	11.88	0.67		0.00
SPED	4	20.45	10.33	23.41	4.158	10	26.73	9.022	33.45	10.36	0.51		0.04
ELL	12	24.70	8.65	36.67	11.68	11	21.74	13.80	39.17	12.35	1.64		0.07
African American	24	22.20	8.83	30.87	14.74	27	23.20	11.88	33.30	12.92	0.25		0.01
Hispanic/Latino	24	21.78	10.78	33.94	14.02	24	23.86	11.73	36.74	11.17	0.06		0.00
White/ Not Hispanic	21	23.46	13.14	30.74	12.59	19	24.35	8.43	33.49	11.76	0.44		0.01

***$p < .001$. **$p < .01$. *$p < .05$.

Table 11: Kindergarten DIBELS Phoneme Segmentation Fluency Scores: % Correct

Group/ Subgroup	Control Condition					Treatment Condition							η^2
		PSF Pretest % correct		PSF Posttest % correct			PSF Pretest % correct		PSF Posttest % correct				
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*	*F*		
Aggregate	70	10.32	12.12	23.89	20.98	71	11.21	12.68	26.88	22.42	0.45		0.00
SPED	4	6.60	6.25	15.63	19.09	10	7.64	9.54	22.08	18.92	0.45		0.04
ELL	12	8.80	10.86	23.96	18.89	11	12.12	14.73	46.72	25.60	6.94	*	0.25
African American	24	7.93	6.72	21.70	19.58	27	7.66	10.06	17.64	17.55	0.79		0.02
Hispanic/Latino	24	12.56	13.65	26.85	23.12	24	14.18	13.23	38.89	24.26	3.33		0.07
White/ Not Hispanic	21	10.98	14.89	24.01	20.59	19	10.89	13.16	24.20	20.56	0.00		0.00

***$p < .001$. **$p < .01$. *$p < .05$.



Let's talk about that "gold standard LLI efficacy study"…

Table 15: Summary of Mixed ANOVA Results for1st Grade LLI Benchmarks

Group/ Subgroup	Control Condition: LLI Benchmark Pretest n	M	SD	Control Condition: LLI Benchmark Posttest M	SD	Treatment Condition: LLI Benchmark Pretest n	M	SD	Treatment Condition: LLI Benchmark Posttest M	SD	F		η^2
Aggregate	65	1.32	1.03	3.95	2.37	65	1.37	1.18	5.83	2.27	31.74	***	0.20
SPED	3	1.33	0.58	2.67	0.58	4	1.00	1.41	4.25	3.30	2.76		0.36
ELL	10	1.40	0.97	5.00	2.21	3	1.33	0.58	5.33	1.53	0.13		0.01
African American	20	1.25	0.91	3.85	2.50	15	1.40	0.99	6.60	1.24	22.44	***	0.40
Hispanic/Latino	28	1.11	0.88	3.68	2.13	28	1.11	1.07	5.29	2.42	10.02	**	0.17
White/ Not Hispanic	17	1.76	1.30	4.53	2.62	20	1.60	1.43	6.00	2.66	5.90	*	0.14

***$p < .001$. **$p < .01$. *$p < .05$.

Table 16: 1st Grade DIBELS Nonsense Word Fluency Scores: % Correct

Group/ Subgroup	Control Condition: NWF Pretest % Correct n	M	SD	Control Condition: NWF Posttest % Correct M	SD	Treatment Condition: NWF Pretest % Correct n	M	SD	Treatment Condition: NWF Posttest % Correct M	SD	F		η^2
Aggregate	65	0.10	0.07	0.17	0.09	65	0.11	0.07	0.22	0.11	8.24	**	0.06
SPED	3	0.08	0.05	0.26	0.11	4	0.11	0.05	0.16	0.09	4.93		0.52
ELL	10	0.09	0.06	0.21	0.07	3	0.07	0.07	0.17	0.10	0.14		0.01
African American	20	0.13	0.08	0.17	0.11	15	0.12	0.04	0.20	0.08	1.83		0.06
Hispanic/Latino	28	0.09	0.06	0.17	0.09	28	0.07	0.05	0.19	0.08	4.11	*	0.07
White/ Not Hispanic	17	0.10	0.07	0.19	0.09	20	0.13	0.09	0.28	0.14	2.16		0.06

***$p < .001$. **$p < .01$. *$p < .05$.

Table 17: 1st Grade DIBELS Oral Reading Fluency Scores: % Correct

Group/ Subgroup	Control Condition: ORF Pretest % Correct n	M	SD	Control Condition: ORF Posttest % Correct M	SD	Treatment Condition: ORF Pretest % Correct n	M	SD	Treatment Condition: ORF Posttest % Correct M	SD	F		η^2
Aggregate	65	0.04	0.04	0.11	0.10	65	0.04	0.03	0.14	0.10	4.85	*	0.04
SPED	3	0.03	0.02	0.08	0.03	4	0.04	0.02	0.11	0.03	1.54		0.24
ELL	10	0.06	0.07	0.20	0.13	3	0.04	0.03	0.13	0.06	0.70		0.06
African American	20	0.04	0.02	0.12	0.10	15	0.05	0.03	0.13	0.05	0.00		0.00
Hispanic/Latino	28	0.03	0.04	0.11	0.11	28	0.03	0.03	0.12	0.10	0.38		0.01
White/ Not Hispanic	17	0.04	0.04	0.10	0.09	20	0.04	0.03	0.18	0.12	8.70	**	0.20

***$p < .001$. **$p < .01$. *$p < .05$.

Table 18: 1st Grade DIBELS Letter Naming Fluency Scores: % Correct

Group/ Subgroup	Control Condition: LNF Pretest % Correct n	M	SD	Control Condition: LNF Posttest % Correct M	SD	Treatment Condition: LNF Pretest % Correct n	M	SD	Treatment Condition: LNF Posttest % Correct M	SD	F		η^2
Aggregate	65	0.31	0.13	0.42	0.19	65	0.30	0.15	0.47	0.17	4.14	*	0.03
SPED	3	0.29	0.10	0.42	0.16	4	0.21	0.12	0.28	0.04	0.36		0.07
ELL	10	0.32	0.10	0.51	0.18	3	0.27	0.11	0.28	0.10	7.78	*	0.41
African American	20	0.37	0.12	0.44	0.20	15	0.34	0.16	0.45	0.18	0.53		0.02
Hispanic/Latino	28	0.28	0.12	0.40	0.19	28	0.27	0.15	0.41	0.15	0.42		0.01
White/ Not Hispanic	17	0.28	0.13	0.43	0.18	20	0.33	0.13	0.56	0.16	3.25		0.09

***$p < .001$. **$p < .01$. *$p < .05$.

Let's talk about that "gold standard LLI efficacy study"…

Table 22: Summary of Mixed ANOVA Results for2nd Grade LLI Benchmarks

Group/ Subgroup	Control Condition					Treatment Condition					F	
		LLI Benchmark Pretest		LLI Benchmark Posttest			LLI Benchmark Pretest		LLI Benchmark Posttest			
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*		
Aggregate	70	5.97	2.58	8.96	2.89	81	5.36	2.34	10.00	2.44	22.58	***
SPED	9	4.00	2.45	5.78	2.77	5	3.40	2.97	8.80	3.63	10.82	**
ELL	10	5.80	2.39	8.40	3.03	11	5.18	1.99	8.82	2.75	0.80	
African American	24	6.33	2.62	9.00	3.43	30	5.67	2.12	10.13	2.56	10.46	**
Hispanic/Latino	22	5.41	2.48	8.64	2.63	30	5.50	2.54	10.03	2.65	4.38	*
White/ Not Hispanic	21	6.38	2.62	9.52	2.38	21	4.71	2.31	9.76	2.02	7.71	**

***p < .001. **p < .01. *p < .05.

Table 23: 2nd Grade DIBELS Nonsense Word Fluency Scores: % Correct

Group/ Subgroup	Control Condition					Treatment Condition					F	η^2
		NWF Pretest % Correct		NWF Posttest % Correct			NWF Pretest % Correct		NWF Posttest % Correct			
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*		
Aggregate	70	0.24	0.12	0.33	0.17	81	0.19	0.09	0.30	0.16	1.34	0.01
SPED	9	0.21	0.13	0.25	0.13	5	0.16	0.08	0.18	0.04	0.04	0.00
ELL	10	0.27	0.10	0.31	0.14	11	0.19	0.08	0.24	0.10	0.00	0.00
African American	24	0.26	0.15	0.34	0.21	30	0.16	0.08	0.27	0.14	0.43	0.01
Hispanic/Latino	22	0.25	0.09	0.34	0.13	30	0.20	0.09	0.32	0.19	0.71	0.01
White/ Not Hispanic	21	0.21	0.11	0.30	0.15	21	0.19	0.09	0.31	0.14	0.32	0.01

***p < .001. **p < .01. *p < .05.

Table 24: 2nd Grade DIBELS Oral Reading Fluency Scores: % Correct

Group/ Subgroup	Control Condition					Treatment Condition					F	η^2
		ORF Pretest % Correct		ORF Posttest % Correct			ORF Pretest % Correct		ORF Posttest % Correct			
	n	*M*	*SD*	*M*	*SD*	*n*	*M*	*SD*	*M*	*SD*		
Aggregate	70	0.13	0.08	0.21	0.11	81	0.11	0.07	0.21	0.09	1.28	0.01
SPED	9	0.09	0.05	0.14	0.06	5	0.09	0.07	0.17	0.11	0.73	0.06
ELL	10	0.12	0.07	0.22	0.11	11	0.09	0.03	0.18	0.08	0.18	0.01
African American	24	0.15	0.09	0.21	0.11	30	0.13	0.08	0.22	0.09	2.45	0.05
Hispanic/Latino	22	0.10	0.05	0.21	0.09	30	0.11	0.06	0.20	0.09	0.27	0.01
White/ Not Hispanic	21	0.13	0.09	0.23	0.11	21	0.11	0.06	0.22	0.08	0.84	0.02

***p < .001. **p < .01. *p < .05.

What about for African-American and Hispanic students?

Table 14: Kindergarten Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison

Gain	Aggregate Control							Aggregate Treatment								
	African American			Hispanic			*d*	African American			Hispanic			*F*		*d*	η^2
	n	*M*	*SD*	*n*	*M*	*SD*		*n*	*M*	*SD*	*n*	*M*	*SD*				
Benchmarks	24	0.79	0.93	24	0.71	0.95	-0.09	29	1.45	0.91	26	1.77	0.91	1.22		0.36	0.01
ISF	21	11.07	12.36	15	13.15	14.21	0.16	24	12.40	12.55	17	15.72	11.82	0.04		0.28	0.00
LNF	24	8.67	11.92	24	12.16	7.84	0.35	27	10.10	8.13	24	12.88	12.18	0.03		0.28	0.00
PSF	24	13.77	17.90	24	14.29	18.44	0.03	27	9.98	12.38	24	24.71	21.02	4.03	*	0.88	0.04
NWF	24	3.47	5.47	24	3.70	6.96	0.04	27	6.69	6.41	24	7.23	9.45	0.01		0.07	0.00

***$p < .001$. **$p < .01$. *$p < .05$.

What about for African-American and Hispanic students?

Hmm… what's missing?

Table 20: 1st Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Control Students

	Aggregate Control													
Gain	White			African-American			Hispanic			F	p	d^1	d^2	d^3
	n	M	SD	n	M	SD	n	M	SD					
Benchmarks	17	2.76	2.05	20	2.60	1.93	28	2.57	1.75	0.06	0.94	-0.09	-0.11	-0.02
LNF	17	0.16	0.12	19	0.08	0.11	27	0.14	0.11	2.83	0.07	-0.76	-0.24	0.56
PSF	17	0.18	0.15	19	0.14	0.18	27	0.17	0.15	0.25	0.78	-0.20	-0.02	0.18
NWF	17	0.10	0.08	19	0.03	0.03	27	0.08	0.08	6.24	0.003*[a]	-1.32	-0.33	0.85
ORF	17	0.07	0.08	19	0.07	0.07	27	0.08	0.08	0.07	0.93	0.03	0.11	0.08

* $p < 0.05$
[a] White and Hispanic significantly higher than African American
[1] White vs. African-American; [2] White vs. Hispanic; [3] African-American vs. Hispanic

Table 21: 1st Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Treatment Students

	Aggregate Treatment													
Gain	White			African-American			Hispanic			F	p	d^1	d^2	d^3
	n	M	SD	n	M	SD	n	M	SD					
Benchmarks	20	4.40	2.04	15	5.20	1.01	28	4.18	2.04	1.53	0.23	0.49	-0.11	-0.60
LNF	20	0.23	0.13	15	0.13	0.17	28	0.15	0.09	3.38	0.04*[b]	-0.69	-0.75	0.17
PSF	20	0.22	0.15	15	0.19	0.14	28	0.17	0.14	0.74	0.48	-0.23	-0.36	-0.14
NWF	20	0.15	0.14	15	0.09	0.10	28	0.11	0.06	1.31	0.28	-0.46	-0.32	0.30
ORF	20	0.14	0.10	15	0.08	0.03	28	0.09	0.08	3.82	0.03*[b]	-0.80	-0.65	0.12

* $p < 0.05$
[b] No significant post hoc tests.
[1] White vs. African-American; [2] White vs. Hispanic; [3] African-American vs. Hispanic

Table 28: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Control Students

	Aggregate Control													
Gain	White			African American			Hispanic			F	p	d^1	d^2	d^3
	n	M	SD	n	M	SD	n	M	SD					
Benchmarks	21	3.14	1.65	24	2.67	2.08	22	3.23	2.00	0.57	0.57	-0.26	0.05	0.28
NWF	21	0.09	0.13	24	0.09	0.15	22	0.08	0.15	0.03	0.97	-0.05	-0.07	-0.02
ORF	21	0.10	0.06	24	0.06	0.07	22	0.10	0.06	2.92	0.06	-0.54	0.13	0.66

* Significant at $p < 0.05$
[1] White vs. African-American
[2] White vs. Hispanic
[3] African-American vs. Hispanic

Table 29: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Ethnicity Subgroup Comparison for Treatment Students

	Aggregate Treatment													
Gain	White			African American			Hispanic			F	p	d^1	d^2	d^3
	n	M	SD	n	M	SD	n	M	SD					
Benchmarks	21	5.05	2.67	30	4.47	2.00	30	4.53	2.37	0.44	0.65	-0.26	-0.21	0.03
NWF	21	0.12	0.13	30	0.11	0.12	30	0.12	0.16	0.05	0.95	-0.06	0.03	0.08
ORF	21	0.11	0.06	30	0.09	0.07	30	0.09	0.06	0.64	0.53	-0.30	-0.30	0.02

* Significant at $p < 0.05$
[1] White vs. African-American
[2] White vs. Hispanic
[3] African-American vs. Hispanic

What about students whose first language is not English?

Again… what's missing?

(grade 1!)

Table 13: Kindergarten Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: ELL Subgroup Comparison

	Aggregate Control							Aggregate Treatment									
	Non ELL			ELL				Non ELL			ELL						
Gain	*n*	*M*	*SD*	*n*	*M*	*SD*	*d*	*n*	*M*	*SD*	*n*	*M*	*SD*	*F*		*d*	η^2
Benchmarks	57	0.86	1.01	12	0.50	0.67	-0.38	65	1.57	0.93	11	1.55	1.21	0.58		-0.02	0.00
ISF	42	12.28	13.20	11	8.63	8.05	-0.3	46	12.16	10.87	11	15.09	13.45	1.35		0.26	0.01
LNF	57	8.93	9.84	12	11.97	7.40	0.33	60	9.56	9.19	11	17.44	12.64	1.21		0.82	0.01
PSF	57	13.43	19.49	12	15.16	14.27	0.09	60	12.20	15.84	11	34.60	20.78	6.53	*	1.36	0.05
NWF	57	2.90	5.72	12	6.48	6.18	0.63	60	5.32	7.66	11	12.25	6.31	1.19		0.94	0.01

***$p < .001$. **$p < .01$. *$p < .05$.

Table 27: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: ELL Subgroup Comparison

	Aggregate Control									Aggregate Treatment								
	Non ELL			ELL						Non ELL			ELL					
Gain	*n*	*M*	*SD*	*n*	*M*	*SD*	*F*	*p*	*d*	*n*	*M*	*SD*	*n*	*M*	*SD*	*F*	*p*	*d*
Benchmarks	60	3.05	1.85	10	2.60	2.37	0.47	0.50	-0.24	70	4.80	2.19	11	3.64	2.87	2.46	0.12	-0.51
NWF	60	0.10	0.14	10	0.05	0.15	1.14	0.29	-0.37	70	0.13	0.14	11	0.04	0.08	3.94	0.05	-0.65
ORF	60	0.08	0.07	10	0.10	0.04	0.57	0.45	0.26	70	0.10	0.07	11	0.09	0.07	0.22	0.64	-0.15

* Significant at $p < 0.05$

What about students with disabilities?

Table 26: 2nd Grade Student Mean Difference Scores on LLI Benchmarks and DIBELS Subtests: Special Education Subgroup Comparison

	Aggregate Control									Aggregate Treatment								
	Non SPED			SPED			*F*	*p*	*d*	Non SPED			SPED			*F*	*p*	*d*
Gain	*n*	*M*	*SD*	*n*	*M*	*SD*				*n*	*M*	*SD*	*n*	*M*	*SD*			
Benchmarks	61	3.16	1.94	9	1.78	1.20	4.31	0.04*	-0.75	76	4.59	2.28	5	5.40	2.97	0.57	0.45	0.35
NWF	61	0.10	0.14	9	0.04	0.16	1.18	0.28	-0.39	76	0.12	0.14	5	0.03	0.04	2.38	0.13	-0.72
ORF	61	0.09	0.07	9	0.06	0.03	2.18	0.14	-0.54	76	0.10	0.07	5	0.08	0.07	0.47	0.50	-0.32

* Significant at $p < 0.05$

Provably False Statements:

Across the three grade levels, the current study found that LLI positively impacts K-2 student literacy achievement in rural and suburban settings. Further, we determined that LLI is effective with ELL students, students with a special education designation, and minority students in both rural and suburban settings. Finally, the current study showed that LLI is effective with economically disadvantaged children in both rural and suburban settings.

(Source: https://www.fountasandpinnell.com/shared/resources/FP_LLI_Research_CREP-LLI-Efficacy-Full-Report-2010.pdf)

UP Holland's Curriculum Journey

Curriculum Matters

BOSTON PUBLIC SCHOOLS

Level 5: Chronically Underperforming School

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

DESE Receivership 2014- Today

up Education Network

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About UP Holland Academy

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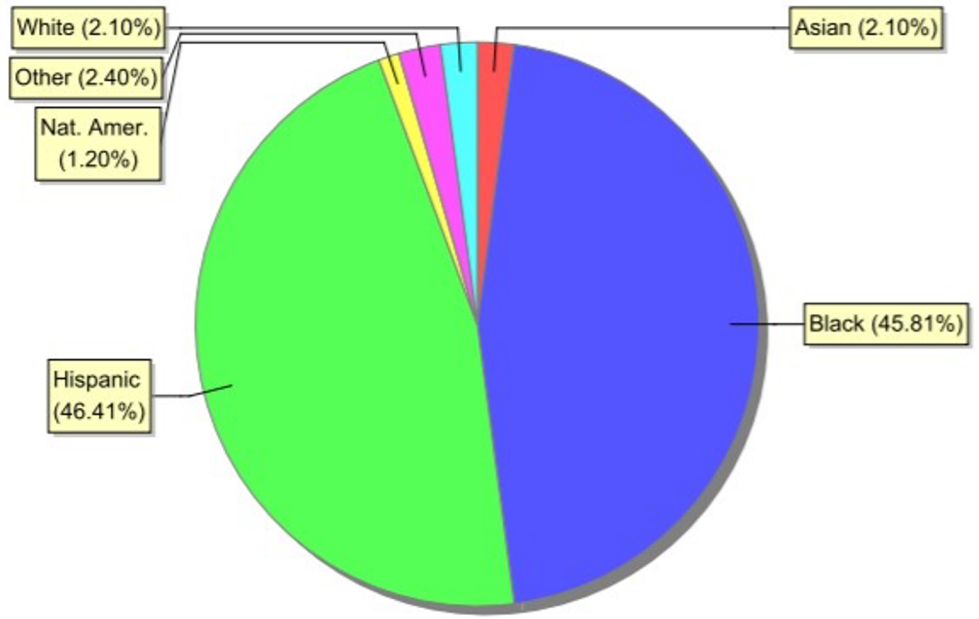

Chart Summary			
Data Set	**BPS Race**	**Number**	**Percent**
	Asian	14	2.10%
	Black	306	45.81%
	Hispanic	310	46.41%
	Nat. Amer.	8	1.20%
	Other	16	2.40%
	White	14	2.10%
	Totals	668	100.00%

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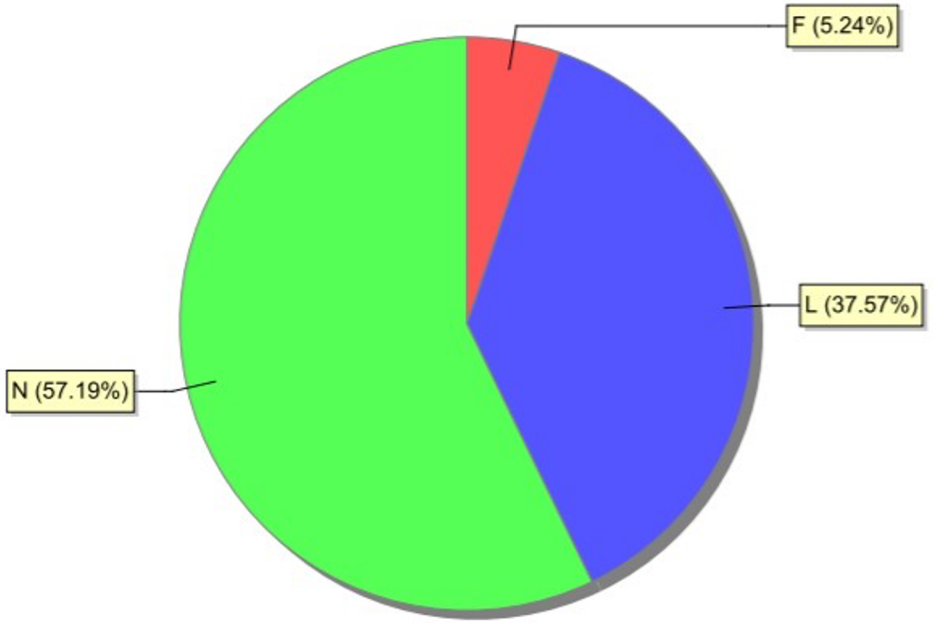

Chart Summary			
Data Set	LEP Status	Number	Percent
	F	35	5.24%
	L	251	37.57%
	N	382	57.19%
	Totals	668	100.00%

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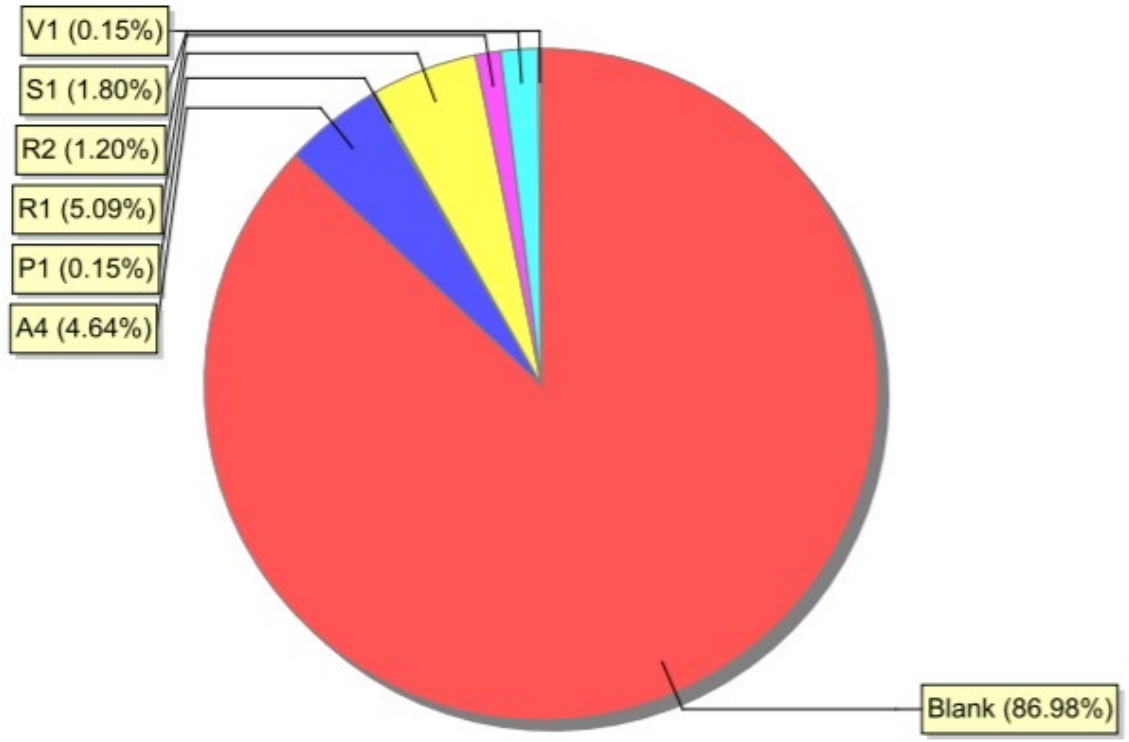
About UP Holland Academy



How Our Science of Reading Journey Began

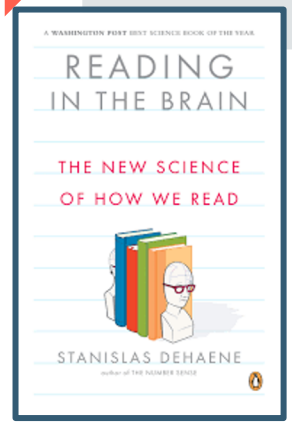
Curriculum Matters

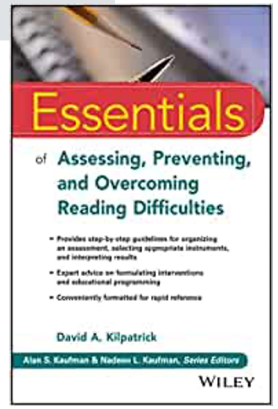
Emily Hanford's Podcast "At a Loss for Words"

The Simple View of Reading 🤯

Science of Reading - What I Should Have Learned in College FB Group

Books:





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Recognizing our Responsibility

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- School-level Admin: White Women
  - Privilege
  - Power
  - Shifting was Necessary

"We see increased engagement, joy, and growth from our students. And this has led to yet another realization that — at its core — our shift was one towards a more equitable education for our scholars."

Big levers:
strategic plan,
time, LETRS

The Journey

Evidence-based practices (aka SOR through EL and LETRS)

2021-2022

2020-2021

2019-2020

2018-2019

Year 1 of implementation
-K2-1
-Fidelity - modules

Year 2 of implementation
-K2-4
-Remote/ fidelity- modules

Year 3 of implementation
-K2-3 - skills
-4th - modules student thinking
-LETRS

Zoom in:
How we got our team on board for change

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Headline: find a friend

Curriculum Shifts

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- No School Wide Vertical or Horizontal Alignment
- Hodgepodge of Borrowed
- Resources
- Guided Reading
- F&P Assessments
- Trainings on Guided Reading and Assessments (internal and from F&P consultants)

→ Education

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Choosing EL: How did we get there?

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- Reviewed EdReports, CuRaTe, and curriculum materials
  - EL, Wit & Wisdom, Success Academy
- Teachers came together to review and discuss against rubric internally
- Teachers came to consensus on decision

We've had some challenges

Remote learning - ***used the pacing from EL***

Lots of parts - ***stick to one***

3rd ALL/ Skills - ***picked Skills***

Pacing - ***allow time, use data, adjust***

Network pushback - ***lots of convincing / data/ now they're on board***

And some learnings

Involve teachers.

Start small and strategically. (Like, make it part of the strategic plan.)

Look at the data. See what *your* students need.

Time and support are key.

Build teacher content knowledge, not just curriculum knowledge.

In month six, how's it going?

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- Teachers have a much clearer sense of what individual kids need, based on data meetings
- Student Skills data is on track to meet our school goals (4 microphases)
- Reduced discipline referrals

working on animal narratives
4th Grade student: "I am having so much fun in school!"

walking in the hallway
1st Grade student in line: "Oh my gosh, that says 'or!'"

during dismissal
2nd Grader: "We're digging for fossils!"

Student: *taps out the word "big"
1st Grade Student: "Oh, that's an adjective!"

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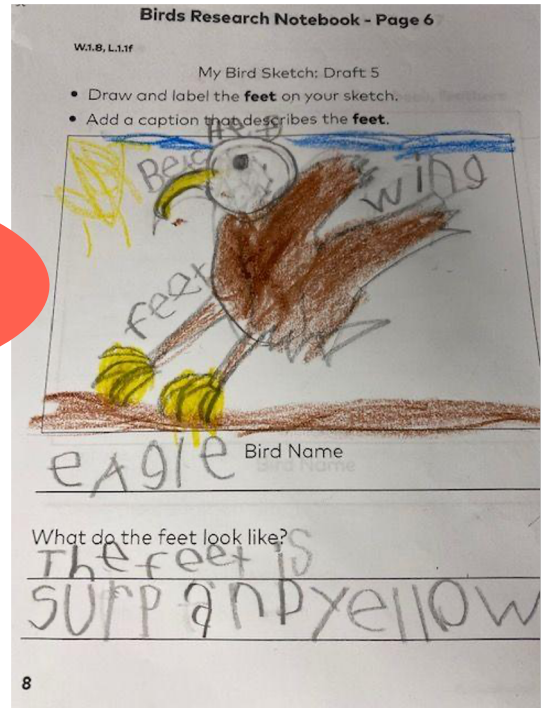
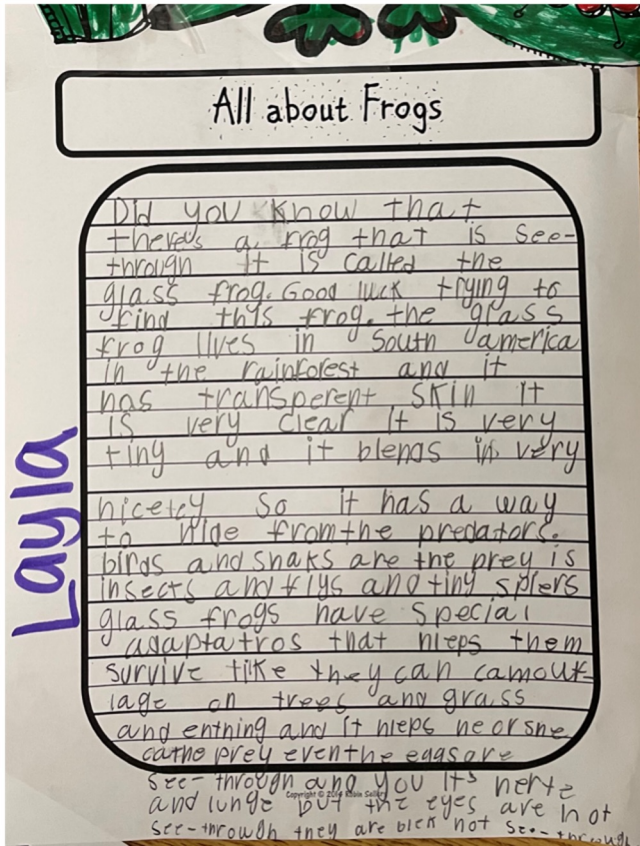




What Does Our Team Say?

Curriculum Matters

KnowledgeMatters
@ClassroomWonder

Sarah Birney explains the relative precision of @ELeducation's foundational skills approach.

"There's a big difference between saying 'chunk the word'... what does that even mean??... versus saying, 'This is a double-vowel syllable. Let's read words with double-vowel syllables."

KnowledgeMatters
@ClassroomWonder

The practices didn't all make sense.

"I know these students are working on their letter sounds, but for some reason I'm pulling them every day to practice reading this four word sentence over and over again."

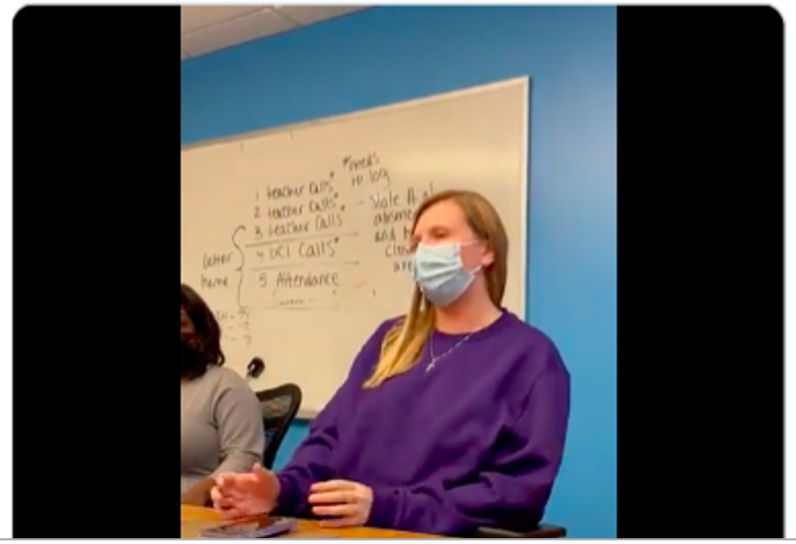
#CurriculumMattersMA

KnowledgeMatters @ClassroomWonder · Nov 17, 2021

Laura Copeland-Clarke, a Special Education Teacher, explains the downsides of grouping kids by reading level.

"A student could be level L for fluency and decoding and another is there for comprehension."

This did not facilitate differentiation by skill needs.



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Q&A

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APPENDIX

High-Quality Curriculum

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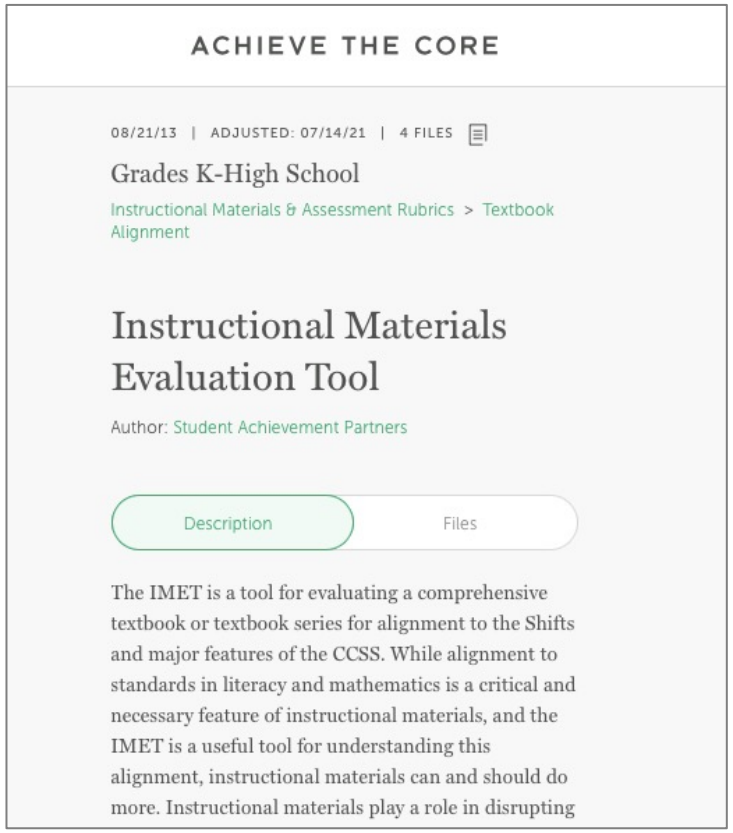
High-quality curricula used across our districts:

- Wit & Wisdom
- CKLA
- EL Education
- Bookworms
- ARC Core
- Louisiana Guidebooks
- Match Fishtank

Recommended rubric:



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