

The Alabama Reading Initiative 1998 - 2013



Judith Stone
Southern Legislative Conference
July 28, 2013

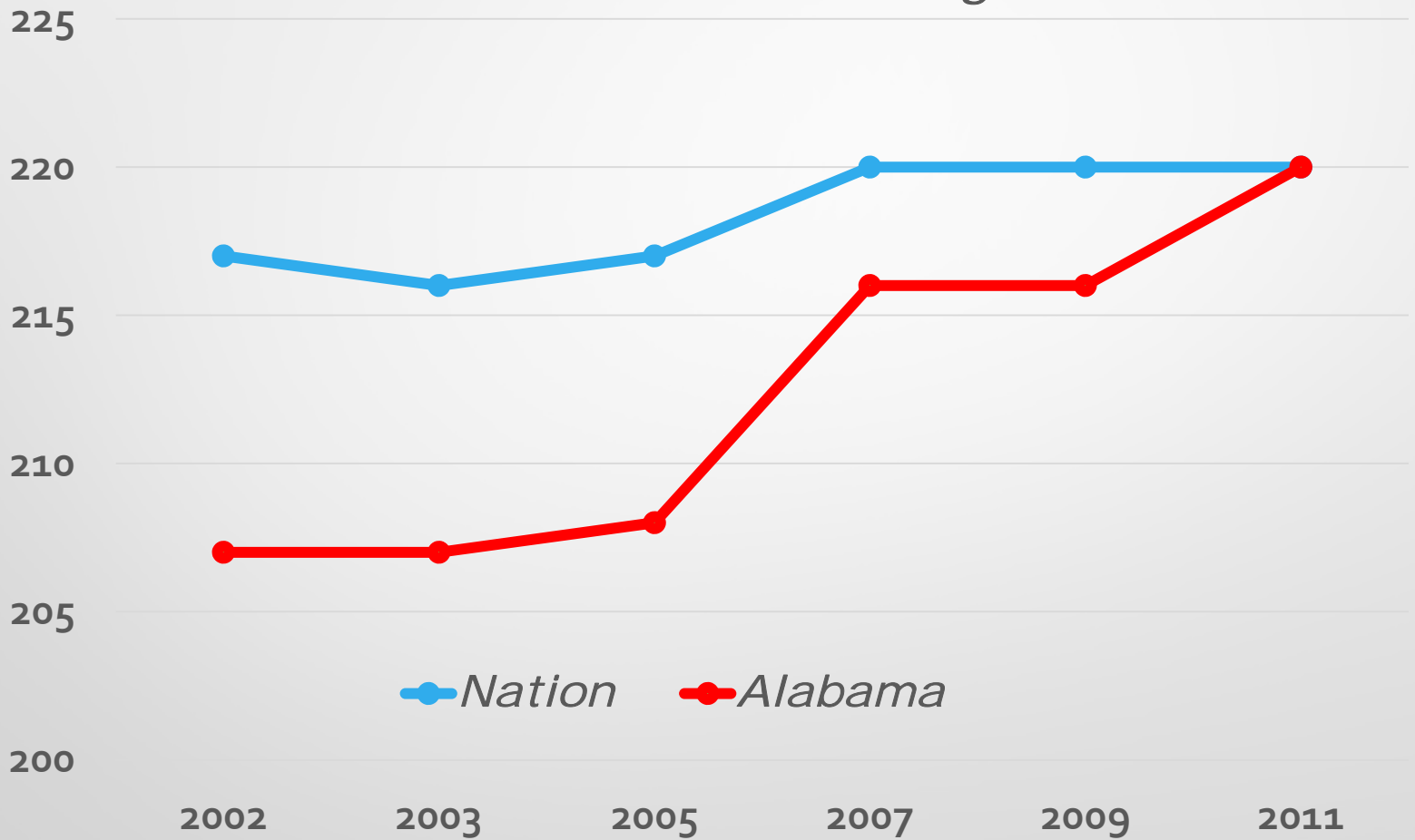
University of Alabama
BCS Football National Champions
2009, 2011, 2012



Auburn University
BCS Football National Champions
2010



*National Assessment of Educational
Progress (NAEP)
Average Scale Scores
4th Grade Reading*



THE PROBLEM



1997

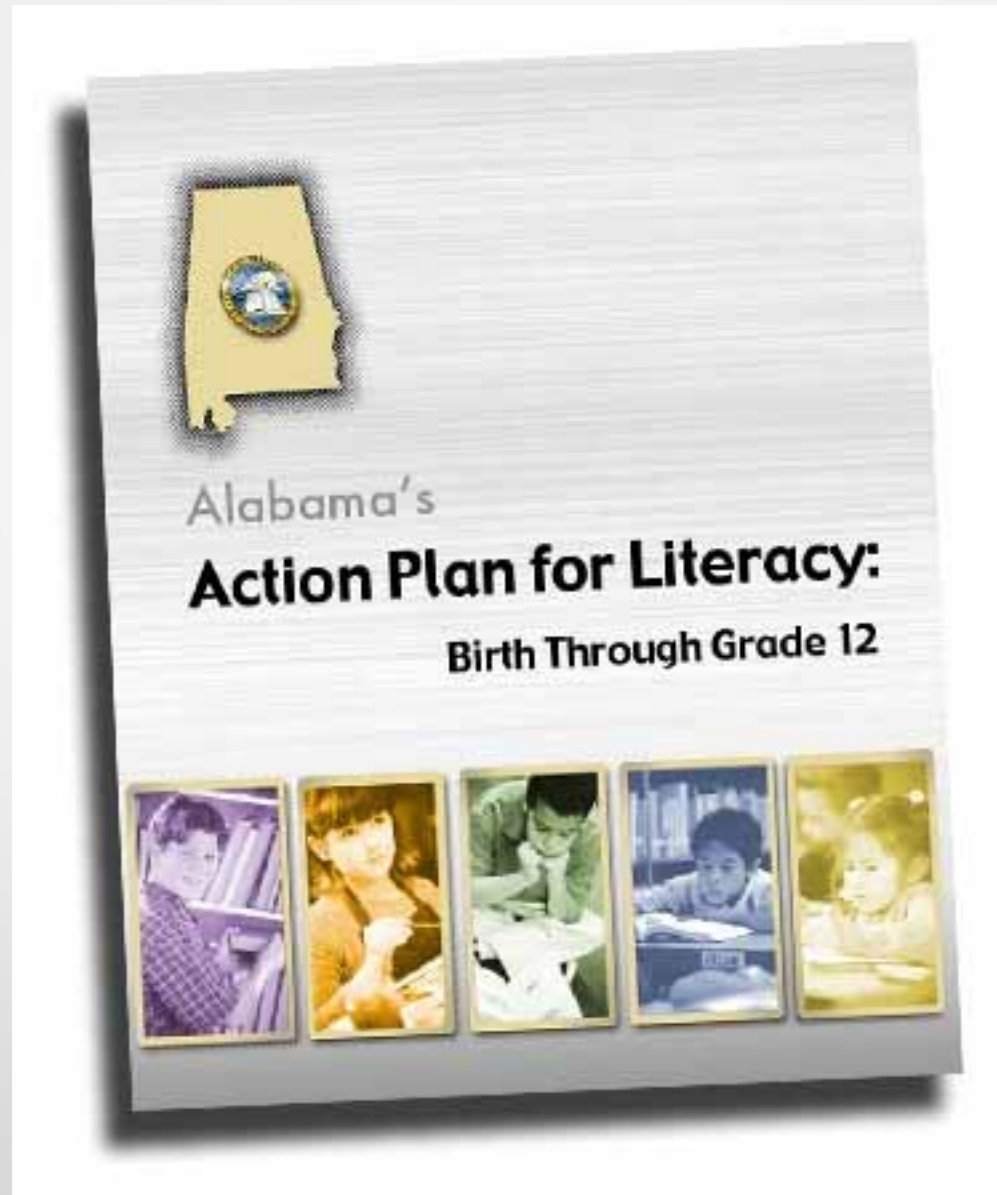
100,341 students below grade level

The Solution 1998

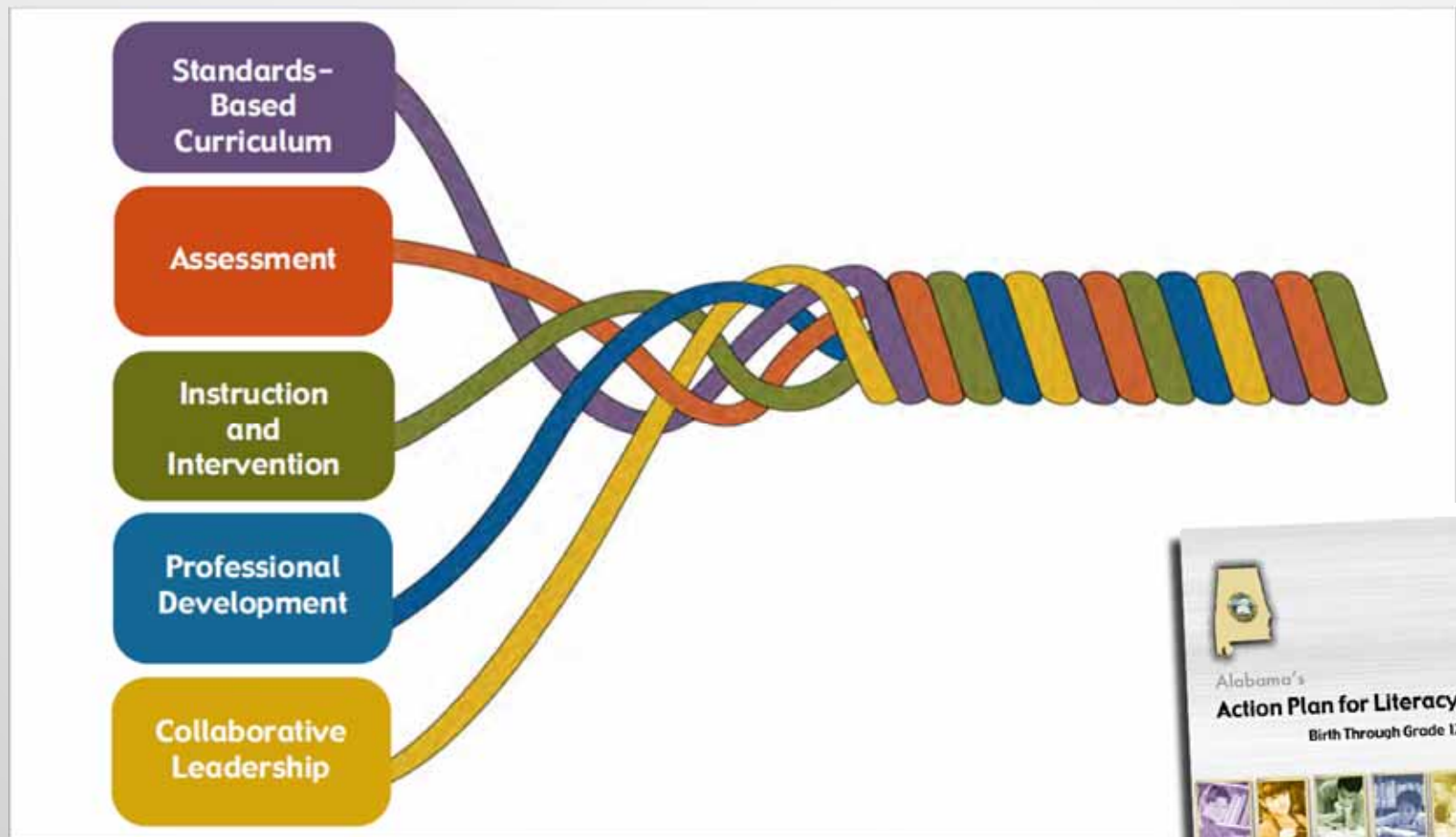
Report on
the
Review of
Research

Essential
Skills for
Teachers
of
Reading

2011



Essential Elements



State-Adopted Standards

- Define what students should know and be able to do at each grade level
- Serve as the basis for aligning instruction, materials, and assessments
- Establish high expectations to ensure that all students are fully prepared for the future

Assessment

Dynamic Indicators of Basic Early Literacy Skills DIBELS

- Bring focus to critical literacy skills at each grade level
- Identify students who are /are not on track to be successful readers
- Support early intervention efforts to prevent reading failure

Instruction

Research-based Practices and Materials

- Focus early instruction on standards and on the five essential components
- Provide instruction that is systematic and explicit, based on a comprehensive scope and sequence
- Select and use core reading programs and materials that help teachers implement best practices

Professional Learning

- Plan and structure professional learning opportunities that are
 - Data driven
 - Job embedded
 - Ongoing
- Implement a support structure for professional learning through coaching

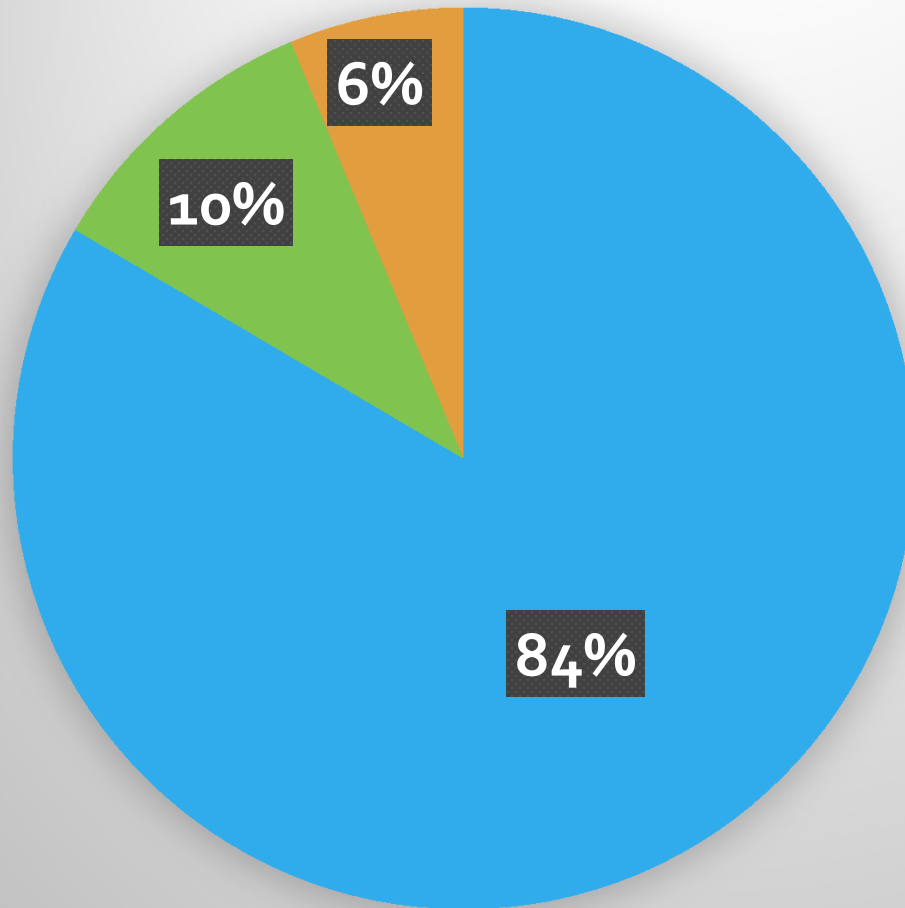
PROFESSIONAL DEVELOPMENT OUTCOMES

Professional Development Elements	Knowledge Level (Estimated percentage of participants understanding content)	Skill Level (Estimated percentage of participants demonstrating proficiency in the instructional practices)	Transfer to Practice (Estimated percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains content — what it is, why it is important, and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	20%	0%
Practice (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g., participants receive ongoing support and guidance when they return to the classroom)	95%	95%	95%

Adapted from Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Inside back cover

2013-2014 ARI Funds



■ Local Coaches

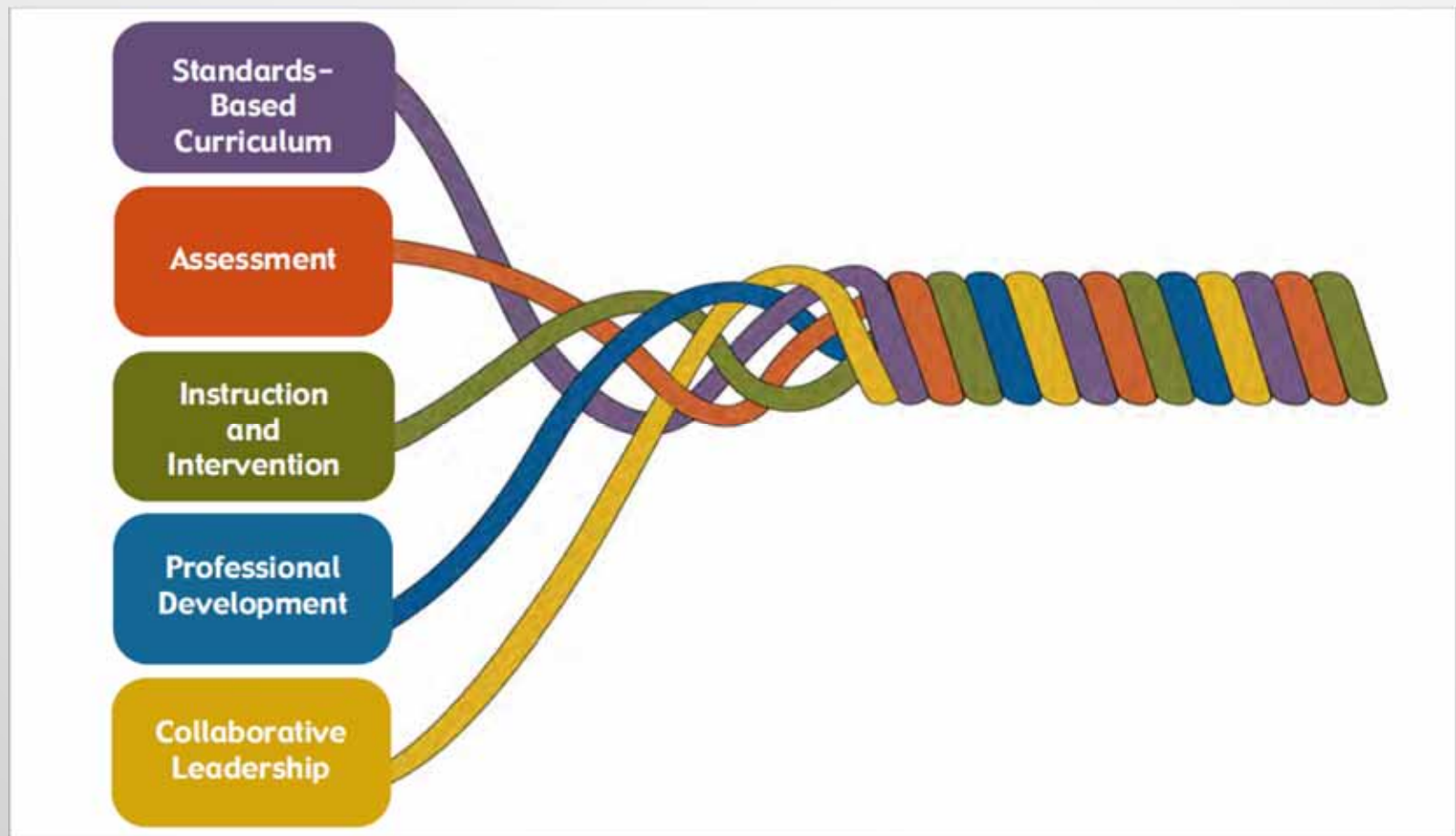
■ Regional Coaches and Professional Development

■ Administration

Leadership

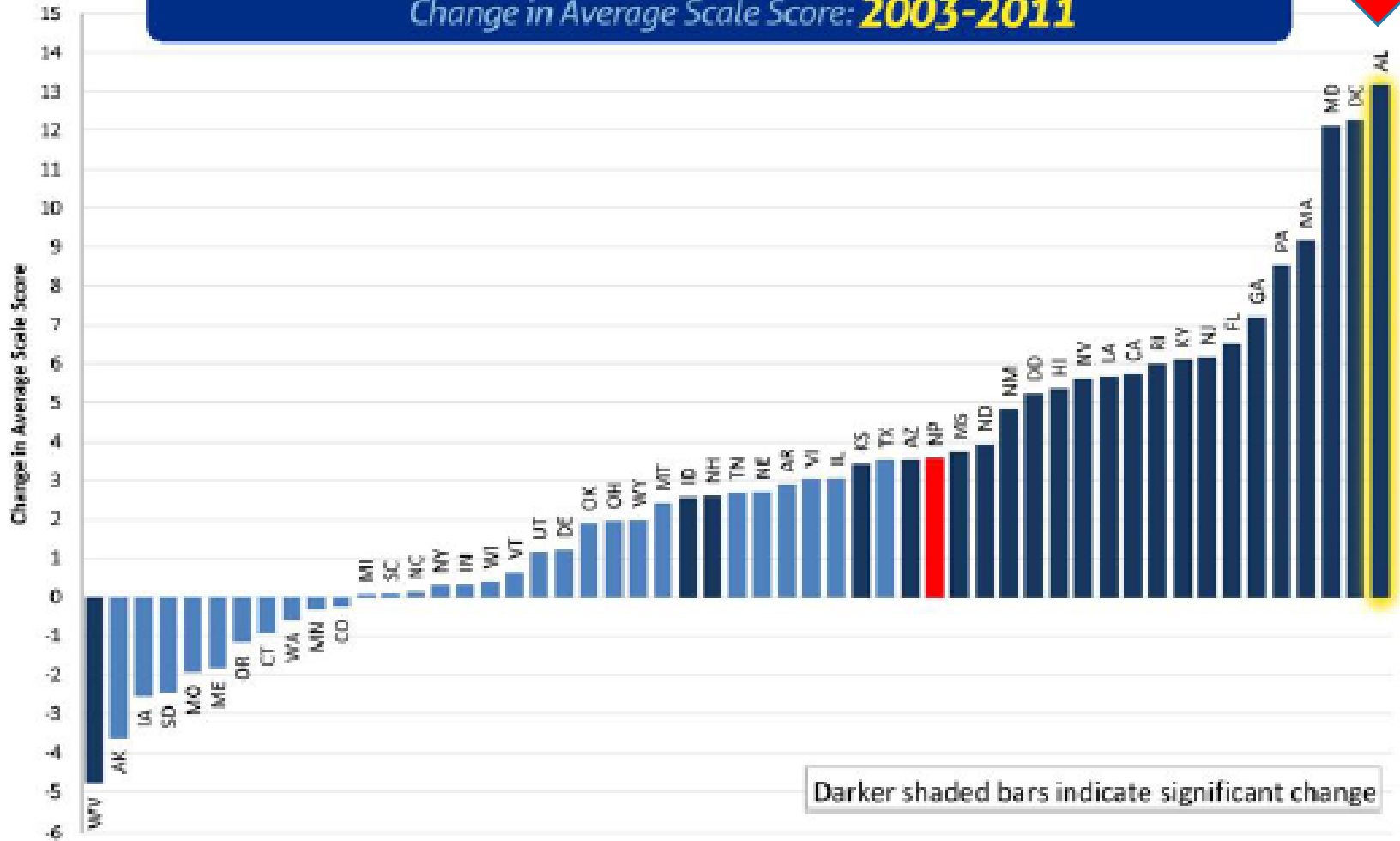
- Study expectations emerging from effective schools research
- Develop a shared vision for continuous improvement
- Support a common understanding of what it takes to achieve the vision
- Commit to do whatever it takes to ensure that every student is successful

Essential Elements

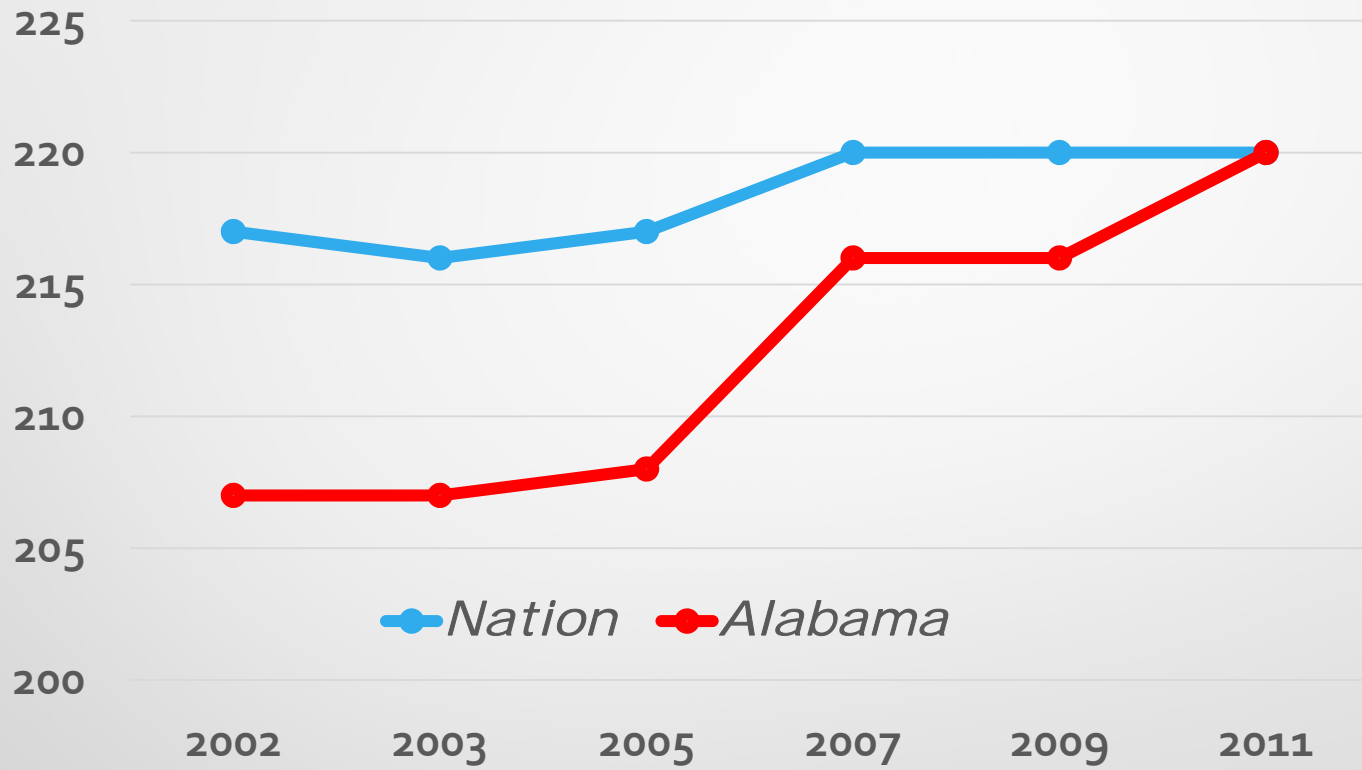


NAEP READING GRADE 4 – OVERALL

Change in Average Scale Score: **2003-2011**



*NAEP Reading Grade 4
Average Scale Scores
2002-2011*



POSITIVE RESULTS



2011-2012
49,000 students below grade level



**“We can whenever we choose
successfully teach all children
whose schooling is of
importance to us.**

**We already know more than we
need to do that.**

**Whether or not we do it must
finally depend on how we feel
about the fact that we haven’t
so far.”**

Ron Edmunds



Alabama's

Action Plan for Literacy:

Birth Through Grade 12



Alabama State Board of Education



PLAN 2020

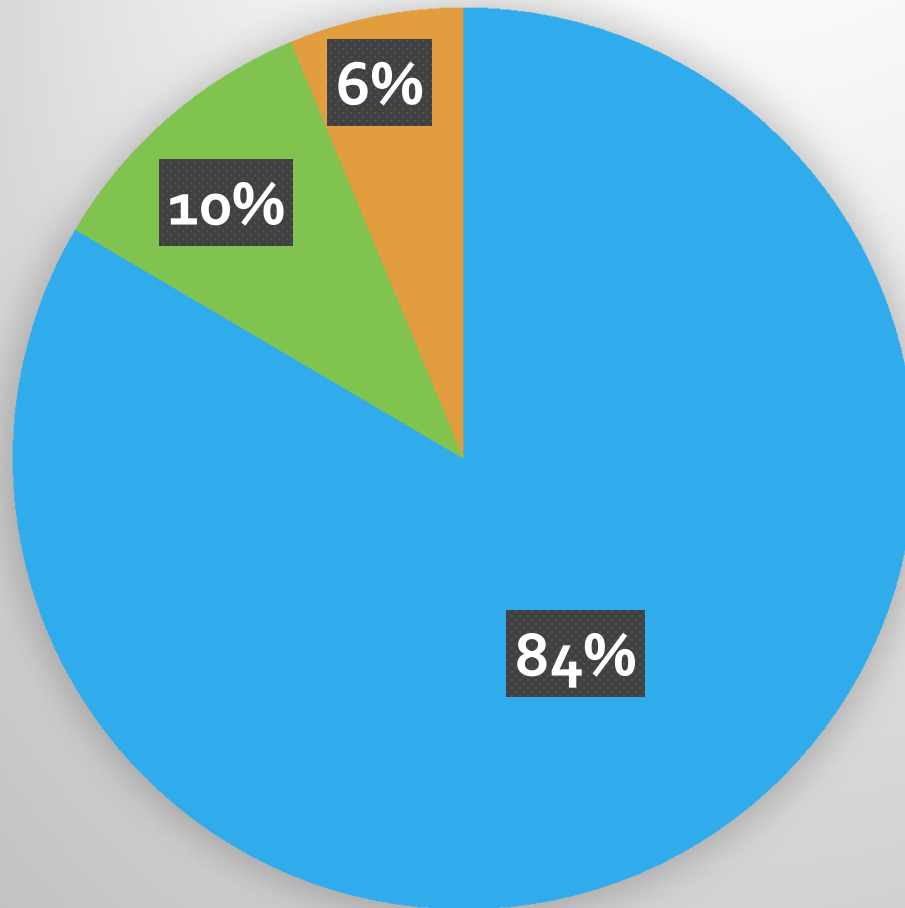
THE ALABAMA LEGISLATURE PROVIDED FUNDING

	<u>State Funds</u>	<u>Reading First</u>
● 16 schools in 1998-1999	\$ 1,500,000 (private sources)	
● 81 schools in 1999-2000	\$ 6,000,000	
● 267 schools in 2000-2001	\$10,000,000	
● 423 schools in 2001-2002	\$11,300,000	
● 450 schools in 2002-2003	\$12,500,000	\$16,000,000
● 485 schools in 2003-2004	\$12,500,000	\$18,000,000
● 511 schools in 2004-2005	\$40,000,000	\$19,000,000
● 753 schools in 2005-2006	\$56,000,000	\$19,000,000
● 900 schools in 2006-2007	\$56,000,000	\$19,000,000
● 907 schools in 2007-2008	\$64,000,000	\$19,000,000

THE ALABAMA LEGISLATURE PROVIDED FUNDING

	<u>State Funds</u>	<u>Reading First</u>
• 914 schools in 2008-2009	\$69,404,704	\$ 7,000,000
Prorated to	\$64,400,000	\$ 0
• 920 schools in 2009-2010	\$64,400,000	
Prorated to	\$59,609,850	
• 920 schools in 2010-2011	\$59,952,360	
• 920 schools in 2011-2012	\$56,847,257	
• 920 schools in 2012-2013	\$58,458,789	
• 920 schools in 2013-2014	\$48,153,789	

2013-2014 ARI Funds



■ Local Coaches

■ Regional Coaches and Professional Development

■ Administration

VISION OF THE FUTURE



NO STUDENTS BELOW GRADE LEVEL

CONTACT INFORMATION

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