



Introduce Yourself in the Chat!



Share your name, district, state, and your role

DISTRICT LEADERSHIP FORUM

How to (Finally) Succeed with Science of Reading

Research-Backed Strategies for Early Literacy

The District Leadership Forum

Helping K-12 Leaders Get Further, Faster on Today's Most Pressing Challenges



Get to Root Causes of Complex Problems



Identify Innovative, Practical Solutions



Orchestrate District-Wide Implementation



Sustain Progress Through Distractions

Deep-dive research equips partners with industry-leading understanding of key issues

Case studies and toolkits showcase proven, replicable practices and every step for implementation

Subject matter experts translate best practices to your context, facilitate discussion, and guide next steps

"Ask EAB" service provides timely answers to emerging questions

On Today's Most Pressing Challenges



3rd Grade Reading Scores



Disruptive Behavior



Mental Health Crises



Chronic Absenteeism



College and Career Readiness

Today's Two-Part Agenda

1

Research-Backed Strategies for Science of Reading Success

Sarah Manes, K-12 Research Expert, EAB

2

Panel Discussion with Republic School District

Dr. Matt Pearce, Superintendent, Republic School District

Christy Coursey, Exec. Director Elementary Learning, Republic School District

Joining You Today...

Meet Your Presenters



Tanya Hutsona
*Director, K-12,
EAB*



Sarah Manes
*K-12 Research Expert,
EAB*



Dr. Matt Pearce
*Superintendent,
Republic School District,
Missouri*

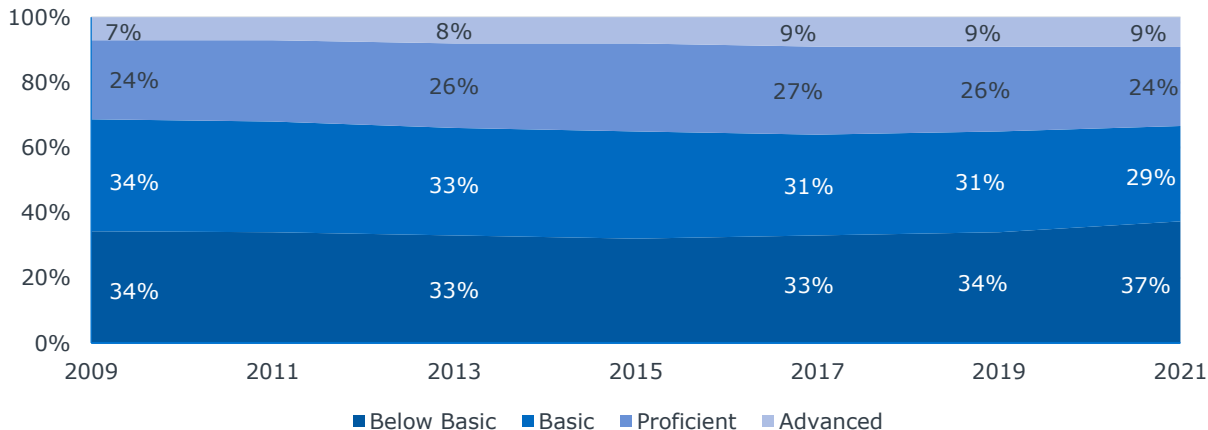


Christy Coursey
*Exec. Director Elementary
Learning, Republic School
District, Missouri*

Nation's Poor Reading Scores Drop Further



Percent of 4th Grade Students Scoring at Each Achievement Level on NAEP Assessment, 2009-2021



Minimal Growth in Reading Outcomes Over the Last Decade

42%

Of 9-year-olds in 2020 say they read for fun on a daily basis, the lowest levels since the mid-1980s

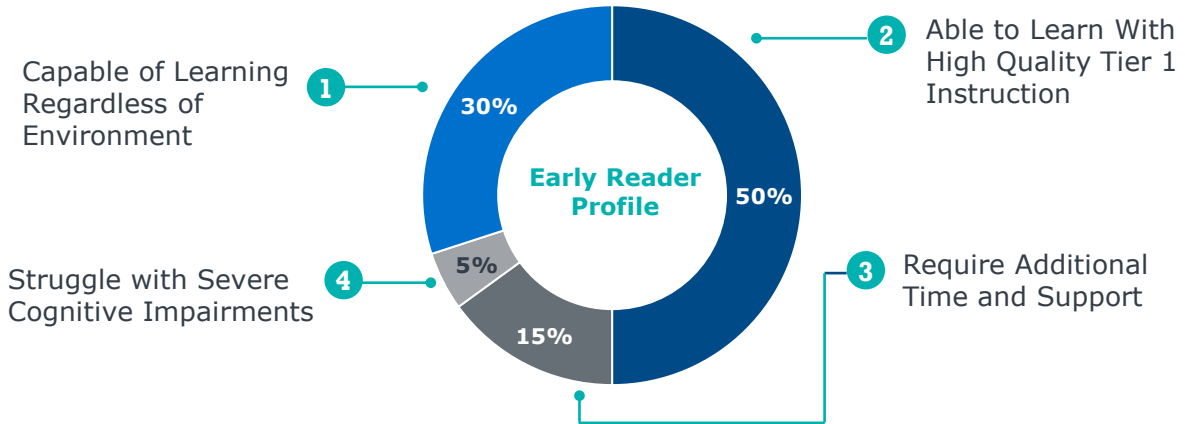
66%


Of 4th graders read **at or below basic** levels according to NAEP in 2021

Truth Be Told: There's No Excuse for Poor Outcomes

Almost All Students Have the Cognitive Capacity to Read

Distribution of Early Readers' Cognitive Ability, According to the National Institutes of Health



 **95%** Of elementary students, regardless of background, are cognitively capable of learning to read when they receive sufficient direct instruction on the foundational skills of reading

Source: National Center for Education Statistics (2017) "Reading Performance, NCES" Lyon, R. (2009) "Reading Difficulties: Prevention, Early Intervention, and Remediation." Southern Methodist University; Kilpatrick, D. (2015) "Essentials of Assessing, Preventing, and Overcoming Reading Difficulties"; Mathes, P. (2015) "The Case of Early Intervention in Reading"; EAB interviews and analysis.

Good News: Science Provides a Blueprint for Reading



Decades of Neuroscience Research Provides Insight on How Students Learn to Read

42 Research centers nationwide examine reading-related brain activity

30 Years of brain-based research dedicated to learning to read

“

Science Has Implications For How to Teach Reading...

“We [NICHD] have multidisciplinary [research] teams—including cognitive neuroscientists and pediatricians—who have developed a body of information on reading and the brain that can inform practice in schools and policy.”

Dr. G. Reid Lyon
*National Institute of Child Health
and Human Development*

”

“

...And How Schools Can Help Struggling Readers Read

“Every year, there are hundreds of newly published, scientifically oriented research reports on reading...There is ample research that shows how weak readers can make substantial reading gains, with a fairly large percentage developing normalized reading skills.”

Dr. David Kilpatrick
Professor of Psychology, SUNY¹ Cortland

”

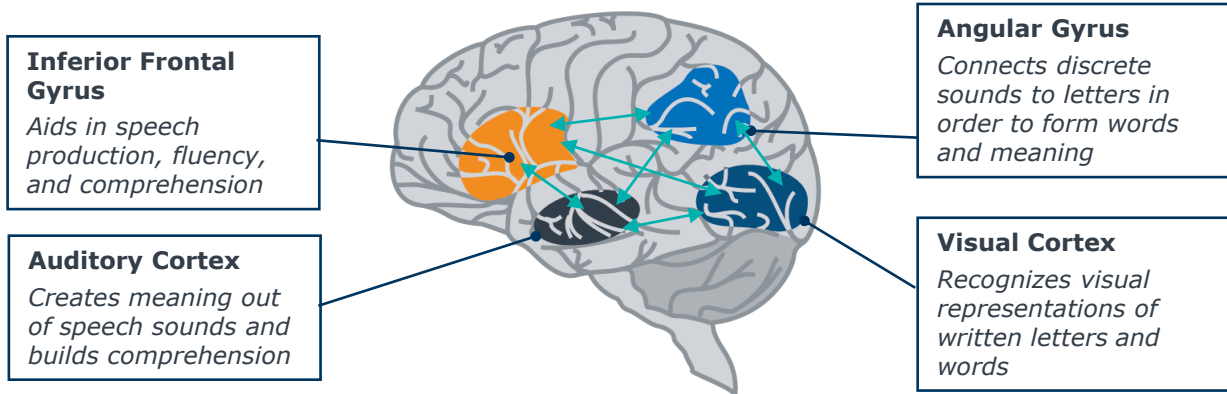
Source: Boulton, D (2015) “An Interview with Dr. G. Reid Lyon— Converging Evidence—Reading Research What it Takes to Read;” Loyd, G. (2009) “Reading Difficulties: Prevention, Early Intervention, and Remediation;” Kilpatrick, D. (2015) “[Essentials of Assessing, Preventing, and Overcoming Reading Difficulties](#);” EAB interviews and analysis.

Critical Brain Regions Must Work Together



Reading Requires Building Neural Circuits Across Critical Brain Regions

Regions of the Brain Activated While Reading, as Viewed in fMRI¹ Scans



Early Reading Instruction that Builds Neural Pathways Is Essential



The quality of reading instruction impacts a child’s white matter development—the neural pathways that connect areas of the brain

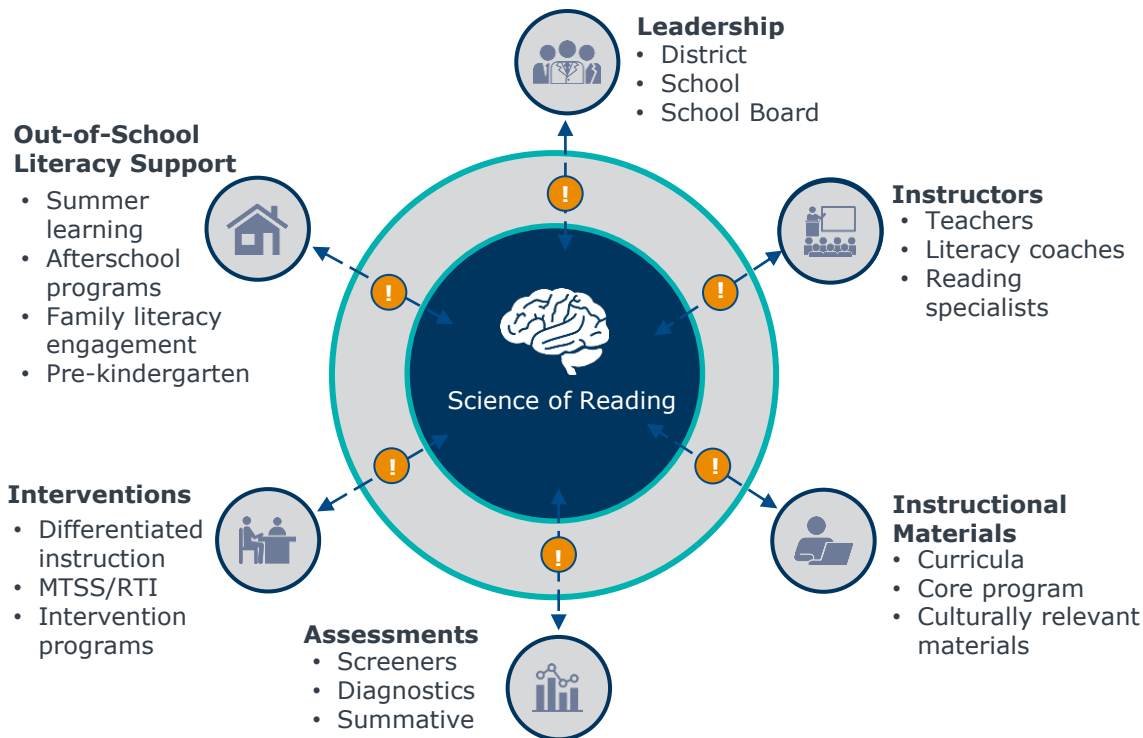
56%

Of variance in reading outcomes is accounted for by the change in volume in white matter between kindergarten and 3rd grade

Source: Konnikova, M (2015) [“How Children Learn to Read,”](#) *The New Yorker*; Myers, C (2014) [“White Matter Morphometric Changes Uniquely Predict Children’s Reading Acquisition,”](#) Seidenberg, M (2017) *Language at the Speed of Sight: How We Read, Why So Many Can’t, and What Can Be Done About It*; EAB interviews and analysis.







¹ fMRI= Functional Magnetic Resonance Imaging

Connecting Reading Systems To Science



Success Is Possible: Science Critical for Improvement

Districts that Have Aligned Systems with Science Dramatically Improve

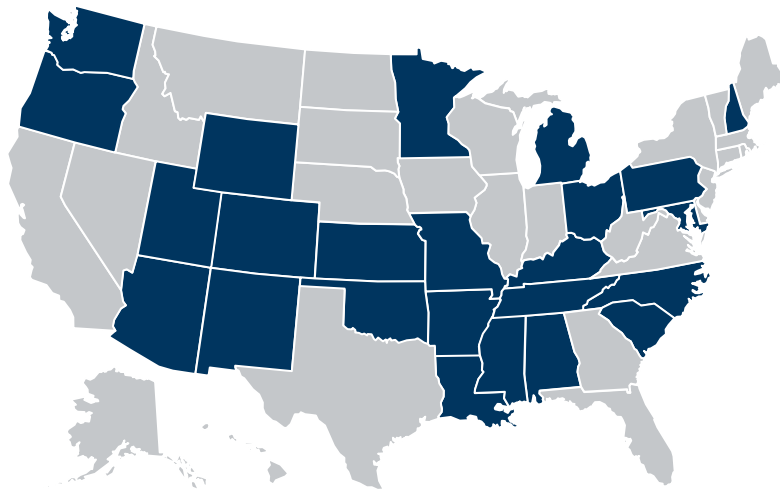
	 Demographics	 Performance Before	 Performance After
Rapides Parish  <i>(32 elementary schools)</i>	FRPL 69%; Title I: 94% Black: 43% Hispanic: 3% IDEA: 11% LEP: 2%	18% Of third graders reading on or above grade level in 2016	63% Of third graders reading on or above grade level as of March 2019
Bethlehem Area School District  <i>(16 elementary schools)</i>	FRPL 57%; Title I: 82% Black: 10% Hispanic: 39% IDEA: 17% LEP: 6%	47% Of kindergarteners scored at or above the DIBELS benchmark composite score in 2015	84% Of kindergarteners scored at or above the DIBELS benchmark composite score in 2018
Grant County Schools  <i>(2 elementary schools)</i>	FRPL 46%; Title I: 50% Black: 1% Hispanic: 1% IDEA: 18% LEP: 0.3%	43rd Lowest-performing school district out of 55 districts total in the state in 2010	6th Highest-performing school district out of 55 districts total in the state in 2016

Source: Louisiana Department of Education, 2018, [2017 and 2016 DIBELS Reading Reports](#); American Public Media, 2018, [Hard Words: Why aren't kids being taught to read?](#); Grant County Schools, WV; EAB interviews and analysis.

National Momentum Grows as Results Emerge



A Growing Number of States Mandate Knowledge of the Science of Reading



Increasing Numbers of States Adopt Science of Reading Practices as of 2022

23

States have **partnered with Lexia**, the creators of LETRS

29

States and the District of Columbia **have adopted Science of Reading laws**

25

States have adopted laws **mandating professional development** or instructional coaching in evidence-based reading instruction

Source: Schwartz, 2022. ["What is LETRS? Why One Training is Dominating Science of Reading Efforts"](#); Schwartz, 2022. ["Which States have Passed Science of Reading Laws? What's In Them?"](#); EAB interviews and analysis.

Embracing the Science of Reading to Ensure All Students Can Read



14 Practices to Promote Success with Science of Reading

1

Develop Schoolwide Expertise in the Science of Reading



1. Science of Reading Professional Development
2. Train the Trainer Sustainability Plan
3. Grassroots Pilot Success Models
4. Principal Literacy Champions

2

Aid Teachers in Implementing Science-Based Instruction



5. Instructional Materials Selection Tools
6. Science-Directed Literacy Look-For
7. Video-Based Teacher Observations
8. Literacy Implementation Evaluations

3

Redesign Small Group Instruction to Target Student Skill Deficits



9. Skills-Based Grouping
10. Cross-Classroom Intervention Specialists

4

Mitigate Summer Slide with Engaging Summer Programming



11. Camp-Style Summer Literacy
12. Online Video Enrollment Campaigns
13. Summer School Attendance Incentives
14. Parent-Facing Literacy Nudges

Two Foundational Areas

1

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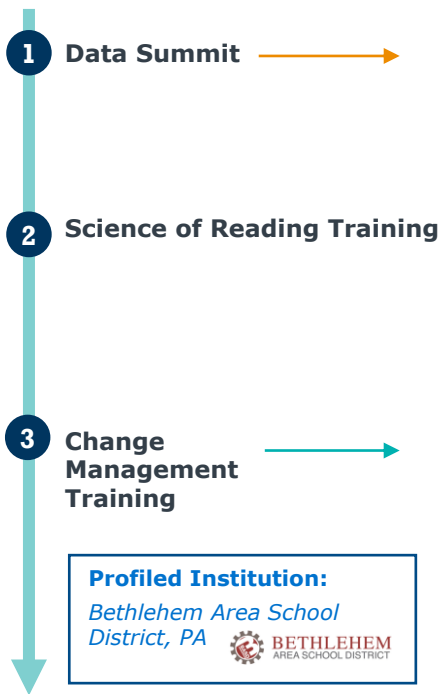


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Establish a “No Excuses” Leadership Mindset

Prepare Principals to Be Building-Level Literacy Leaders and Advocates



Inaugural Urgency Data Summit

- District sets expectation for improved performance by highlighting underperformance in current data and challenging the status quo
- District sets expectation that data summits will be replicated at the building level



Change Management Training

- Principals discuss real-time case scenarios to identify practical solutions from science of reading PD
- District leaders and principals develop a collective set of talking points for resistant teachers
- Principals have network to connect with in real time for support on tough questions

1) Principals went through LETRS training on units 1, 2, 3, and 7.



Create Systems to Sustain Literacy Leadership

Principals Recreate Data Summits at Their Schools

4 School-Level Data Summit

5 Science of Reading Training for Teachers

6 Bi-Monthly Data Meetings

Repeat steps 1-3 for principals and 4-6 for buildings on a yearly basis to maintain focus on literacy.

Principals Engage in Continued Cross-District Collaboration



Establish Collaborative Online Platforms for Principals

- Create a password-protected online document sharing system using a free or inexpensive platform (e.g., Google Docs)
- Principals share resources, talking points, and regularly collaborate with each other



Quarterly Meeting Between District and School Leaders

- Elementary principals meet on a quarterly basis to analyze school and student data
- Principals share best practice strategies from their schools



Principals Become Informed Reading Advocates

Principal Knowledge and Decision Making Improves

40% → 95%

Increase in principals who believed that all kids could read when provided science-based instruction

85%

Of principals report greater clarity around what it takes to improve reading outcomes

80%

Of principals report making at least one change in their decisions to better support literacy

Principals Adjust Practice to Promote the Science of Reading



Principals **incorporate new hiring questions** about prospective teachers' level of comfort with change in addition to literacy knowledge



Principals **provide more targeted and informed guidance and feedback** on literacy instruction

Give Teachers Clear Guidance on Classroom Practice

“Look-For” Planning and Observation Document Defines Quality Instruction


Lesson Component	What I Should and Shouldn't See and Hear
<p>Phoneme-Grapheme Mapping</p> <p>5 – 10 minutes</p> <p>Notes</p> <p><i>Make sure students are tapping each sound and writing the corresponding letter. Give corrective feedback, as needed.</i></p>	<p>✓ Should See...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher using a predetermined word list including only spelling patterns previously taught <p>✓ Should Hear...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher reviewing sound-symbol correspondence before or after the mapping routine, saying “Remember these letters make this sound.”
	<p>✗ Shouldn't See...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students looking at a printed copy of the whole word <input type="checkbox"/> Students mapping words with spelling patterns they haven't yet been taught

2 Includes **suggested time allocation for each skill component** of the lesson

1 Describes **exactly what should be seen and heard** in a scientifically-based reading lesson

3 Provides explicit **guidance on common practices that are NOT aligned to the science of reading**

Profiled Institution:
 Cedar Rapids Community School District, IA



Cedar Rapids Community School District
 Every Learner. Future Ready

“Look-For” Provides Essential Classroom Guidelines

Districtwide “Look-For” Aligns Instruction with Brain-Based Reading Research



Teachers Gain Pragmatic Guidance

- ✓ Teachers use look-for document to guide **literacy lesson planning** and adjust instructional techniques
- ✓ Literacy specialists and teachers **reference look-for criteria during PLCs** to engage in more meaningful collaboration around literacy practices



School Leaders Gain Clarity on Literacy Priorities

- ✓ School leaders use the tool to **communicate clear expectations** of literacy instruction to teachers
- ✓ Principals and instructional coaches refer to look-for document during **reading block observations**

55%

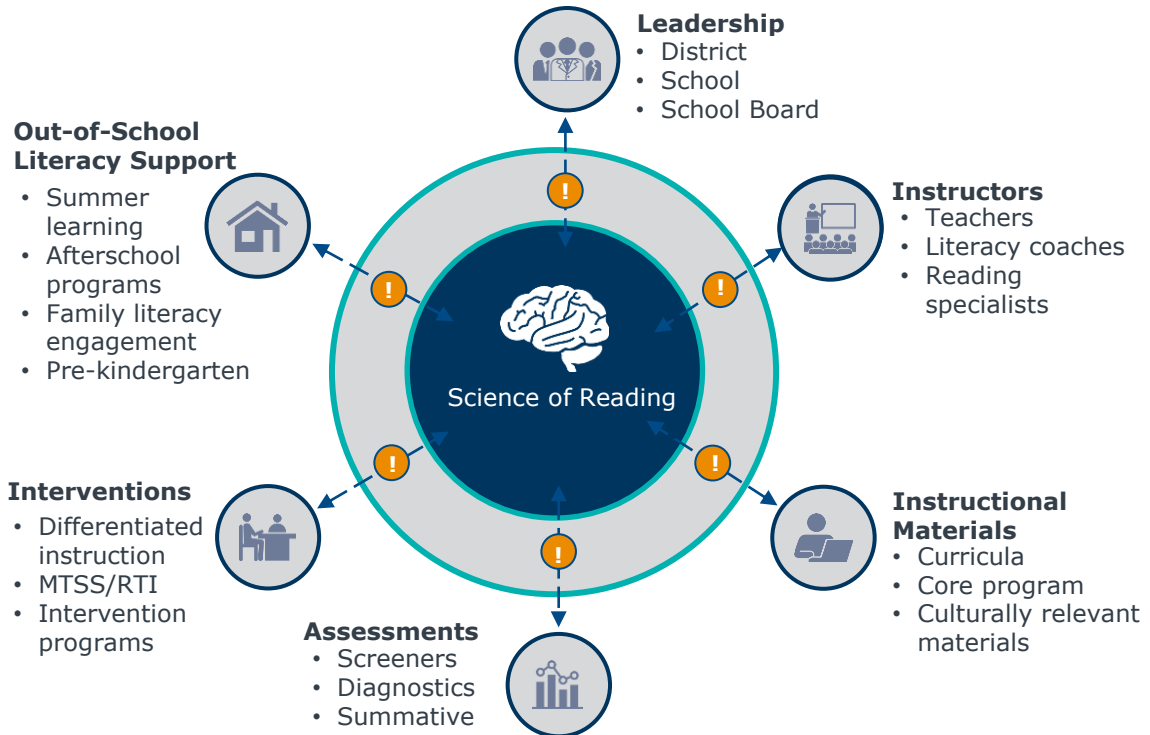
Of teachers have adjusted their literacy instruction to align with look-for guidance

90%

Of administrators feel better informed about what to look for in an effective reading lesson



Connecting Reading Systems To Science



Joining You Today...

Meet Your Presenters



Tanya Hutsona
*Director, K-12,
EAB*



Sarah Manes
*K-12 Research Expert,
EAB*



Dr. Matt Pearce
*Superintendent,
Republic School District,
Missouri*



Christy Coursey
*Exec. Director Elementary
Learning, Republic School
District, Missouri*

A Profile of Success with Science of Reading



Republic School District

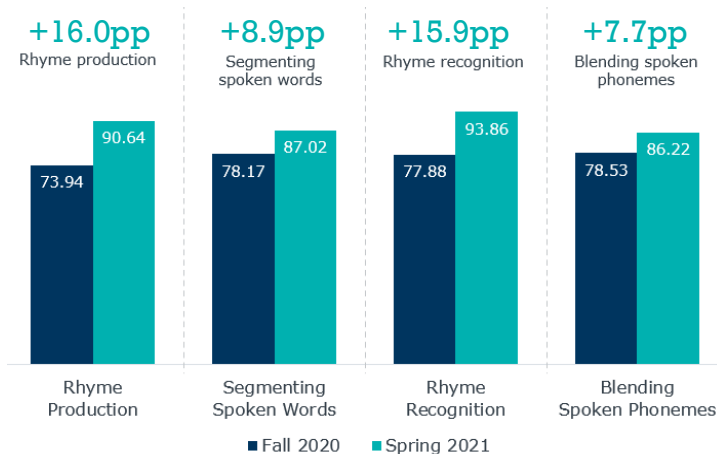
Republic, MO | 5,000 students | K-12

APPROACH

- ✓ Republic launched the **Next Steps In Literacy strategic plan** in 2020, starting with Kindergarten
- ✓ Established a **foundational understanding of the science of reading** among teachers and staff
- ✓ Launched a **common phonemic awareness curriculum** in Fall 2020, promoting daily practice of literacy skills
- ✓ Have since **expanded phonics-based instruction to 1st grade, 2nd grade, and pre-K**

RESULTS

Improvement in Core Phonemic Awareness Skills, Republic Kindergarteners, 2020-2021



Proven Practices for Science of Reading Success

Full access to program resources, toolkits, and implementation support

- ▶ Develop schoolwide expertise in the science of teaching reading
- ▶ Aid teachers in implementing science-based instruction
- ▶ Redesign small group instruction to target student skill deficits
- ▶ Mitigate summer slide with engaging summer programming



“
EAB has far exceeded my expectations.
*Superintendent,
District Leadership Forum Partner*
”

Now Recruiting for District Leadership Forum 2023 Cohorts
Ask Us About Upcoming Start Dates

2023 Executive Roundtables for Superintendents

Seats Filling Up for Spring Sessions

Join us in-person for the **latest research on critical challenges**

- ✓ Building the Conditions for Positive Student Behavior
- ✓ Engaging Today's Parents to Reduce Chronic Absenteeism
- ✓ Essential Takeaways from EAB's Voice of the Superintendent Study

“

Best PD/CE I've had in 11 years as a Superintendent.

”



Join Us In-Person

Dates and Locations:

- April 25-26, **Washington, DC**
- May 17-18, **Santa Monica, CA**
- June 27-28, **Washington, DC**

Limited Seats Available

How Else Can We Help?

I'd like to speak with someone further about...

- 1 Joining the District Leadership Forum
- 2 How to access EAB's full early literacy and science of reading resources
- 3 EAB's other research areas, including improving teacher morale
- 4 Something else? Choose this option and we will follow up with you

A Quick Ask



We value your feedback.

Please take a few minutes to **complete the short survey** that pops up at the close of this webinar.

Thank you!



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