

Kālelemuku:

Staying on Course for Schoolwide Reading Improvement

Kamehameha PASE Conference

October 29, 2004

Kea`au, Hawai`i

Presentation by Pihana Nā Mamo

- Catherine Arnold, Master Teacher and Trainer, DOE Pihana Nā Mamo
 - Gloria Kishi, Project Director, DOE Pihana Nā Mamo
 - Nalani Sing, Principal, Kea`au Elementary School
-

Background

- ❑ Funded through the Native Hawaiian Education Act, Title VII, No Child Left Behind Act (NCLB)
 - ❑ Response to the Act's priority on special needs students
 - ❑ Cooperative effort between the University of Hawai`i Curriculum Research & Development Group and the DOE
 - ❑ DOE responsible for the implementation of school-based activities and the UH for evaluation and materials development
-

School-Based Components

- **Heluhelu** – reading support to 26 schools (16 elementary and 10 secondary) serving high percentages of Hawaiian students who are at-risk
 - **Makua Hānai** – parent and community involvement support at 13 schools in Hawaiian communities
 - **Kāko`o** – secondary mentoring and transition supports to Hawaiian students at 11 high schools
-

Culturally Responsive Teaching and Learning

- ❑ **Membership:** Sense of belonging to a group, school, family, community
- ❑ **Mastery:** Sense of competence, being able to share skills, teach someone else
- ❑ **Independence:** Able to make choices and set goals
- ❑ **Generosity:** Being able to give back to your class, school, community

Sources: Chun, M. (2004). *A'o: Traditional Hawaiian Ways of Teaching and Learning*, unpublished manuscript.

Brendtro, L., Brokenleg, M., Van Bockern, S. (1990). *Reclaiming Youth at Risk*. Bloomington, IN: National Educational Service.

Why the Priority on Reading?



Waimānalo Elementary

Over-Representation in Special Education of Hawaiian Students

- ❑ Hawaiian and part-Hawaiian students constitute 26% (47,314 of 181,145) of the overall student enrollment in Hawaii's public schools
- ❑ Hawaiian and part-Hawaiian students represent 37% (8,662 of 23,450) of the students in special education
- ❑ Over-representation most acute in categories of learning disabilities with 40% (4,231 of 10,612) and behavior disorders with 42% (1,283 of 3,004) of students in those categories being of Hawaiian or part-Hawaiian ancestry

Source: Hawai'i DOE Student Information System, April 2003

Reading and Learning Disabilities

- ❑ Most common reason for referring a child for special education services is reading difficulties (Shaywitz, 2003)
 - ❑ National Research Council report on *Preventing Reading Difficulties in Young Children* estimates that 80% of all learning disabilities is due to a reading disability (Snow, Burns, & Griffin, 1998)
 - ❑ “Matthew Effect” of a growing gap between competent and struggling readers as time progresses (Stanovich, 1996)
 - ❑ High probability that child who is not reading well in early grades will continue to be a struggling reader in secondary grades (Juel, 1988; Torgesen, 1994)
-

Elements of a Schoolwide Reading System in Place (Means for Extent of Implementation on a 4-point scale, n = 365)

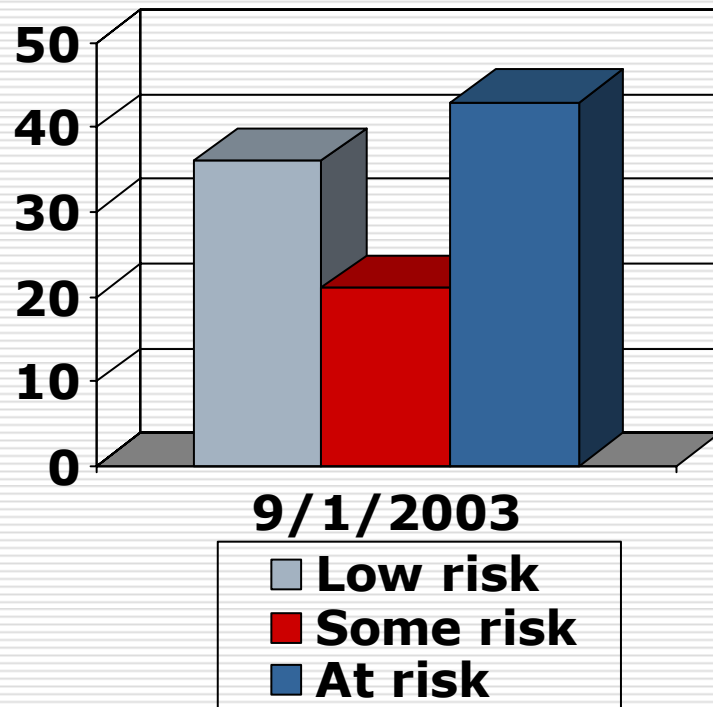
- **Goals, Objectives and Priorities (3.0)** – reading is a priority, presence of coherent reading plan, resources and practices to support reading instruction
- **Assessment (3.6)** – identify reading levels, useful data that informs instruction, progress monitored frequently, reports available in useful formats for teachers
- **Instructional Programs and Materials (3.5)** – core reading program and supplemental materials and instruction that are research-based
- **Instructional Time (3.5)** – protected from interruption, at least 90 for schoolwide reading, additional time for students who need help
- **Instruction, Grouping, and Scheduling (3.2)** – flexible, homogeneous groups; special support for struggling readers; adjusted to learner performance
- **Administration, Organization, and Communication (3.3)** – plan for sharing student reading performance, school has a reading action plan, special programs (Title 1, special ed) complement general education reading instruction
- **Professional Development (3.0)** – Staff receives sufficient training, time allocated to refine reading instruction

Source: Planning and Evaluation Tool (PET), Pihana External Evaluation Report, January 2003

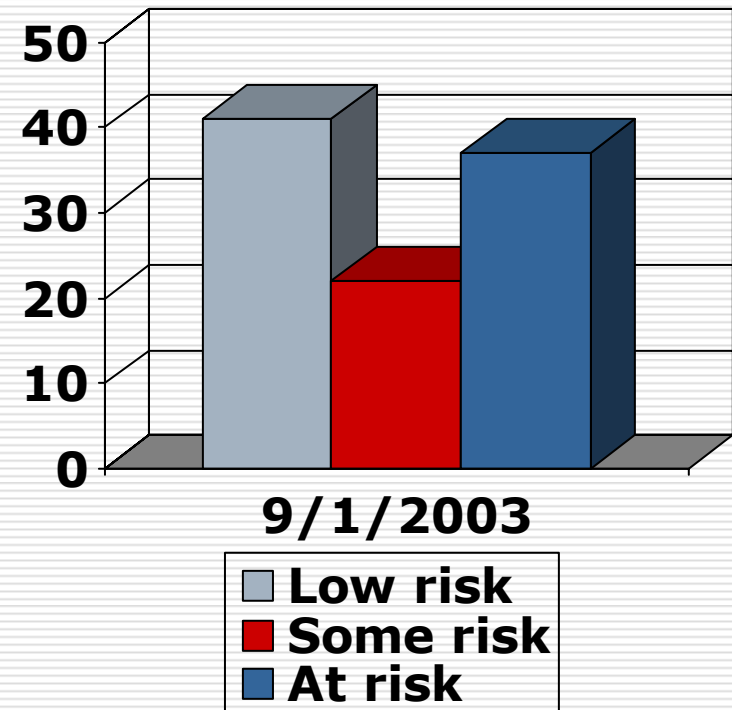
Kindergarteners in Pihana Project Schools for SY 2003-04 (N = 814)

Data from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Letter Naming

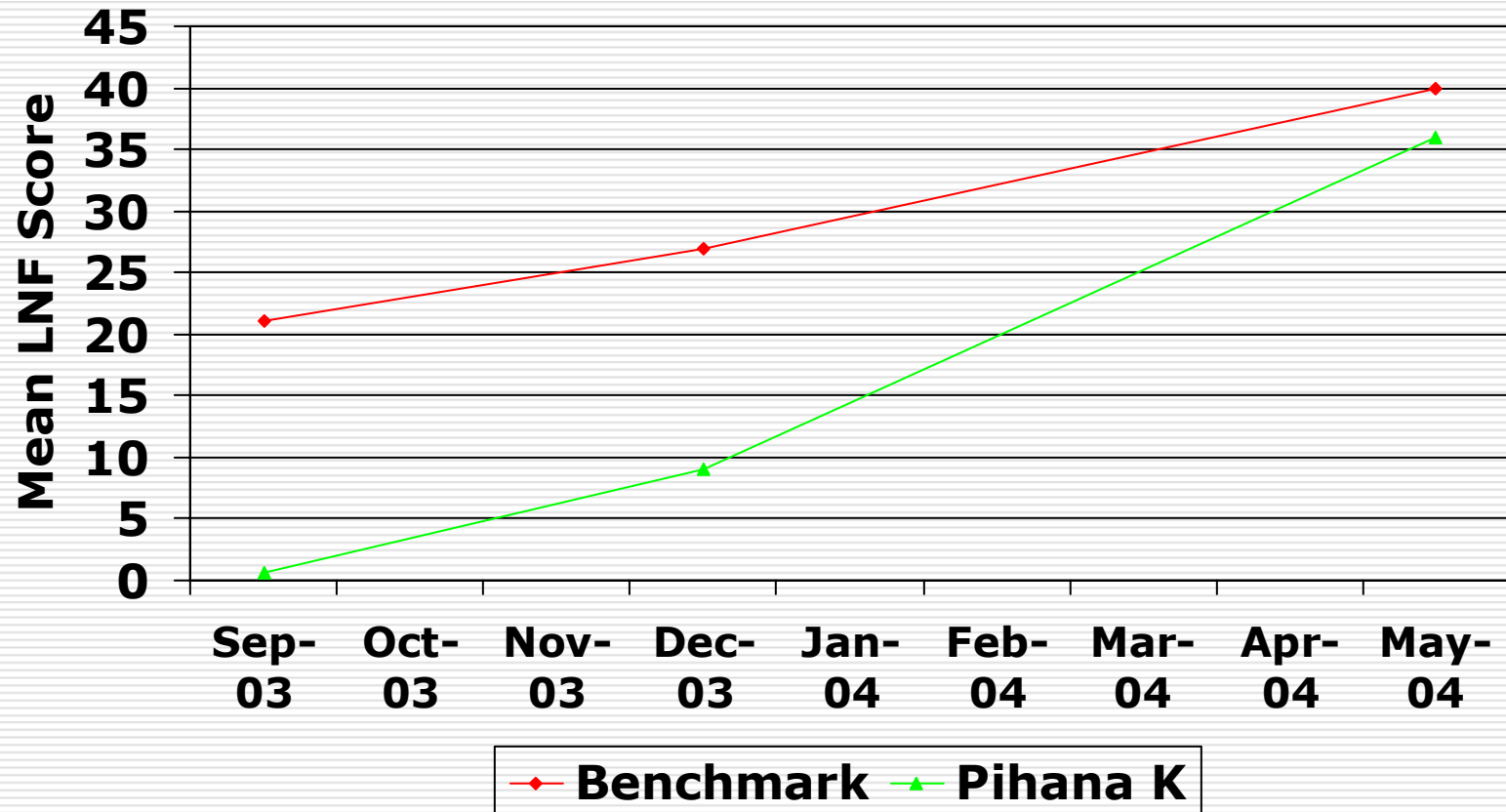


Initial Sounds



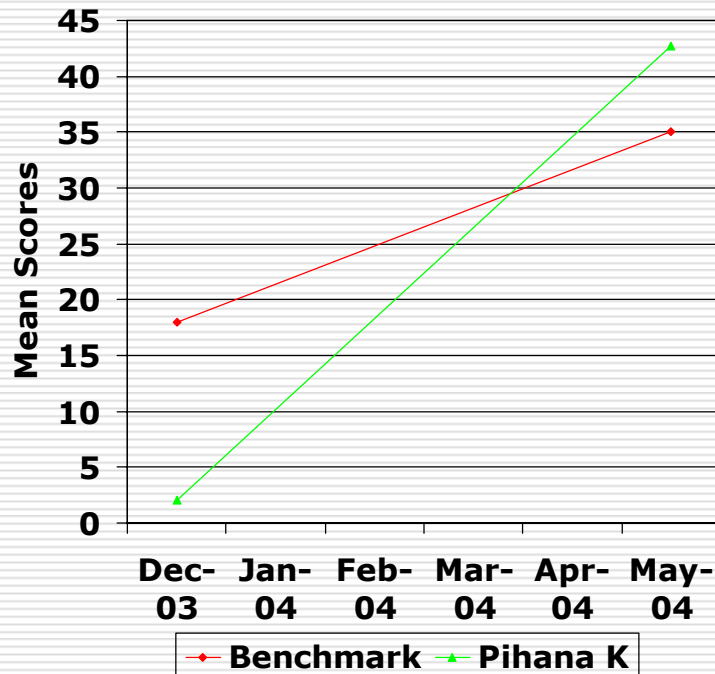
Subset of At-Risk Kindergarteners Using Intensive Reading Program (n = 42)

Data Letter Naming Fluency from the DIBELS, SY 2003-04

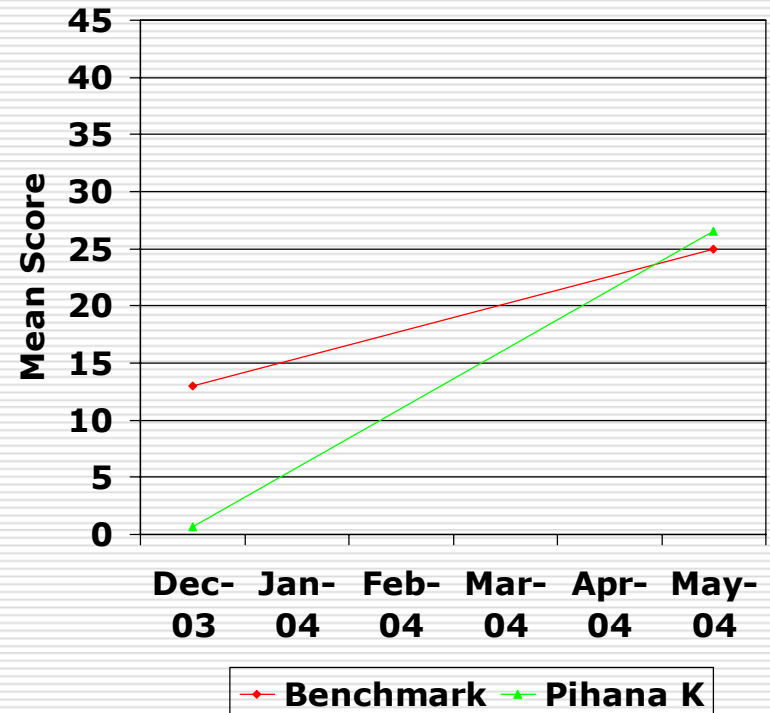


Subset of At-Risk Kindergarteners Using Intensive Reading Program (n=42) (DIBELS, SY 2003-04)

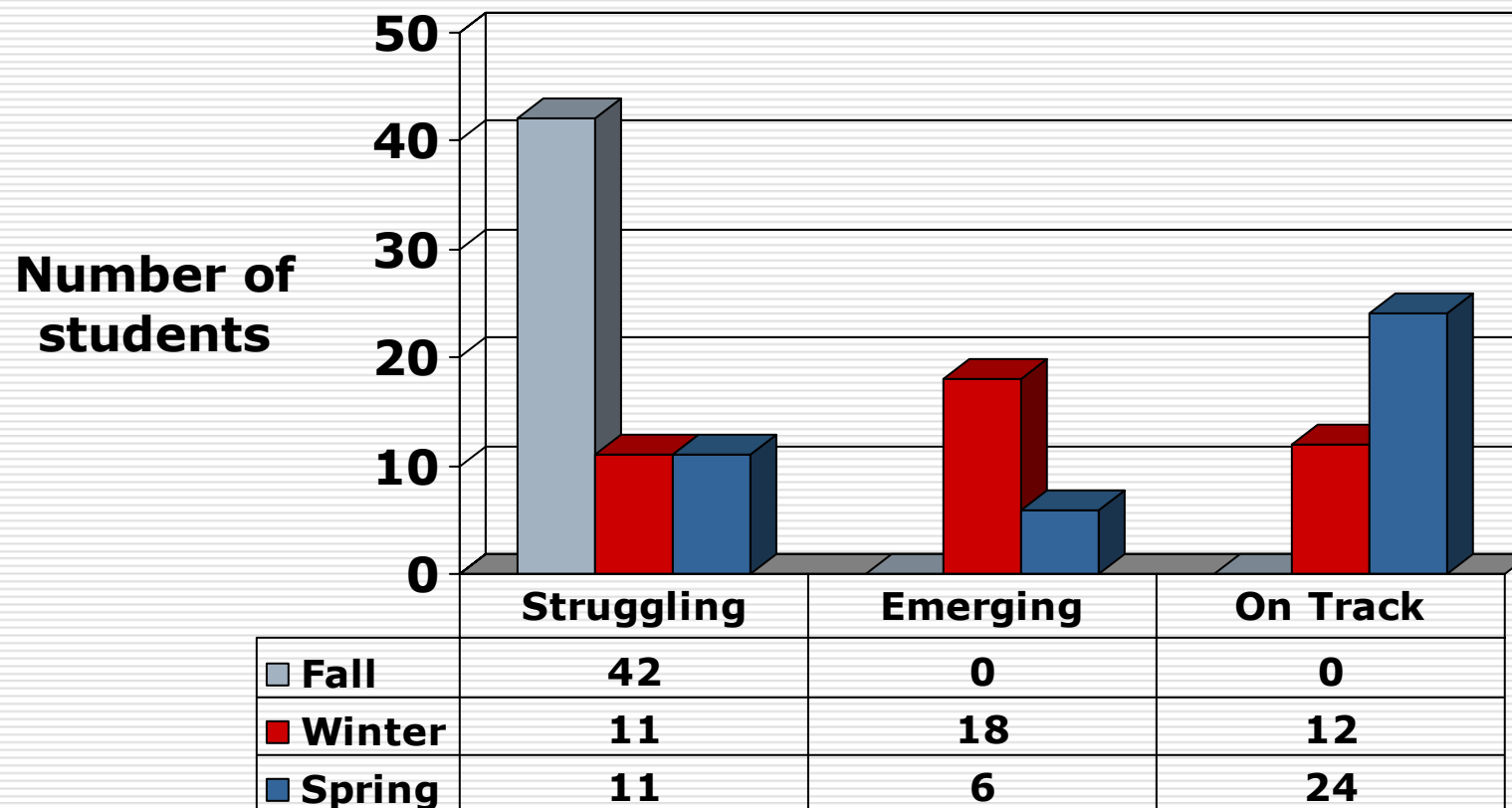
Phonemic Segmentation



Nonsense Words



Subset of Kindergarteners At-Risk for Reading Difficulties (n = 42)



Kea`au Elementary

- ❑ Located in rural Puna on island of Hawai`i
 - ❑ Originally started as school for sugar mill plantation families
 - ❑ January 2000: New campus opened with 820 students in pre-school to Grade 5
 - ❑ Vision statement:
 “Soaring Together into the Future”
-

Kea`au Elementary Demographics

- ❑ Median household income is below state average
 - ❑ 80% on free/reduced lunch
 - ❑ Title 1 school
 - ❑ NCLB status: School Improvement Year 1
 - ❑ 37.4% Hawaiian and part-Hawaiian
 - ❑ 12% ESLL
 - ❑ 8% Special Education
-

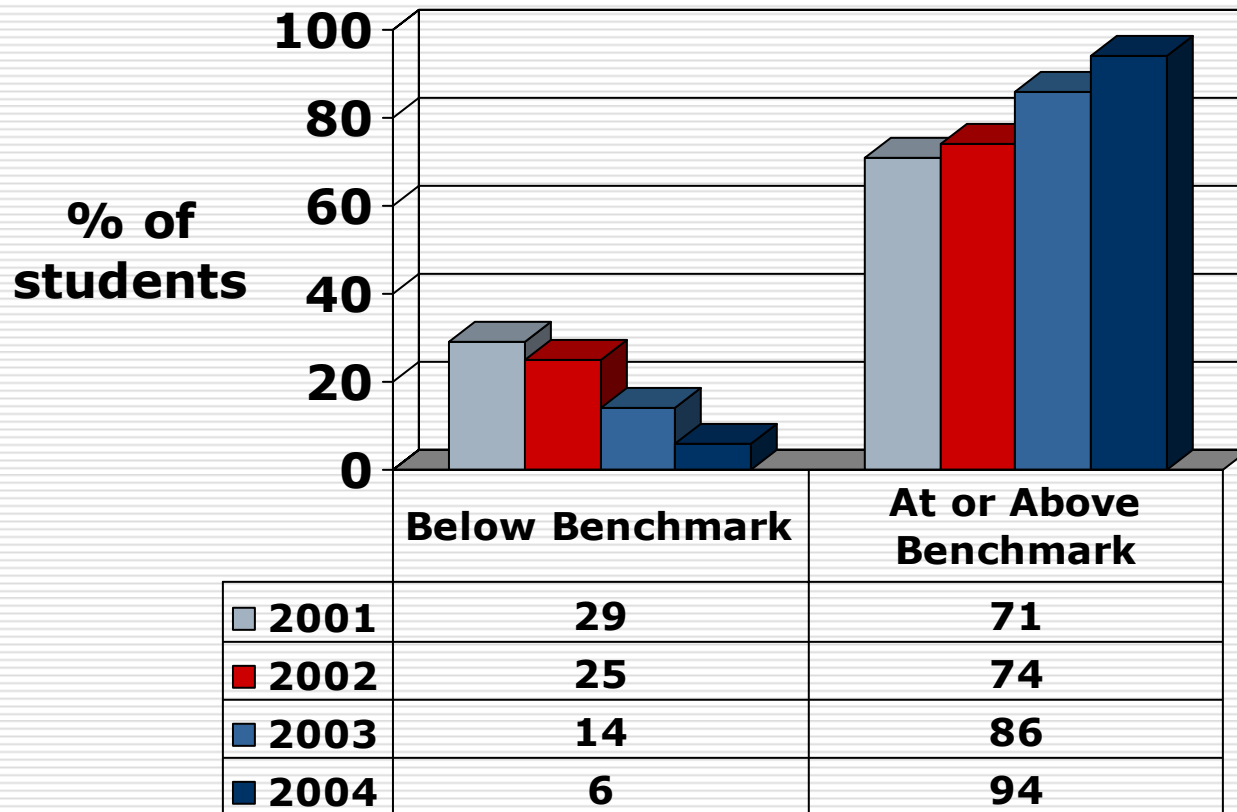
Kea`au Elementary Historical Review

- ❑ 1999-2000: School researched various Comprehensive School Reform Models
 - ❑ Direct Instruction (DI) was selected with 100% teacher 'buy-in'
 - ❑ Fall 2000-02: Schoolwide implementation of Reading Mastery and Reasoning & Writing
 - ❑ Faculty training included 2 days of reading and 2 days of writing workshops
 - ❑ Created block schedule to accommodate implementation
 - ❑ Reading personnel: DI coordinator, DI reading teacher, 10 tutors, 10 DI coaches
 - ❑ Fall 2002-03: Implemented schoolwide DI math program Connecting Math Concepts
-

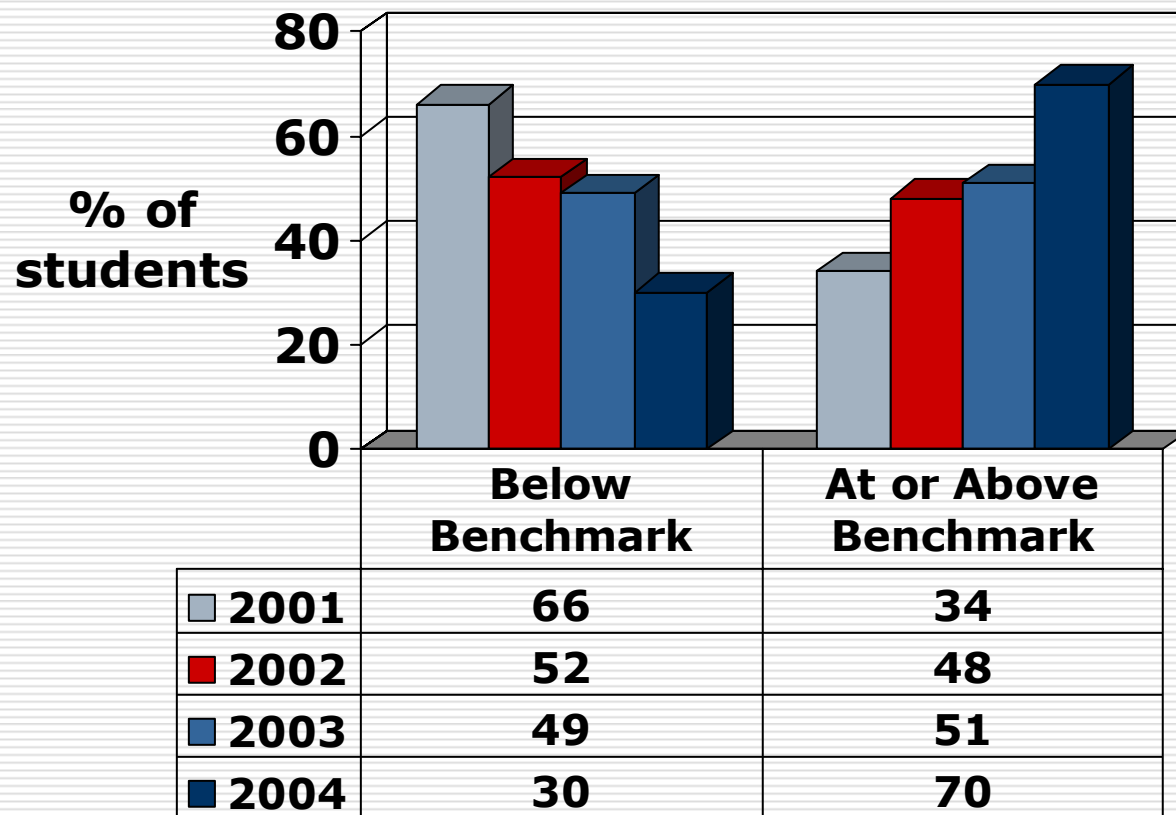
Assessments at Kea`au Elementary

- DIBELS administered in fall, winter, and spring
 - Hawai`i State Assessment (HSA) for reading and math in grades 3 and 5
-

Phonemic Segmentation Fluency, End of Kindergarten (Kea`au Elementary)

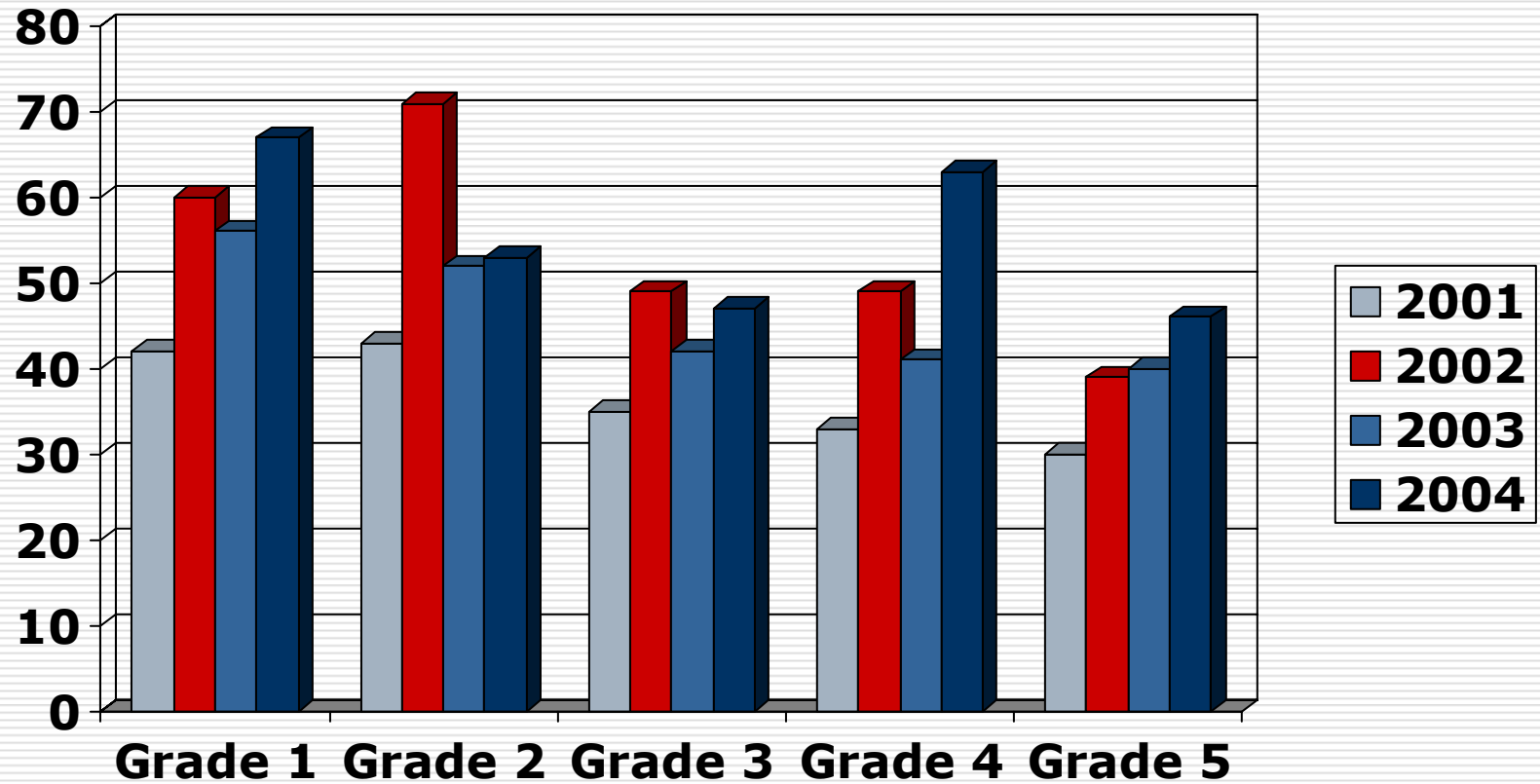


Nonsense Word Fluency, Middle of Grade 1 (Kea`au Elementary)

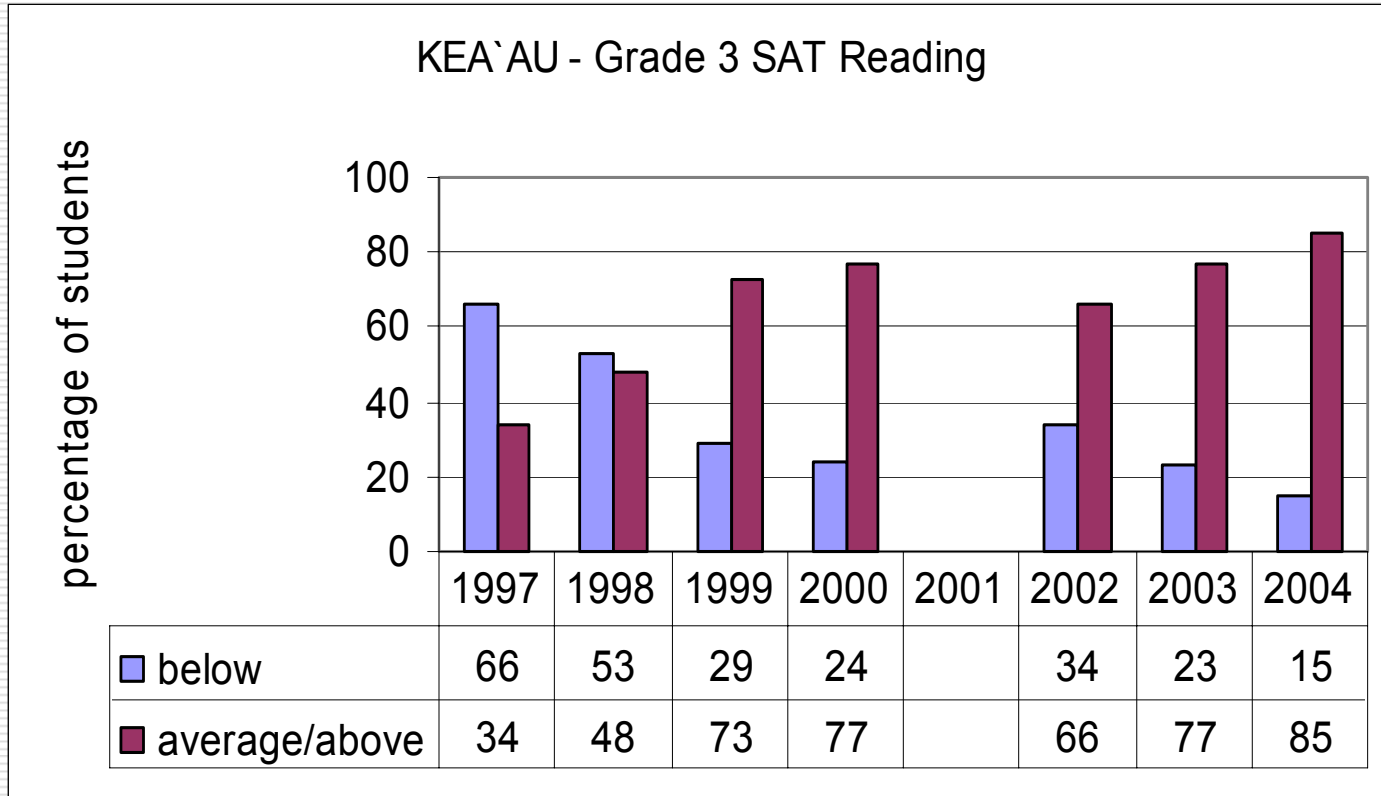


Oral Reading Fluency, Grades 1-5 Students Meeting Benchmarks

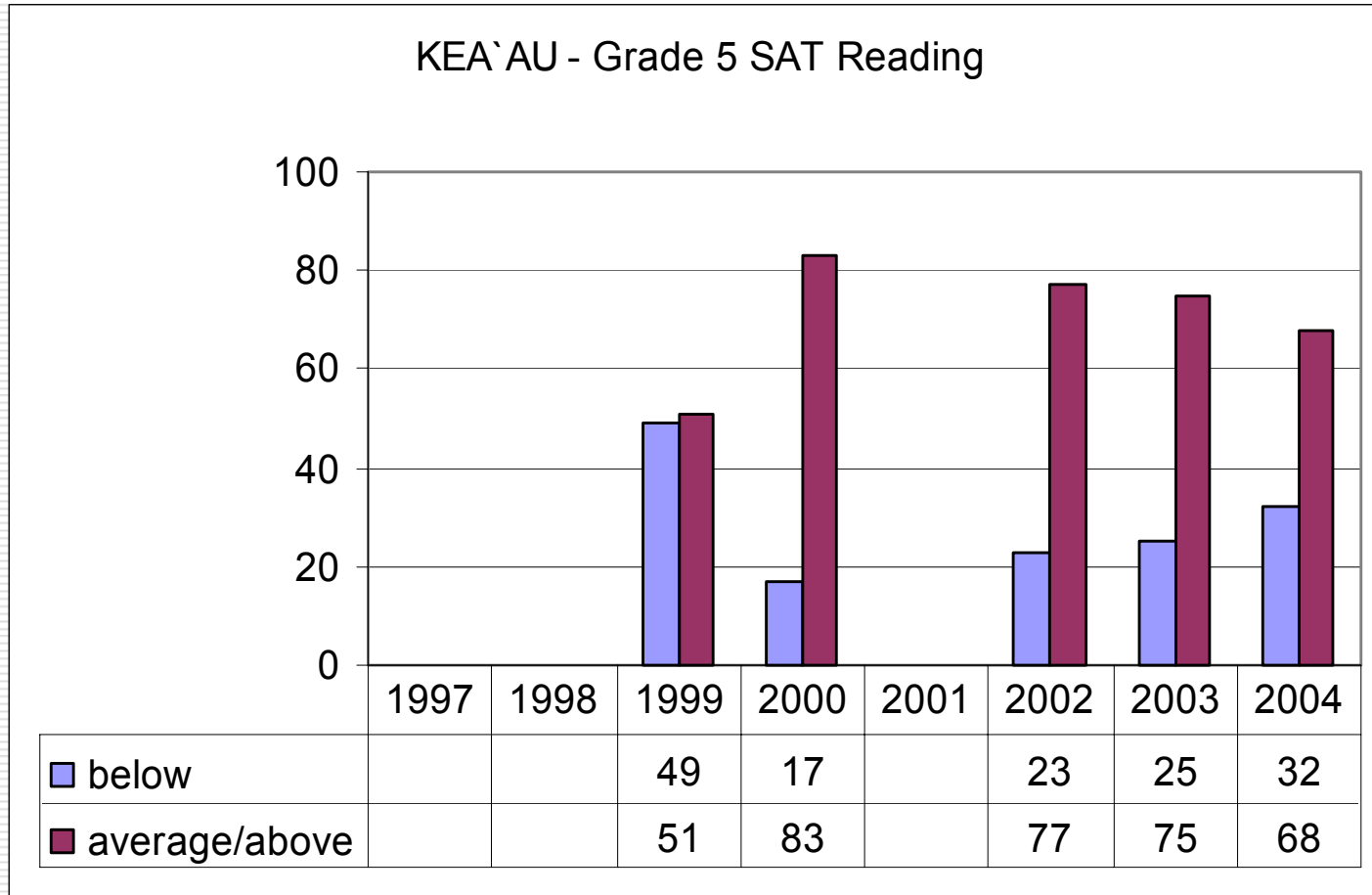
(Kea`au Elementary)



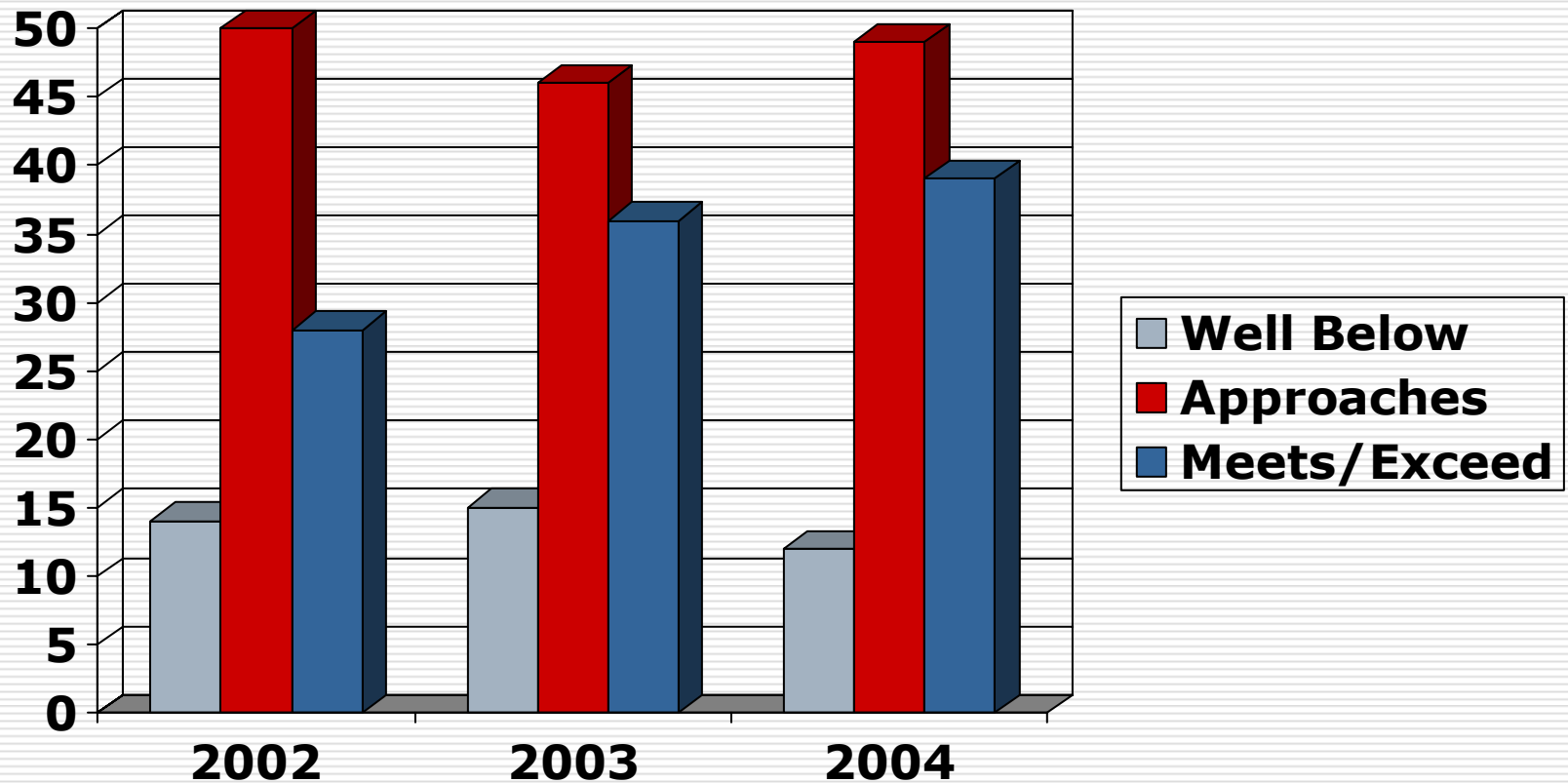
Longitudinal SAT Scores for 3rd Grade Reading



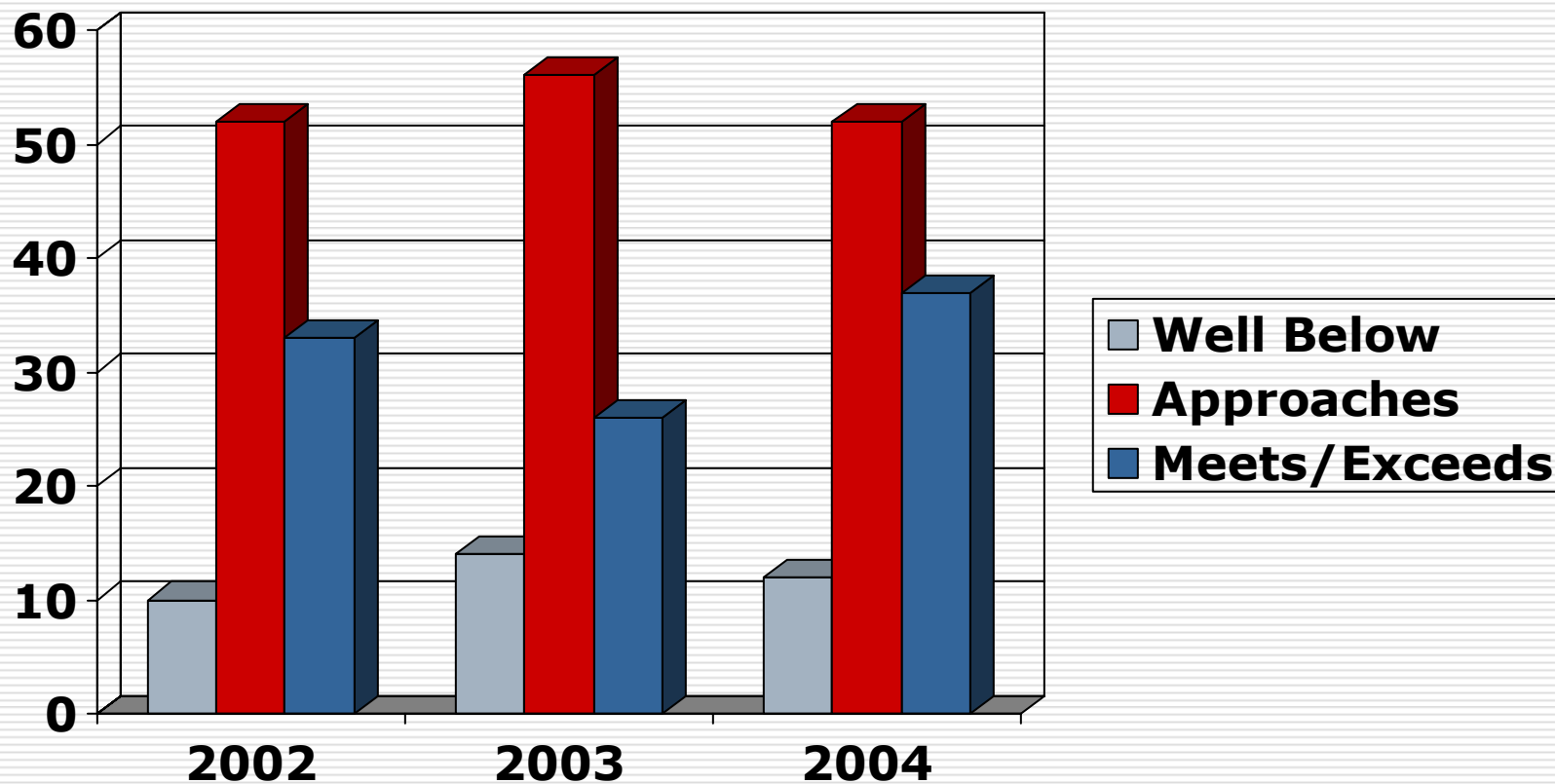
Longitudinal SAT scores for 5th Grade Reading



Hawai`i State Assessment (HSA), Kea`au 3rd Grade Reading



Hawai`i State Assessment (HSA), Kea`au 5th Grade Reading



Factors Contributing to Improved Student Achievement at Kea`au

- ❑ Leadership and high expectations
 - ❑ Program design meets needs
 - Research based
 - Mastery of skills
 - Flexible grouping
 - ❑ Schoolwide commitment to implement program with fidelity
 - ❑ Teacher training and support
-

Factors Contributing to Improved Student Achievement at Kea`au

- Guidance from consultants
 - DI coaches and collegial support
 - Assessment and Data
 - Frequent monitoring
 - Analyze data
 - Improve instruction
 - Intervention support
-

Kālelemuku: Stay the Course



References

- ❑ Brendtro, L., Brokenleg, M., Van Bockern, S. (1990). *Reclaiming youth at risk*. Bloomington, IN: National Educational Service
 - ❑ Chun, M. (2004). *A`o: Traditional Hawaiian ways of teaching and learning*. Honolulu, HI: Pihana Nā Mamo manuscript.
 - ❑ Good, R., & Kaminski, R. (2002). *Dynamic Indicators of Basic Early Literacy Skills, DIBELS (6th ed)*. Eugene, OR: Institute for the Development of Educational Achievement (IDEA).
 - ❑ Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437-447.
 - ❑ Kame`enui, E., Simmons, D., Coyne, M., & Harn, B. (2003). *Planning and evaluation tool for effective schoolwide reading programs (PET), revised*. Eugene, OR: Institute for the Development of Educational Achievement (IDEA).
 - ❑ Kame`enui, E., & Simmons, D. (2002). *Institute on Beginning Reading*. Eugene, OR: Institute for the Development of Educational Achievement (IDEA).
 - ❑ Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.
 - ❑ Simmons, D., & Kame`enui, E. (1999). *Curriculum maps: Mapping instruction to achieve instructional priorities in beginning reading, kindergarten to grade 3*. Eugene, OR: Institute for the Development of Educational Achievement (IDEA).
 - ❑ Snow, C., Burns, M., & Griffin, P. (Eds.) (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.
 - ❑ Stanovich, K. (1996). Matthew effect in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360-406.
 - ❑ Torgesen, J., Wagner, R., & Rashotte, C. (1994). Longitudinal studies of phonological processing and reading. *Journal of Learning Disabilities*, 27, 276-286.
-