An Introduction to Idaho Reading First

Marybeth Flachbart, M.Ed.
Boise State University, Center for School Improvement and Policy Studies
A quiz...

What are the three prongs of the Idaho Reading Initiative?

1. __________________________________________
2. __________________________________________
3. __________________________________________
What are the three prongs of the Idaho Reading Initiative?
A quiz...

What are the three prongs of the Idaho Reading Initiative?

1. Idaho Reading Indicator
2. 40 Hours of Intervention
3. Comprehensive Literacy Course
What are the strengths and weaknesses of the IRI?
What are the strengths and weaknesses of 40 hours?
What are the strengths and weaknesses of the Comp Literacy Course?
Idaho in 2001

- First time that funds were rolled back during the fiscal year to schools
- Move to allocate resources based on formula of need and resources
- Greatest impact of intervention was demonstrated in kindergarten and first grade
- Reading Academies started for first grade
• Would bring $22 million to Idaho over six years
• Provide funds for continued professional development
• Practices incorporated results of the National Reading Panel Report and the National Research Council’s *Preventing Reading Difficulties in Young Children*
• Required the SDE to develop a list of eligible schools
• Develop a list of research based comprehensive reading programs, supplemental materials, and intervention programs
• Implement explicit instructional design elements in funded schools
• Required the SDE to develop a list of eligible schools
• Eligibility was based on the percentage of at-risk students and district’s ability to meet needs
  1. High Risk/High Resources
  2. Low Risk/High Resources
  3. High Risk/Low Resources
  4. Low Risk/Low Resources
Develop a list of research based comprehensive reading programs, supplemental materials, and intervention programs

First curriculum review was a multi-state effort (Washington, Alabama, Montana, and Idaho)

Developed a list of comprehensive programs with evidence of effectiveness
Implement explicit instructional design elements in funded schools

Identified an on-site professional development specialist – Reading Coach

Commitment to ongoing, need specific professional development

Created a comprehensive assessment plan (Screening, Progress Monitoring, Diagnostic, Outcome)
Instructional Coaches

Change is complicated...
• Instructional coaches can help alleviate some of the burden of change.
• Instructional coaches are on-site professional developers who teach educators how to use proven teaching methods.

Some problems are too big for one teacher...
• Instructional coaches are partners in the change process. They work one-on-one with teachers to make it easier to adopt the instructional methods that can make a difference to students' success.
• Instructional coaches are team members, who help pull together and lead the right combination of school staff to reach common goals.

Building networks for change in schools...
Commitment to ongoing professional development based on need

- Curriculum specific training for Open Court, Houghton Mifflin, and Intervention Programs
- Reading Academies for kindergarten, first, second, third grade, paraprofessionals, special education, and concept based
- Processes of change (Reading Leaders/Reading Coaches)
Comprehensive Assessment Plan

• Screening Assessment – IRI and TPRI (Now just IRI/Aimsweb)

• Progress Monitoring (In program assessments, DIBELs in 2007 will be adding Aimsweb)

• Diagnostic (Woodcock Johnson, Core Phonics)

• Outcome (Iowa Test of Basic Skills)
3-Tier System of Instruction

Adapted from Tigard-Tualatin School District, OR
Sadler & Zinn (2005)

Primary Instruction

Tier 1
~80% of students

Tier 2
~15% of students

Tier 3
~5% of students

Secondary Instruction

Tertiary Instruction
Year One

All Students Receive Primary Instruction

Tier 1
~80% of students

Secondary Instruction

Tier 2
~15% of students

Tertiary Instruction

Tier 3
~5% of students

Adapted from Tigard-Tualatin School District, OR Sadler & Zinn (2005)
Year One Goals

• Implement the comprehensive reading program with fidelity
• Use assessment data to create needs based instructional focus
• Use progress monitoring to adjust teaching practices
• Implement systems of support (increased instructional time, small group, align resources)
Year One/Two

Primary Instruction

Tier 1
~80% of students

Secondary Instruction

Tier 2
~15% of students

Tier 3
~5% of students

Adapted from Tigard-Tualatin School District, OR
Sadler & Zinn (2005)
Year Two Goals

• Identify students who have not responded to comprehensive reading program
• Select and implement a replacement core reading program for students two years or more below grade level
• Adopt/implement Response-to-Intervention plan
Always...

Primary Instruction

Tier 1
~80% of students

Secondary Instruction

Tier 2
~15% of students

Tiertiary Instruction

Tier 3
~5% of students

Adapted from Tigard-Tualatin School District, OR
Sadler & Zinn (2005)
Tier 2 is the most challenging

- Identifying students by levels of challenge
- Instructional Focus of each group of learners
- Creating flexible grouping
- Planning for ongoing support in grade four and above
All means all…

“The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

Micheangelo