Continuing the Commitment
Sustaining Reading First Outcomes
A Presentation of the National Center for Reading First Technical Assistance

Organizing Overview

- Part 1: What is sustainability?
- Part 2: Are we ready for sustainability?
  - Looking at implementation
  - Looking at student outcomes
  - Looking at systems readiness
- Part 3: How do we begin to prepare for sustainability?
  - Looking ahead to formal sustainability planning
  - Systems strategies to lay the groundwork for sustainability
- References, resources, and tools

Outcomes

- Define and discuss sustainability in the context of RF
- Determine local readiness for sustainability planning
  - Identify strengths of current implementation
  - Relate this to current Reading First outcomes
  - Identify barriers to sustainability of Reading First elements and strategies for overcoming them
  - Examine roles which educators can play at various levels of implementation (district, school) to facilitate sustainability
  - Explore strategies for sustaining the implementation of a school-wide reading program such as Reading First
- Become aware of tools and resources for planning the sustainability of a Reading First program
"We are not where we want to be. 
We are not where we are going to be. 
But we are not where we were."
Rosa Parks

Where are you now?
- What is the strength of your current RF implementation?
- What is the focus and strength of your current systems-level reading support elements?
- What do your current Reading First results look like?
  - Are they significantly better than your previous results? (pre-RF)
  - Are these results approaching a level you want to sustain?
  - If not, where do you go from here? (refined implementation)
  - If so,
    - What is the rationale for striving to sustain these results?
    - What is the process for sustaining them over time?

Part 1: What is sustainability?
- Introduction to sustainability
- Background on sustainability
- Requirements for sustainability
Sustaining RF: a premise...

- Those who are able to sustain the improved outcomes they have attained under Reading First will be those who:
  - See Reading First not as a funding stream, but as a different way of thinking about teaching and learning
  - See the management of change as a systems-level process

Sustain ≠ Maintain


Key sustainability questions

- What is it?
- What do we want to sustain?
- Is it possible? How do we know?
- What does it take?
- What are the barriers?
- What is the process?
What is it? Sustainability is.....

• “...the ability of a staff to maintain the core beliefs and values (culture) of a program
• ...and use them to guide program adaptations over time...
• ...while maintaining improved or enhanced outcomes.”

-adapted from Century and Levy, 2002

What do we want to sustain?

- effective practices
- Improved outcomes
- adaptability
- systems
- reading culture

Is sustainability possible?

Yes!

How do we know?

• Consider what makes the greatest difference
• Consider the costs associated with those variables
Elements of a school-wide reading model w/added costs and sources of support

<table>
<thead>
<tr>
<th>Element</th>
<th>Cost to District</th>
</tr>
</thead>
<tbody>
<tr>
<td>leadership (distributed)</td>
<td>no added cost</td>
</tr>
<tr>
<td>culture (how we do things)</td>
<td>no added cost</td>
</tr>
<tr>
<td>shared vision, beliefs, commitments; owning outcomes, organization, communication, collaboration, focus, etc.</td>
<td>no added cost</td>
</tr>
<tr>
<td>use of time</td>
<td>no added cost</td>
</tr>
<tr>
<td>use of recurring resources</td>
<td>no added cost</td>
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</table>

Elements of a school-wide reading model w/added costs and sources of support - continued

<table>
<thead>
<tr>
<th>Element</th>
<th>Cost to District</th>
</tr>
</thead>
<tbody>
<tr>
<td>curriculum (differentiated)</td>
<td>• district materials budget</td>
</tr>
<tr>
<td></td>
<td>• Title I supply budget</td>
</tr>
<tr>
<td></td>
<td>• special education</td>
</tr>
<tr>
<td>instruction (differentiated)</td>
<td>• existing instructional budget</td>
</tr>
<tr>
<td></td>
<td>• Title I, II, III</td>
</tr>
<tr>
<td></td>
<td>• special education</td>
</tr>
<tr>
<td>formative assessment and use of data for planning</td>
<td>• district pays for data collection, input and retrieval</td>
</tr>
<tr>
<td></td>
<td>• trained volunteers and staff</td>
</tr>
<tr>
<td></td>
<td>• building clerical time for data entry</td>
</tr>
<tr>
<td></td>
<td>• no added cost for data-based instructional planning</td>
</tr>
<tr>
<td>training and support (PD and coaching)</td>
<td>• district and Title I funds for professional development</td>
</tr>
</tbody>
</table>

RF elements + systems variables = sustained outcomes

Program Elements

- Differentiated Instruction and Interventions
- Data Analysis and Use Formative Assessment System
- Professional Development and Coaching
- SBRR Instruction and Materials (Curriculum)

Systems Variables

- Effective School and District Leadership Support
- Improved Student Achievement
- Sufficient Resources ($/Time)
- Focused Reading Culture

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What are the greatest barriers to sustainability?

- Traditional thinking:
  - Expiration of funding
  - Turnover of key staff
  - Changing priorities
  - Other factors outside our control
- Alternate view:
  - Erosion of culture and commitment
  - School’s failure to focus on the variables they control

What is the process? Stages of program implementation

- Program need
  - Adoption
  - Planning, training
  - Implementation
  - Changes in context
  - Adaptation

Sustainability
Continuation/Discontinuation

Learning about sustainability from the work of others
**CSR Study: Findings**

- Schools that sustained reforms
  - More continuity of leadership (leadership)
  - More commitment among stakeholders (culture)
  - The reform was an obvious feature of the structure and culture of the school (culture)
  - More likely that principal played a key role in bringing reform effort to the school (leadership)
- School-level factors that inhibited sustainability:
  - The presence of competing reforms (lack of focus—leadership)
  - Greater turnover in leadership
  - Lack of buy-in initially and even after several years of implementation (culture)
  - Greater misunderstanding/criticism about the reform (culture)

(adapted from Datnow, 2005)

**Lessons learned from CSR**

Three key factors play the greatest roles in determining sustainability:

1. **Shared leadership (and accountability) for desired outcomes**
2. **School culture around desired outcomes**
3. **Use of data to monitor, adjust and make important decisions related to outcomes**

(Datnow, 2005)

**Lessons learned from PBS: What makes a difference?**

- Leadership
  - Administrative leadership
  - School-level teams
  - Local capacity
- School reading culture
  - Build sustainability from day 1
  - Staff input/feedback helps guide program (adaptation within a framework)
- Use of data
  - Formative data system
  - Positive data on own students

(Horner, 2006)
Lessons learned from The Rand Study

- National sample of federally-funded educational innovations
- Studied projects in
  - The last two years of a 3-5 yr. funding cycle
  - And the first two years after funding ended
- Outcomes reflected not the amount of funding, but the actions of the local staff
- Key finding: mutual adaptation
  - Sustainability was enhanced if the project adapted to the changing context of the school setting (e.g. staff turnover, training and support, changes in student population, etc.)
  - And school staff adapted their practices in response to the project

Berman and McLaughlin, 1978

Concerns-based Adoption Model

- Component: Stages of Concern
  - Unaware → Actively engaged
  - A model for understanding how people (e.g., teachers) respond to change initiatives

- Component: Levels of Use
  - Non-use → Resistant → Willing to try it → Expert use

Typical expressions of concern about an innovation

6. Refocusing: I have some ideas about something that would work even better.
5. Collaboration: How can I relate what I am doing to what others are doing?
4. Consequence: How is my use affecting learners? How can I refine it to have more impact?
3. Management: I seem to be spending all my time getting materials ready.
2. Personal: How will using it affect me?
1. Informational: I would like to know more about it.
0. Awareness: I am not concerned about it.
Main ideas about the Concerns-based Adoption Model

- Main ideas about C-BAM:
  - we need to understand where people are on each continuum to help them adjust to the changes we are asking them to make
  - people may need a bridge (e.g., coaching, mentoring, administrative support) to transfer their learning from the training setting to the application setting (e.g., classroom) or to move from one level of the continuum to the next

Applying the Concerns-based Adoption Model

- From the discussion of the Concerns-based Adoption Model, think about:
  - Where are your staff on the Levels of Use continuum? Who (by position) is on the far right (experts), the middle, left of middle (still having concerns or difficulty implementing)?
  - What can you do to help them move further to the right end of the continuum?

Summary, Part 1

- Sustainability is possible, if:
  - There are improved results to build upon
  - A strong implementation is maintained
  - Strong leadership, culture and systems elements are present to provide on-going support for the implementation
Part 2: Are we ready to sustain?
Introducing the Sustainability Readiness Scale (SRS)—Implementation

• Strong implementation
• Identifying and addressing barriers
• Improved outcomes
• Strong leadership and reading culture

What is your program’s readiness for sustainability?

• What is the state of your implementation?
  • Is there strong implementation of each RF element?
• How are your student outcomes?
  • Have your student outcomes shown clear and steady improvement since the program began?
• What is the strength of your reading leadership and culture?
  • Is there clear administrative support?
  • Is there a clear or emerging reading culture?

Strength (fidelity) of implementation

Fidelity = degree of match between:
• Optimal use of the procedure
• Actual use of the procedure

High fidelity implementation is more likely to produce the intended results
Low fidelity implementation is more likely to produce weak or very limited results

See tool titled “Sustainability Readiness Scale—Implementation”
Questions to consider

- Do we have a strong implementation of the RF model?
- Have we identified and begun to address the barriers to continued strong implementation of the model over time?
- Are we seeing improved student outcomes from our efforts?
- Do we have a healthy reading culture and clear leadership to support our program?
- If so, we are ready to move to planning for sustainability (See tools at: www.ed.gov/programs/readingfirst/support/sustaining.html)
- If any of these ingredients for sustainability is weak or lacking, we should focus on strengthening them before shifting our focus to sustainability planning.

Implementation of Reading First by element:

- What does strong implementation look like?
- What are the challenges?
- What is the status of our implementation?

Reading First elements and sustainability

- Leadership (organization, goals, priorities, communication)
  - Culture (shared vision, beliefs, practices and commitments)
  - SBRR curriculum (core, supplemental, intervention programs)
  - Instruction (differentiation, grouping, delivery)
  - Formative assessment/use of data for instructional planning
  - Professional development
  - Coaching
  - Use of time (90’+) and additional learning opportunities
  - Use of recurring resources
  - District support
Barriers to sustainability: leadership

- Turnover of leadership (principal, coach)
- Lack of attention to reading culture
- Lack of instructional leadership
- The leadership is concentrated in one person
- Lack of support from the district for maintaining effective leadership at the school level

Strategies for sustainability: leadership addressing staff turnover

- Reading-based hiring practices (posting, recruiting, screening, interviewing, doing reference checks)
- Re-assignment of staff—Place principals, coaches and teachers based on vision and skills which match the needs of the students in the school
- Cultivate leaders (planned succession (Fullan, 2005)
  - Provide training, opportunity, support, recognition
  - Have current leaders mentor potential leaders

Strategies for sustainability: leadership addressing reading culture and instruction

- Review/revise job descriptions for principal and coach
- Set high expectations for leaders regarding outcomes and hold them accountable
- Supervise and evaluate principals and coaches on the variables related to strong outcomes
- Provide support for leaders to meet outcomes (mentoring)
- Structure strong collaboration between principal and coach
- Establish strong building reading team
Shifting leadership priorities

**Reading First:**
- Requires a shift in typical school leadership priorities.
  - Instructional leader/educator with a strong focus on improving instruction and student achievement
  - Managerial administrator/supervisor
  - Political negotiator/facilitator

**Brief discussion:**
Key or emerging leaders in your school

- "Don't rely on a hero. Rely on the team" - Rob Horner
- Who are the reading leaders in your school? Potential leaders?
- What are the roles they play or can play to help sustain Reading First elements?
- What can you do to cultivate their leadership potential?

**Sustainability Readiness Scale (SRS)—Implementation**
- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Leadership
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element
- When finished, calculate the total score for that element
**Reading First elements and sustainability**

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
  - SBRR curriculum (core, supplemental, intervention programs)
  - Instruction (differentiation, grouping, delivery)
  - Formative assessment/use of data for instructional planning
  - Professional development
  - Coaching
  - Use of time (90' +) and additional learning opportunities
  - Use of recurring resources
  - District support

**Leadership and culture: what does Reading First mean?**

- Reading First is:
  A. a federal funding stream (like Title I)
  B. a short-term “seed money” program
  C. a way of teaching reading
  D. B and C

Those who are able to sustain Reading First will be those who see Reading First not as a funding stream, but as a different approach to teaching and learning.

**Culture**

- Culture:
  - “How we do things here as a group”
- Reading culture:
  - “How we do things here in reading”

How we do things doesn’t matter — only when outcomes don’t matter
Reading culture: What is it?

- "How we do things here" (with respect to reading)
  - The materials we use
  - The training and support we provide
  - The instruction we plan and deliver
  - The assessments we conduct
  - The way we use time and other resources
  - The leadership we provide for reading
  - Our shared mission, vision, beliefs, expectations, norms, values and practices around reading outcomes

The components of reading culture

- Shared mission/vision/beliefs
- Common understanding of student context
- Cultivation of input/buy-in
- Communication about the culture
- Commitment to continuous improvement
- Shared expectations of students
- Common evidence-based practices

Elements of a strong reading culture

- Shared understanding of our joint responsibility to assure that students succeed in reading
- Shared vision for student success
- Shared philosophy about teaching reading
- Shared beliefs that all students are capable of learning to read
- Shared commitment to use SBRR material and to use data to guide instruction (grouping, time, etc.)
- Shared language and procedures for talking about and delivering reading assessment and instruction
Barriers to sustainability: developing strong reading culture

- Change of leadership (principal or coach)
- Lack of participation by principal
- Staff turnover (new teachers)
- Changing goals/priorities at district/school level
- Loss of urgency for improved outcomes
- “Cultural drift”

Strategies for sustainability: developing strong reading culture

District level
- Hire and assign district leaders and principals committed to Reading First goals and student achievement
- Communicate with data to school board and schools

School level
- Develop teacher capacity to understand data and deliver instruction aligned with each student’s needs
- Examine student data regularly to assure progress; adjust instruction as needed

Classroom level
- Regularly monitor student progress
- Regularly meet with grade level team to adjust grouping and instruction as needed

Discussion point: Cultivating reading culture
Discussing our reading culture

- To what extent does “the way we do things in reading” align with the mission (purpose) and vision of Reading First?
- What are the strengths and relative weaknesses of our reading culture?
- What features of our reading culture are more readily sustainable? Which are vulnerable to “procedural drift” and eventual ineffectiveness or disappearance?
- What action should we be taking to ensure a strong reading culture in the future and to mitigate weakening influences on our reading culture?

Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Culture.
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element.
- When finished, calculate the total score for that element.

Reading First elements and sustainability

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- SBRR curriculum (core, supplemental, intervention programs)
- Instruction (differentiation, grouping, delivery)
- Formative assessment/use of data for instructional planning
- Professional development
- Coaching
- Use of time (90’+) and additional learning opportunities
- Use of recurring resources
- District support
### Barriers to sustainability: curriculum

- Insufficient training and follow-up support on program implementation
- Insufficient attention to fidelity of implementation
- Insufficient differentiation of curriculum
- Lack of funds for replacement materials

### Strategies for sustainability: curriculum

- Additional training and follow-up as needed
- Supervise for fidelity to instructional plan
- Accountability for implementation
- District, Title I funds, other sources for materials

### Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Curriculum.
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element
- When finished, calculate the total score for that element
**Reading First Elements and Sustainability**

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- SBRR curriculum (core, supplemental, intervention programs)

**Instruction (differentiation, grouping, delivery)**

- Formative assessment/use of data for instructional planning
- Professional development
- Coaching
- Use of time (90+) and additional learning opportunities
- Use of recurring resources
- District support

**Barriers to sustainability: instruction**

- “Procedural drift”
- Inefficiencies in instruction
- Insufficient differentiation

**Strategies for sustainability: instruction**

- Leadership/supervision for fidelity to plans and commitments
- Additional training or support based on data
- Planning, support for greater differentiation
Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Instruction.
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element,
- When finished, calculate the total score for that element.

Reading First Elements and Sustainability

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- SBRR curriculum (core, supplemental, intervention programs)
- Instruction (differentiation, grouping, delivery)
- Formative assessment/use of data for instructional planning
  - Professional development
  - Coaching
  - Use of time (90’+) and additional learning opportunities
  - Use of recurring resources
  - District support

Improved student outcomes

Ask these questions:

- How do your student outcomes compare with those seen before you began implementing Reading First?
- How have the outcomes changed over the course of your implementation?
- If you have seen success, to what do you attribute that success?
- What do you see as barriers to continued success?
## Data review exercise

- Look at the student data from your school
- If possible, look at disaggregated data:
  - By grade level
  - By student sub-groups
- What is the evidence for and extent of improvement?
- Do others see this improvement also?
- What strengths and needs do you see in the data?
- What factors would work for and against continued improvement in the data?

## Barriers to sustainability: use of data

- Loss of staff time or commitment to collect data
- Lack of leadership for using data
- Insufficient knowledge on how to use data
- Lack of support for grade level team meetings

## Strategies for sustainability: use of data

- Build team use of reading data into the school culture
- Schedule regular administration of measures
- Report “up and out”: Schedule meetings to analyze and discuss data: team, principal-coach, and principal-district
- Develop in-house expertise for interpreting data and determining instructional implications
- Identify achievement gaps: between classes, between grades, and between schools
- Identify which classes, schools we can learn from and which need more support
A school district* procedure for using data to monitor student reading performance

1. school sets process of using data to improve instruction
2. data reports go to principal, literacy coach and data base
3. data teams review data, set instructional improvement goals and set PD needs
4. staff share improvement plans across grade levels and set shared PD plan
5. school repeats cycle on a schedule for steps 2-4
6. coordinator prepares data notebook for district admin.; copy is sent to superintendent; admin. review disaggregated data by school, grade and teacher
7. district staff review data and prepare report for superintendent
8. superintendent reviews data and meets with staff to discuss, plan

*Los Angeles Unified School District, 2002

Reporting up

- Consider the process of “reporting up” from the Los Angeles Unified School District (see previous slide)
- What would a process serving the purpose of informing and engaging district leaders look like in your school or district?
- Outline such a process for your context and make a commitment to take this back to discuss it with others in your work setting.

Questions to consider

- Who is collecting progress monitoring data in your school now?
- If the coach is performing this function now, who will do it if/when coaching is reduced or eliminated?
Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Assessment.
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element.
- When finished, calculate the total score for that element.

Reading First elements and sustainability

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- SBRR curriculum (core, supplemental, intervention programs)
- Instruction (differentiation, grouping, delivery)
- Formative assessment/use of data for instructional planning
- Professional development
  - Coaching
  - Use of time (90+*) and additional learning opportunities
  - Use of recurring resources
  - District support

Barriers to sustainability: professional development

- New and/or competing priorities
- Loss of focus
- Loss of PD funds
- Lack of PD planning
- Lack of training for new staff
- Lack of transfer from training to classroom setting
- Lack of follow-up or on-going support
Strategies for sustainability: professional development

- Deflect/defer/combine competing priorities
- Provide leadership to sustain focus
- Use Title I, IIA, III, and district funds to focus on the most efficient and productive training activities
- Differentiated PD based on data
- Assure that follow-up support takes place and is effective
- Set up system to provide PD to new staff
- Provide new staff with foundational training and support in addition to new PD

Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Professional Development
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element
- When finished, calculate the total score for that element

Reading First elements and sustainability

- Leadership (organization, goals, priorities, communication)
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**Barriers to sustainability: coaching**

- Loss of funding for coach
- Diminished effectiveness of coach

**Hypothesis:** Schools with high levels of teacher turnover will find it difficult to sustain Reading First without a coach position.

**Strategies for sustainability: coaching**

- Identify new funding sources to keep the position or
- Identify all roles and functions of the coach that are essential to sustaining RF efforts and determine how to make those roles/functions happen
- Look at other coaching models
- Continue supervision/support for coaching effectiveness
- Identify other sources of TA and support once regional and state RF sources are no longer available
- Have coach document what they do and how they set things up (e.g., at the beginning of the year) to make them work

**Reading support without a full-time coach**

- Use other funding sources:
  - Title I
  - Title III (ELL)
  - District funding
  - Title IIA (highly qualified staff)
  - Special education

- Consider a part-time or shared coach
- Assign building literacy specialist from existing FTE
  - Provide release time, refocus job description
  - (e.g., Title I, librarian, teacher with strong reading background)
- Peer coaching
- Principal or district instructional leader provides "technical assistance"
Making choices about coaching

- Which strategy or combination of strategies for sustaining the functions of a coach might work best for you given your circumstances?
- What would your first (or next) steps be in pursuing that option?

Identifying essential coaching functions

- In your school/district planning team, identify the most critical functions now performed by the coach. Add other functions as needed.
- For each function selected, fill out the other columns of the worksheet. This should provide ideas for further planning on how to carry on the implementation without a full-time coach.

Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to this element.
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element.
- When finished, calculate the total score for that element.
**Reading First elements and sustainability**

- Leadership (organization, goals, priorities, communication)
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**What we need to know about time as a resource for improved learning**

- Controlled by: SCHOOL STAFF
- Potential impact: POWERFUL
- Estimated cost: NO COST

**Elements of time in Reading First**

- Calendars (PD and collaboration time)
- Schedules (90 minutes + intervention time)
- Instructional time allocations
- Instructional involvement and intensity
  - Academic engaged time
  - Opportunities to respond
  - Positive instructional interactions
- Transition time
Barriers to sustainability: use of time

- Inadequate time scheduled
- Reversion to previous practices
- Competing events
- School or classroom culture does not make efficient use of instructional time

Strategies for sustainability: use of time

**Those who do well and those who do not all have the same amount of time in which to do so.**

- Revise school and classroom schedules to assure sufficient teaching time (schedule reading first!)
- Supervise for adherence to instructional schedule and commitment to adequate learning time for all students
- Provide sufficient staff and training to ensure high levels of instructional intensity
- If "new priorities" come along and can’t be deferred, integrate new priorities into the reading priority

Discussion point

Threats to effective use of instructional time

- See the document titled, "Instructional Time Audit" in the Appendix.
- In your group, discuss the questions posed in the audit.
- In what ways does your school make excellent use of time to promote learning?
- In what ways can the use of time be improved to increase student learning opportunities?
Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Use of Time
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element
- When finished, calculate the total score for that element

Reading First elements and sustainability

- Leadership (organization, goals, priorities, communication)
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Allocation of recurring resources

- Reallocating resources to increase student outcomes... sends a powerful message to the staff and the community about the district’s primary mission and intent to help students succeed.

-NWREL, 2001
Barriers to sustainability: use of recurring resources

- Budget is not aligned with reading priority
- Staffing funds are not optimized for maximum instructional coverage
- Time*
  - Not allocating adequate time for instruction
  - Not making full use of instructional time allocated

* (Also see the “time” component of the Reading First elements section)

Strategies for sustainability: use of recurring resources

- Budget:
  - Prioritize district, state and federal dollars for the Reading First elements which require funding
  - Which of these options/resources are already present in your district?
  - Which are present and have funds that could be applied to helping sustain your Reading First initiative?
  - Which are not currently present but could be explored?
  - How could existing general fund resources be allocated to more specifically support the reading initiative?

Strategies for sustainability: use of recurring resources

- Staffing:
  - Hire and assign staff to optimize support for reading outcomes.
  - How could these materials be used to hire principals, coaches and other reading leaders in your district?
  - Does your district cultivate future reading leaders? If not, what would a program look like to develop such leaders in your district?
Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to Use of Recurring Resources.
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element.
- When finished, calculate the total score for that element.

Reading First elements and sustainability

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- SBRR curriculum (core, supplemental, intervention programs)
- Instruction (differentiation, grouping, delivery)
- Formative assessment/use of data for instructional planning
- Professional development
- Coaching
- Use of time (90+ hours) and additional learning opportunities
- Use of recurring resources

- District support

Securing district support

- Who could you talk to in your district to gain district support for Reading First?
- What message would you give them?
- How can you work at this over time?
Barriers to sustainability: district support

- District staff are not connected to RF
- Lack of buy-in or support at the district level
- District decisions, priorities are not aligned with improvement efforts
- District policies and procedures are unrelated to achievement
- Staff are hired, assigned, and supervised on the basis of things unrelated to achievement

Strategies for sustainability: district support

- Communication, involvement to keep district staff informed about, engaged in Reading First
- District policies, procedures and actions are aligned with improvement efforts and support achievement
- Staff (including principals) are hired, assigned, and supervised based on their understanding of and commitment to the instructional needs of students and the support needs of staff

One district’s strategies for sustaining and scaling RF procedures

- Invite non-Reading First schools’ staff to attend Reading First trainings
- Invite non-Reading First staff to visit Reading First schools for observation and discussion
- Communicate data and their instructional implications at every opportunity
- Recruit district leaders’ support. To build their support, help them understand the Reading First process, rationale, outcomes and needs

Hillsboro (Oregon) School District
District Title I practices
Sustainability Readiness Scale (SRS)—Implementation

- Go to the section of the Sustainability Readiness Scale (SRS)—Implementation corresponding to District Support
- With your team members present, determine the rating which you believe best describes the current status of your implementation on that element
- When finished, calculate the total score for that element

Part 3: Positioning our program for sustainability: How do we get started?

- Exploring systems level changes
- Strengthening our communication
- Enhancing the “intangibles”

Shifting the focus

- When:
  - A strong implementation has been achieved and maintained over time, and
  - Improved outcomes are seen over time,
- Then, it is time to shift (expand) the focus
  - From program elements (implementation stage)
  - To systems support (sustainability stage)
- Implementation must remain strong, but…
- Systems supports must now also be cultivated
Systems-level change

- Systems components at the district level:
  - Instructional systems (regular and special education, Title Ia, ELL, etc.)
  - Personnel/staffing systems (job descriptions, hiring, assignment, supervision)
  - Organizational levels/roles/committee structures
  - Organizational policies and procedures
  - Budget and funding practices and priorities
  - Communications (internal and external)
  - Intangible elements of systems strength

Systems-level change: instructional systems

Instructional systems

Systems: All components, all staff, all working together for one goal

Instructional System

- Federal Title programs
- Special education
- Unified system for reading improvement
- Titles I, IIa, III
- Regular education
Instructional systems and funding

*Title I; Title I--highly qualified staff; and Title III--ELL.

Instructional systems: connect elements of Reading First to other "instructional anchors"

- NCLB/AYP
- Response to Intervention model
  - (RTI--IDEA, 2004)
  - School-wide Title I programs

Systems-level change: personnel and human resource systems
Personnel/HR systems: developing and hiring reading leaders

- Develop leaders internally
- Use reading-based practices to hire staff:
  - post
  - screen
  - interview
  - check references

Personnel/HR systems: supervision

- Use job descriptions to structure positions in ways that support reading improvement
- Use supervision/support to get staff to perform jobs in ways that support reading
- Assign all staff in ways that best support student needs in reading
  - Principals—assignment to schools
  - Teachers—assignment to grades
  - Aides—assignment to duties and to groups

Systems-level change: organizational levels, roles, and structures
**Whose responsibility is sustainability?**

- Federal or state government?
- District leaders?
- Principal?
- Coach?
- Teachers?
- *All of the above!*

**Areas of control and influence**

- **Areas of control**
  - Those areas of your work in which you get to decide how things are done
  - Example: Principal sets master schedule, which has significant implications for instructional time in reading
- **Areas of influence**
  - Those areas which you do not directly control, but which you might have an opportunity to influence with data, logic or persuasion
  - Example: Principal convinces district leadership to support a district-wide formative assessment program

**Sustainability at the district level**

- District administrators
  - Align/allocate adequate resources to sustain efforts (staffing, budgets)
  - Align district goals and in-service activities w/school priorities
  - Manage adoption of materials to support reading goals
  - Support district-wide formative assessment process
  - Build calendars and schedules which support reading goals
  - Create job descriptions which support reading goals
**Sustainability at the district level - continued**

- **District administrators**
  - Hire, assign, support and supervise principals on RF elements
  - Guide collaboration among regular education, Title, special education, and ELL staff in the reading improvement process
  - Build capacity among staff for reading improvement by investing in training for all and mentoring for new teachers, assistants and principals
  - Be present at the school to acknowledge staff efforts and ask, “How can we support you?,” then follow through
  - Provide the support needed to principals to act as instructional leaders

- **Superintendent and school board**
  - Consider policies and procedures to support reading goals
  - Support hiring practices, assignment, job descriptions, mentoring and supervision which strengthen reading improvement efforts
  - Review results of reading performance measures on an on-going basis (e.g., each 6 weeks); discuss these with district leaders and principals
  - Provide adequate funding to support instructional staff, materials and training needed for reading improvement
  - Develop calendars and schedules which support reading goals
  - Align district goals and in-service activities with school priorities
  - Seek support for reading improvement through community stakeholders
  - Be present at the school to acknowledge staff efforts and ask, “How can we support you?,” then follow through.
Sustainability at the school level

- Principal takes lead on:
  - Leadership activities and developing leadership in others
  - Continuing to develop and nurture reading culture
  - Continuing to build the knowledge and abilities of teachers
  - Maintaining communication with school and district staff about reading results
  - Forging an alliance of all instructional staff (i.e., regular classroom, Title, ELL, Special ed.)
  - Involving all school staff in reading improvement
  - Overseeing use of time (calendar, schedules)
  - Providing supervision and support for implementation

Sustainability at the school level - continued

- Principal, coach or specialist collaborate on:
  - Continue school-wide formative data collection
  - Continue team process to use data to guide instruction
  - Continue PD, follow-up and support process

Sustainability at the grade level

- Grade level and cross-grade team meetings
  - Based on formative assessment data
  - Focused on adjusting instruction as needed
- Grade level staff collaborates frequently
  - Seamless system of instruction
  - Shared accountability for student outcomes
  - Learn from one another
    - periodic peer coaching
    - collaborative problem solving
    - share ideas and tasks
Sustainability at the classroom level

- Teachers continue high fidelity implementation of key elements
  - Use of time
  - Use of curriculum
  - Use of formative assessment and data
  - Differentiation of instructional components
- Principal supervises for these elements
  - Provides differentiated support as needed
  - Provides positive and formative feedback

Supporting a reading initiative by organizational level and role

- Review the ideas on the handout by role
- Within your team, discuss:
  - What you could/will do within your role to support your reading initiative (areas of control)
  - What you would like to request/suggest that those in different roles do to help sustain the initiative (areas of influence)
- Together, these things help create the systemic support needed to sustain the reading initiative

Systems-level change: organizational policies and procedures
Use policies and procedures to connect research to practice

Reading research
inform
Reading policy
guide
Reading practice

Embed effective elements in district policy/procedure

Policies/administrative procedures regarding:

<table>
<thead>
<tr>
<th>Effective Element</th>
<th>Topics Governed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>calendars, schedules</td>
</tr>
<tr>
<td>Materials</td>
<td>program adoptions</td>
</tr>
<tr>
<td>Hiring</td>
<td>postings, screening</td>
</tr>
<tr>
<td></td>
<td>principal/coach job descriptions</td>
</tr>
<tr>
<td>Staffing</td>
<td>allocations, assignments</td>
</tr>
<tr>
<td>Assessment/Evaluation</td>
<td>types, frequency</td>
</tr>
<tr>
<td>Data utilization</td>
<td>team structure</td>
</tr>
<tr>
<td>Training, supervision, support</td>
<td>professional development</td>
</tr>
<tr>
<td></td>
<td>performance evaluations</td>
</tr>
</tbody>
</table>

Bethel School District, Eugene, OR, July 12, 2004

Policies and procedures

- What school board policies or administrative procedures might you want to consider in your district to support reading outcomes?
- Who would you need to talk with about developing such documents?
- What talking points/examples might you use?
- What resistance might you encounter and how could you address it?
Systems-level change: budgeting and funding systems

Align recurring resources to support elements needing funding

- Federal funds
- State funds
- District resources
  - staffing allocation, supply allocation
  - professional development funds

Aligning resources

- From the document, “Post-Reading First Funding Options” what sources of funding do you see as viable options to consider for on-going support of improved reading outcomes in your school or district?
- How might you begin working toward greater utilization and better alignment of recurring resources with reading goals?
Systems-level change: communication

Engage school, district and community stakeholders

- Increase stakeholder knowledge of the program
  - Share data “upward and outward” at each opportunity to do so
  - Communicate process, rationale, outcomes and needs
- Provide opportunities for stakeholders to “invest” in the program through:
  - Time (visiting, volunteering)
  - Funding (donations, leads on sources)
  - Other support (key communication, networking)

Communication for improved reading outcomes

- Who are the stakeholders for improved reading in your school or district?
- How might you more fully engage them in the conversation about this goal?
- What talking points would you want to emphasize for each group?
- What are your next steps to begin this process?
Systems-level change: “intangible” elements

Play close attention to the “intangibles”

- Mission (purpose)
- Vision (desired outcome)
- Guiding principles (continuous improvement)
- Expectations (of students and of staff)
- Will (determination)

“Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice and discipline.”

Jim Collins

Enhancing the intangible elements of reading outcomes

- How can you place increased emphasis on the intangible elements of strong reading outcomes in your school or district?
- With whom would you communicate about these elements?
- What would your message(s) be?
- How could you more effectively deliver the message?
Sustainability Readiness Scale—
Systems Support

- In your group, discuss and determine where your school is now on each of the items in the exercise and at what priority level you would place each item for development
- Note areas in which you see relative strengths and weaknesses in these sustainability elements
- For a more detailed approach to sustainability planning, see the sustainability tool set at the web site of the Reading First Sustainability Project

Summary, Part 3

- Attending to systems elements at the school and district level can enable staff to sustain a successful implementation over time
- By identifying these elements and working to optimize their effects, we can create stronger and better aligned systems within which improved practices can survive

Further planning for sustainability
Planning for sustainability

- To access a wide variety of resources on sustainability planning, including:
  - Planning tools at state, district, school and classroom levels
  - Examples of strong sustainability plans and related tools
  - Background information about sustainability

Go to the web site of the Reading First Sustainability Project at http://www.ed.gov/programs/readingfirst/support/sustaining.html

Summary of key ideas:

- Sustainability is possible if the implementation is effective and the outcomes are the focus.
- With leadership, planning, sustained focus and a "can do" culture, effective practices that improve outcomes can survive significant changes in context: turnover of key staff—even expiration of initial funding.
- The greatest barrier to sustainability is not loss of funding. It is:
  - erosion of the culture and
  - loss of focus and commitment upon which the initial success was built.

Summary of key ideas:

(continued)

- We must optimize the resources over which we have control and align them with our mission:
  - Other funding sources and
  - Resources that don’t have additional costs attached
    - shared leadership
    - strong reading culture
    - commitment to high fidelity implementation
    - use of data for instructional planning and PD
    - instructional time
    - systems-level planning
    - connection of research to practice and PD
    - focus and vision
References


• Fullan, M. (2005). Resiliency and sustainability: Eight elements for superintendents who want to make a difference and have the resolve to do so. School Administrator, 62(2), 16.


Selected websites on implementation and sustainability of effective practices

- National Reading First
  www.ed.gov/programs/readingfirst/support/sustaining.html

- What Works Clearinghouse
  www.whatworks.ed.gov

- National Implementation Research Network
  http://nirn.fmhi.usf.edu

- Center for Comprehensive School Reform
  www.centerforcsr.org

- National TA Center on Positive Behavior Support
  www.pbis.org

Other sustainability resources

Reading First Sustainability Planning
A project funded by the U.S. Department of Education to RMC Research Corporation to provide a variety of planning tools and background information on planning for sustainability of Reading First programs. See the project’s website at: www.ed.gov/programs/readingfirst/support/sustaining.html

Comprehensive School Reform

- Local systemic change
  http://lsc-net.terc.edu/go.cfm/home

- Comprehensive school reform--Virtual Conferences
  http://sustainability.terc.edu
  http://sustainability2002.terc.edu
  http://sustainability2003.terc.edu

Concerns-based Adoption Model

- http://www.nas.edu/rise/backg4a.htm
- http://www.mentoring-association.org/membersonly/CBAM.html