



# **Raising Reading Achievement: What REALLY Makes a Difference?**

— Jan Hasbrouck —



**PLAIN TALK ABOUT LITERACY AND LEARNING**  
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the Center for  
**DEVELOPMENT  
& LEARNING**

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# About the Presenter

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## **Jan Hasbrouck**

Jan Hasbrouck, Ph.D., is an educational consultant, trainer and researcher. She served as the executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before becoming a professor at the University of Oregon and later Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including, *The Reading Coach: A How-to Manual for Success*, *The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches*, and *Educators as Physicians: Using Rtl Data for Effective Decision-Making* as well as several assessment tools. In 2008, she and her colleague, Vicki Gibson, partnered to form Gibson Hasbrouck & Associates, with the mission to provide high quality professional development to educators nationally and internationally.

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# About CDL

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CDL is a results-driven, nonprofit organization. Our singular focus is to improve the life chances of all children, especially those at high risk, by increasing school success.

We provide professional learning that is specific and relevant to the needs of your students and your teachers.

We tackle real-time issues such as critical thinking and metacognition, remediating struggling readers, and building and sustaining collective capacity of students and teachers.

Our professional learning is designed, facilitated, evaluated, and adjusted to meet your needs. In collaboration with school and district leaders, we examine student and teacher data and build professional learning in response to student and teacher performance. We examine progress frequently and adjust accordingly.

Our specialists excel in the areas of reading, writing, leadership, critical thinking, early childhood development, how students learn, intervention and remediation, and learner-specific instruction. We have experts at all levels from early childhood through high school.

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## Raising Reading Achievement: What REALLY Makes a Difference?

JAN HASBROUCK, Ph.D.



## Preview:

It's **NOT** a particular program or materials!

**BUT...**

programs and materials can make a **BIG** difference!



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### My conclusions from reading research:

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students can achieve literacy skills at or approaching grade level.** These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-informed and well-supported teachers. The most powerful instruction is systematic, explicit, and intensive, designed to appropriately integrate elements of oral language development, phonemic awareness, phonics and decoding, fluency, vocabulary development, and reading comprehension skills and strategies.

*Jan Hasbrouck, Ph.D.*

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan and Every Child Reading: A Professional Development Guide.* Available online from Learning First Alliance



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## “The Science of Dyslexia”

Hearing of the Science, Space and Technology Committee  
U.S. House of Representatives  
September 18, 2014

Webcast available:

<http://science.house.gov/hearing/full-committee-hearing-science-dyslexia>



## MORE Good News!

While there is a recognized optimal age for early reading intervention...

**“it is never too late”**

Shaywitz (2003) *Overcoming Dyslexia*

- Intensive, targeted **INTERVENTIONS** for struggling readers
- Explicit **VOCABULARY & COMPREHENSION** instruction
- **EXTENDED DISCUSSIONS** of text meaning and interpretation
- Increase student **MOTIVATION** and **ENGAGEMENT**

Kamil et al. (2008) *Improving Adolescent Literacy: A Practice Guide*

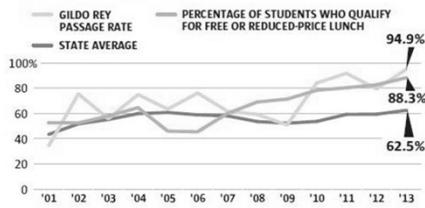


Come on...is this even possible in the **REAL WORLD?**



### Gildo Rey: high poverty, high performance

One of the state's poorest schools, Gildo Rey Elementary in Auburn, is also among its top performers. Typically, test scores drop as poverty rates rise, but at Gildo Rey, passage rates on fourth-grade math tests have risen even as the poverty rate climbed. The school has made similar gains on third- and fifth-grade math and in reading in all three grades.



Source: Office of Superintendent of Public Instruction THE SEATTLE TIMES Apr 27, 2014

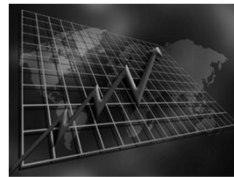
## THE FACTS

- Gildo Rey Elementary in Auburn, WA
- Spring 2013:
  - 531 students
  - 88.3% poverty
  - 38.6% ELL
  - Latino 51 %
  - White 25 %
  - Asian/Pacific Island 15 %
  - 2+ Races 7%
  - Black 5 %



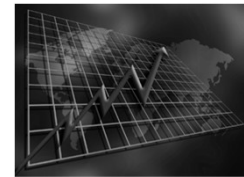
## HOW?

- New principal (former reading coach) started with behavior, then reading, then math.
- Principal "charming but unrelenting".
- Collaboration mandated: "Teachers jointly plan lessons, pore over student work, test students frequently, and adjust the curriculum weekly and sometimes daily."



## HOW?

- "To help...students catch up...[teachers] didn't have a minute to waste."
- "...teachers conduct class at a quick clip."
- Lots of instruction in small groups and "the most experienced teachers work with the groups that need the most help."
- "When the small reading groups started, the school's passage rates on state reading tests, which had dipped to a little over 50 percent, jumped up to the 80s."

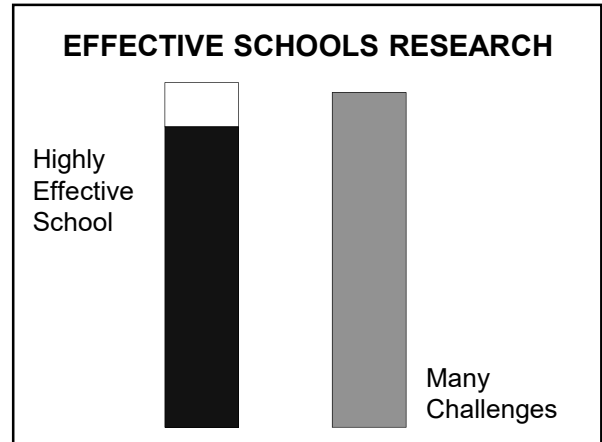
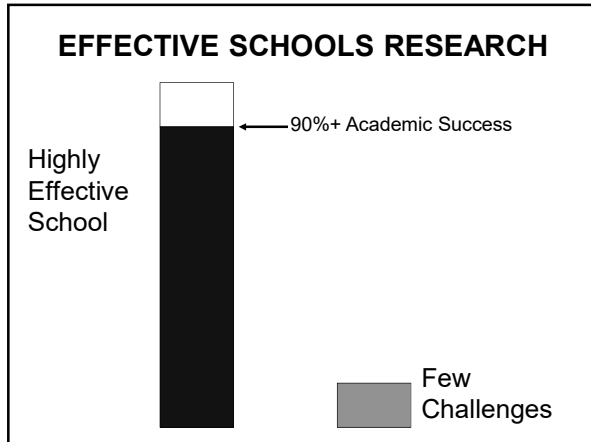


Impressive.

But, in our real world, without enough time, money or people...how can we **REPLICATE** this success?



Let's just **COPY** what the effective schools are doing!!



## Set your SAILS

for success!

**S** TANDARDS  
**A** SSESSMENTS  
**I** NSTRUCTION & INTERVENTION  
**L** EADERSHIP  
**S** USTAINED COMMITMENT

Hasbrouck & Denton (2005 & 2009)

## STANDARDS

Apply **key** grade level expectations for what students should know and be able to do at **key** benchmarks.

Use standards to set **high performance goals** for **ALL** students.

## ASSESSMENTS

**Benchmark/Screening**  
Which students **MAY** need extra assistance?

**Diagnostic**  
What are a student's skills **strengths & needs**?

**Progress Monitoring**  
Is **learning** happening?

**Outcome**  
Did students make progress toward standards ?

## ASSESSMENTS

Assess to

- Screen**
- Diagnose**
- Continuously evaluate**
- Measure outcomes**

**SHARE DATA**  
in frequent, public, nonjudgmental, collaborative meetings

**USE**  
results to make all key instructional decisions



## SHARING Student Data



SAILS

“The principal put scores on a wall and asked the instructors to discuss why some of the teachers were doing better than others. Initially resistant, teachers began to recognize areas where they needed help.”

“You start to question yourself, and that’s the whole point... Eventually it gives you the freedom of knowing that even as a seasoned teacher you can say “This isn’t working.”

Los Angeles Times August 22, 2010

## SHARING Student Data



SAILS

The new principal at a middle school started a voluntary program of posting student’s assessment results during grade level meetings.

“It was a little uncomfortable at first, but that level of transparency really helped. We were able to see where we needed to improve and see how we could help each other.”

Los Angeles Times August 22, 2010

## INSTRUCTION & INTERVENTION

Effectively **ORGANIZE & MANAGE** the classroom environment.

SAILS

**PLAN** lessons and interventions **DIFFERENTIATED** to meet the identified needs of **ALL** students, at all ability & skill levels.

**DELIVER** instruction using validated, effective instructional **STRATEGIES & MATERIALS**.



## LEADERSHIP

SAILS

Provides **VISION, GUIDANCE & SUPPORT** to ensure that:

Effective **instruction & interventions** designed to meet **standards** are implemented for **ALL** students.

Instructional decisions are based on continuous **assessment** data.

Focused & sustained **professional development** provided to support S-A-I.



## SUSTAINED COMMITMENT

Adopt a system-wide **“no excuses”** model to sustain progress.

Administrators, teachers, parents, and staff **partner** to help **ALL** students achieve success.

Encourage and support **collaboration** across classrooms, special programs, and home.

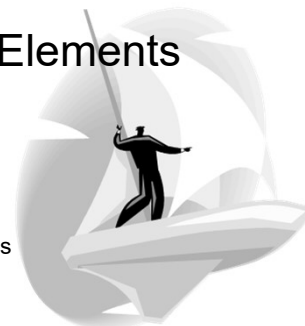
SAILS




## ALL 5 Elements

of **SAILS** must be incorporated into an instructional system to ensure that **ALL** students achieve success

**SAILS** must be launched into a **safe and positive** school environment







www.k12.wa.us/  
ELA/CLP

Washington State  
Comprehensive  
Literacy Plan:  
Birth to Grade 12  
SAILS

# SAILS

## Needs Assessment




Indicator	Low Need	Some Need	High Need
<ul style="list-style-type: none"> <li>Standards</li> <li>Assessments</li> <li>Instruction &amp; Intervention</li> <li>Leadership</li> <li>Sustained Commitment</li> </ul>			


## Reading IS Rocket Science!

Louisa Moats (June, 1999)

- Unlike learning to speak, reading is a **highly complex** linguistic achievement
- Reading must be **TAUGHT!**




"By now, most serious studies on education reform have concluded that the critical variable when it comes to kids succeeding in school isn't money spent on buildings or books but, rather, the **QUALITY OF THEIR TEACHERS.**"



Brill, S. The New Yorker. August 31, 2009

## The Power of INSTRUCTION


- Poverty
- IQ
- Family status
- Language levels



**INSTRUCTION** MAKES THE **DIFFERENCE!**

## TOOLS FOR ORGANIZING AND MANAGING CLASSROOMS

- Communicate expectations
  - Daily Schedule
  - Job Chart
  - Rotation system for small groups
- Establish routines & procedures
  - Organize movement, paper management
  - TEACH expectations & identify boundaries



Pre-k to Gr. 12 resources at [www.gha-pd.com](http://www.gha-pd.com)



### FRAMEWORK FOR PLANNING

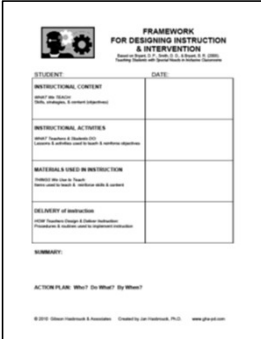
Effective Instruction & Interventions  
Bryant, Smith, & Bryant (2008)

- **Instructional CONTENT**
- **Instructional ACTIVITIES**
- **DELIVERY** of instruction
- **MATERIALS** used in instruction


### FRAMEWORK FOR PLANNING

Effective Instruction & Interventions

- **Instructional CONTENT**  
*What We Teach:* Skills, strategies, & content (objectives)
- **Instructional ACTIVITIES**  
*What Teachers & Students Do:* Lessons & activities used to teach & reinforce selected objectives
- **DELIVERY** of instruction  
*How Teachers Design & Deliver Instruction:* Procedures & routines used to implement instructional activities
- **MATERIALS** used in instruction  
*Things We Use to Teach:* Items used to teach & reinforce skills & content



Available for download at:  
[www.gha-pd.com/resources](http://www.gha-pd.com/resources)



## MATERIALS



- Age appropriate
- Matched to identified needs
- Skill-level appropriate
- Evidence of effectiveness
- Sufficient professional development provided
- Used with fidelity

## Provide Effective INSTRUCTION!



- ➔ Systematic
- ➔ Explicit
- ➔ Active
- ➔ Intensive

## EFFECTIVE INSTRUCTION



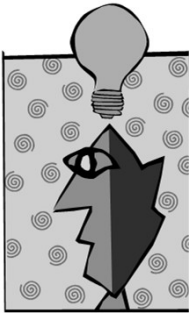
### Systematic

- SCOPE** of skills & content
- SEQUENCE** easy-to-hard; separate confusions
- Frequent **REVIEWS**





**EFFECTIVE INSTRUCTION**

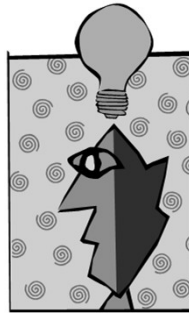


**Explicit**

**3 Steps in Instruction:**

- 1- DEMONSTRATION
- 2- GUIDED PRACTICE
- 3- INDEPENDENT PRACTICE

**EFFECTIVE INSTRUCTION**

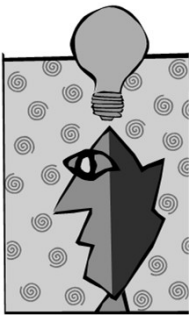


**Explicit**

**4 Steps in Instruction?**

- 1- DEMONSTRATION: I do
- 2- GUIDED PRACTICE: We do
- 3- COLLABORATION: Y'all do
- 4- INDEPENDENT PRACTICE: You do

**EFFECTIVE INSTRUCTION**



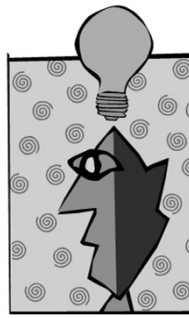
**Active Engagement**

Minimum teacher **TALK**

Students **"DOING"**:

- ORAL reading— most time on connected text
- Encoding words, spelling, writing
- Talking, discussing, sharing, commenting, etc., etc.

**EFFECTIVE INSTRUCTION**




**Intensive**

- URGENT!
  - NO wasted time
  - "Perky pace"
- RELENTLESS!
  - NO excuses
- FOCUSED!
  - Data-driven instruction: What do students *need*?
  - KEY skills taught
  - Linked to standards

**Effective INSTRUCTION**


- How can we **KNOW** when instruction is effective?



**Magnetic Source Imaging**

Magnetoencephalography  
Functional magnetic-resonance imaging

- Safe, painless, non-invasive
- Detects small bio-magnetic brain signals (blood flow or electrical currents)
- Provides real-time information about **which** brain areas are active and **when** during task performance





## Neural Response to Intervention

Patterns of brain activation changes  
in response to instruction & intervention—



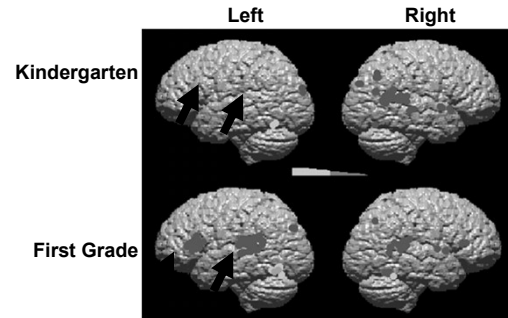
### NEUROPLASTICITY

“Brain surgery by instruction”

8 children with severe dyslexia  
8 week intense phonologically-based intervention  
2 hours a day = up to 80 hours of instruction  
Ages 7- 17 years old  
Simos et al., *Neurology* (2002)

“significant improvement in reading [decoding] skills...”

## At Risk Reader



**WHICH STUDENTS** benefit  
from effective instruction?

## EFFECTIVE STRATEGIES WORK FOR **ALL** STUDENTS

“...there is little evidence that  
children experiencing  
difficulties learning to read,  
even those with identifiable  
learning disabilities, need  
radically different sorts of  
supports than children at  
low-risk, although they may  
need much more **intensive  
support.**”



Snow, Burns, & Griffin (1998) p. 32

## EFFECTIVE STRATEGIES WORK FOR **ALL** STUDENTS

“What we know from these  
syntheses is that the  
instructional practices that  
enhance learning outcomes  
for students with LD result in  
**improved outcomes  
for all students.**”

Vaughn, Gersten, & Chard (2000)



## Why Kids Can't Read:

Challenging the Status  
Quo in Education

Phyllis Blaustein and Reid Lyon (2006)