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**2000 EVERY CHILD A READER**  
**ABSTRACT**

In 1997, Mississippi embarked upon a new challenge and extended the horizons of our children. The Mississippi Reading Initiative...Every Child a Reader, guided by several goals and action steps, was designed to "break the mold" for this state. This Initiative was developed by the Superintendent's Management Team and the State Board of Education to strategically address reading improvement in the state with Scientifically-Based Reading Research (SBRR) best practices. It is our intent that the educators of this state, in partnership with parents and families, will develop children who read well and independently by the end of third grade.

To support the Initiative, the Mississippi legislature passed a reading sufficiency law during the 1998 Legislative Session. This law requires every school district in Mississippi to establish and implement a program for reading reform. In addition, funds appropriated by the state legislature were used to pilot the Mississippi Reading Initiative, which after the pilot year became the Mississippi Reading Reform Model (MRRM), in six of Mississippi's low-performing school districts. In 2000, to further support this reading reform, Jim and Sally Barksdale donated \$100 million to establish the Barksdale Reading Institute, which will be housed on the campus of the University of Mississippi. Technical assistance and funding from this Institute will begin during the 2000-2001 school year. The Institute will implement the MRRM in all schools that it funds.

The Mississippi Reading Reform Model consists of four components:

- High quality professional development to improve reading instructional practices of Mississippi teachers, administrators, and support staff;
- Early literacy interventions to ensure school readiness;
- Extended instructional opportunities for children; and
- Parent/family literacy programs.

The model, which was piloted during the 1998-99 school year in six (6) low performing school districts, has evidenced success. Of Mississippi's 521 elementary schools, 491 will be eligible to apply for Reading Excellence Act (REA) funding to expand the implementation of the reform model. Mississippi is requesting \$31,308,288.00 in funds to provide 40 additional schools, in approximately 20 school districts, the opportunity to establish programs, receive high quality professional development, and technical assistance to implement the MRRM. This extension of services has the potential of impacting thousands of children in our state. The schools will be selected on a competitive basis considering the REA priorities. Through the REA and other funding sources, Mississippi will continue to make advances in integrating SBRR at the most critical level.

The eight (8) technical assistance specialists requested in this grant will join 14 specialists at the Mississippi Department of Education and six (6) specialists of the Barksdale Reading Institute to support schools, on a weekly basis, with implementation of the MRRM. The specialists will be housed at each elementary school to which they are assigned. Each specialist will work with teachers, administrators, and community leaders in a collaborative effort to create successful reading reform in each school.

This grant will help Mississippi overcome the formidable barriers of high poverty levels, low levels of adult and family literacy, a rural citizenry, and help to establish and sustain a community of readers in our state. Most importantly, REA will build on the MRRM's infrastructure to make the connection between research and instructional practice a reality.

## **SECTION 1: INTRODUCTION**

The Reading Excellence Act (REA) can provide the vehicle that Mississippi has desperately needed to effectively implement scientifically-based research reading practices in schools. In addition, the REA will offer local schools the opportunity to accelerate their efforts in ensuring reading success and preventing reading difficulties. With the resources of REA, Mississippi could financially commit to dramatically increasing its efforts, in the area of primary reading instruction, by providing increased access and funding to implement the Mississippi Reading Reform Model (MRRM).

The MRRM evolved from the collaborative efforts of Mississippi teachers, administrators, university faculty members, Head Start, private and public care providers, and national reading experts (i.e., Reid Lyon, NICHD). The Model emphasizes the REA priorities and the most current SBRR. Sections 2 and 3 of Mississippi's REA Grant Application will provide details concerning the components of the MRRM, how the Model reflects the review of the related literature, and the specific steps required for the continued implementation of the Model's process of prevention/intervention.

The Mississippi Reading Reform Model, which emphasizes the Reading Excellence Act (REA) priorities and the Scientifically-Based Reading Research (SBRR), effects systemic change in student achievement by providing:

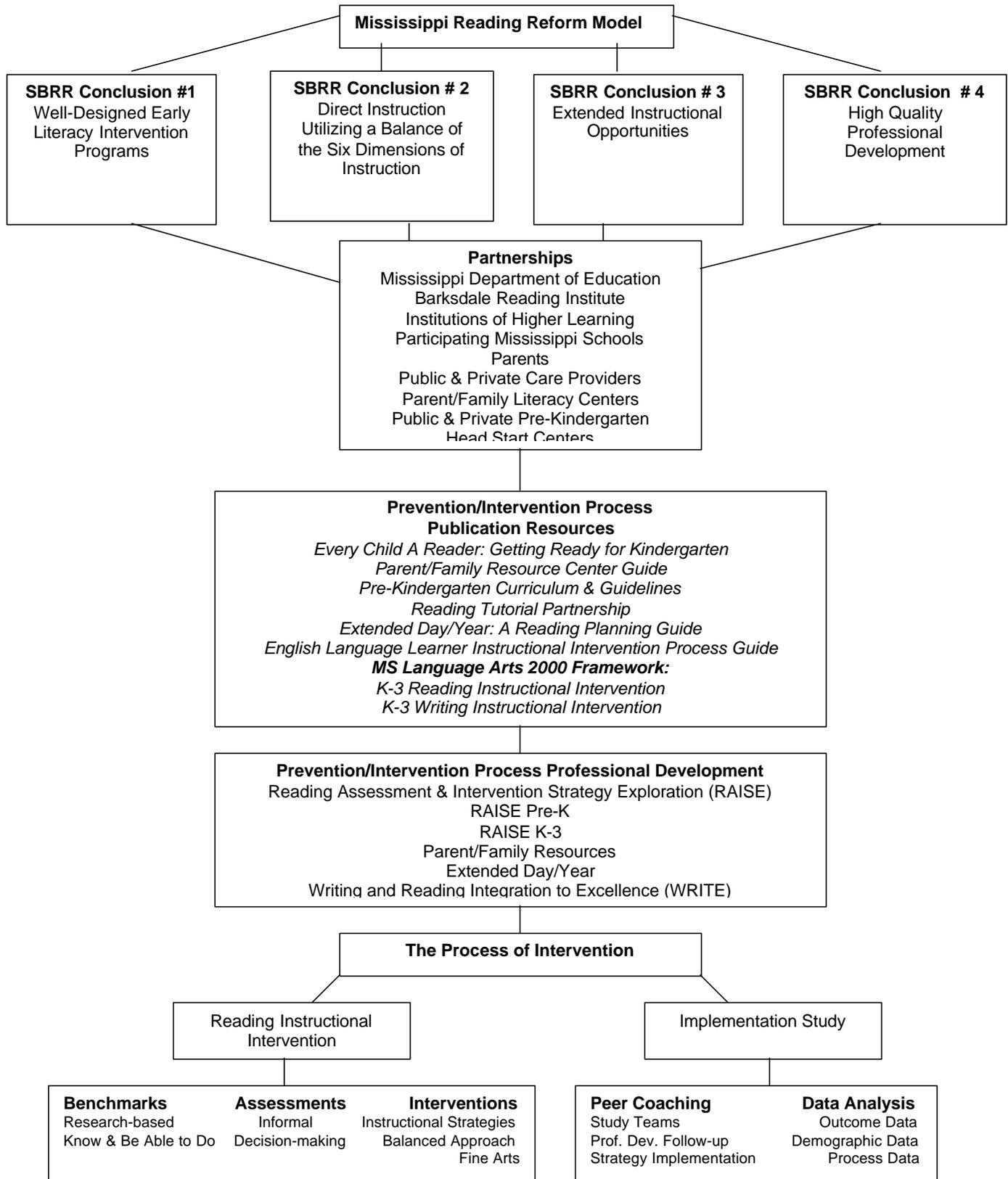
- High quality professional development to improve reading instructional practices of Mississippi teachers, administrators, and support staff
- Early literacy interventions to ensure school readiness
- Extended instructional opportunities for children
- Parent/family literacy programs

The MRRM's overall goal, as evidenced by scientific research, is to train teachers on the most effective methods of providing reading instruction. To date, this has been achieved by heightening teachers' awareness of the six dimensions of reading (phonemic awareness, decoding, fluency, comprehension, background knowledge and vocabulary, and motivation). Thereby, the professional development, resource publications, technical assistance, support materials, and program establishment guidelines that have been distributed state-wide were all constructed with the intent of increasing schools' use of research-based instructional designs.

The MRRM process has already been piloted in six (6) of Mississippi's lowest performing school districts and has yielded positive results in the first year of a three-year longitudinal study. This process of prevention/intervention was actualized through the formulation of research-based reading benchmarks, on-going observational and informal assessments, and instructional prevention/intervention strategies (see Figure 1, Page 3). These benchmarks have set high standards and expectations for student achievement, established methods of assessment, and prescribed the methodology suggested for ensuring that all students meet the expectations.

The central focus of Mississippi's state-level REA program will be to provide local schools with the instructional processes that most effect change in the early childhood and early grade levels. These actions on the state and local levels will ensure that the REA program will aid in building Mississippi's schools' capacities to provide, improve, and expand the educational opportunities for all of our children.

**Figure 1**  
**Scientifically-Based Reading Research and the Process of Prevention/Intervention**



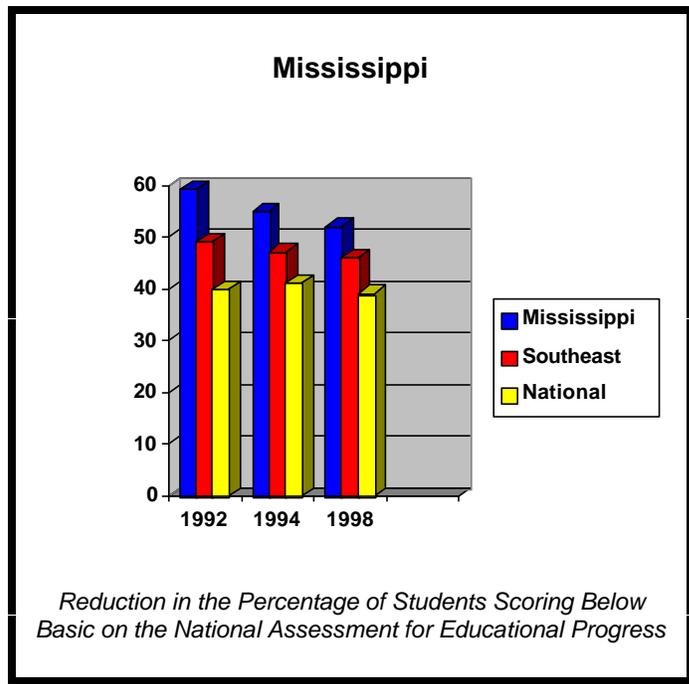
## SECTION 2: NEED

### Section 2

#### **A. Need for Program in State**

The Mississippi State Board of Education has established high academic standards for its 499,362 public school students (see Appendix B, Page 131). However, constant struggles with high poverty levels, low levels of adult and family literacy, and a predominantly rural citizenry have contributed to the state's difficulty in meeting these standards. Despite steady improvement since 1992, low student performance has kept Mississippi ranked at the bottom of the National Report Card. This data affirms the urgent need for a direct and systematic approach to comprehensive reform.

However, there is good news of significant progress from the current evaluations of reading performance in Mississippi. Mississippi was one of seven states in the Nation recognized by the National Education Goals Panel for raising reading achievement (<http://negp.gov/readerpt.htm>). Also, Mississippi received "gold stars" from the panel for "greater than expected" gains in the percentage of students scoring at the proficient level between 1992 and 1998 on the National Assessment of Educational Progress (NAEP). In addition, the state has consistently reduced the percentage of fourth grader's scoring below basic achievement from 1992 to 1998 (NAEP, 1998). The percentage reduction from 59% to 52% demonstrates significant progress as compared to the Southeastern region and the National average scores percentages, as indicated in Figure 2.



**Figure 2  
Grade 4 NAEP Results**

<b>Grade 4 Reading</b>		<b>Average Scale Score</b>	<b>Percentages below basic student achievement</b>
<b>1992</b>	Mississippi	199	59
	Southeast	211	45
	Nation	215	40
<b>1994</b>	Mississippi	202	55
	Southeast	208	47
	Nation	212	41
<b>1998</b>	Mississippi	204	52
	Southeast	210	46
	Nation	215	39

*(Source: NAEP, 1998)*

Research indicates that families that are below the poverty level are more concerned with providing the basic necessities of food, shelter, and clothing than with their children's readiness for school (National Research Council, 1998). For this reason, Mississippi has worked at the most basic levels to "break the mold" and has exceeded expectations with a population of students that are impeded by poverty and background.

Poverty status is typically defined at the school level, as the percentage of children eligible for Free or Reduced Lunch (FRL), and is one of the most significant correlates of school or district average performance. Mississippi's poverty level ranked fourth in the nation (United States Department of Agriculture, 1998) for school-age student participation in free and reduced-price breakfast and lunch programs. The 1999 Mississippi child nutrition count of child care food programs for pre-school age children (ages 0-5) indicated that 84% of the children in child care programs received free/reduced lunches, and 99% of child care-providing homes receive free/reduced lunches (see Figure 3). In addition, the USDA statistics for 1999 on free and reduced lunch participation for school-age children indicate that approximately 63% of Mississippi's public school students receive free or reduced lunches (see Figure 4).

**Figure 3  
Mississippi's 1999 Child Nutrition Count**

	<b>Child Care Pre-School (ages 0-5)</b>	<b>Childcare Homes</b>
% Free/Reduced Lunches	84%	99%

**Figure 4  
Poverty Level in Mississippi**

<b>1999 MS Child Nutrition</b>	<b># of children</b>	<b>Aid Percentages</b>
Total Student Enrollment	499,362	62.9
Free Lunch Children	280,072	54.3
Reduced Lunch	44,260	8.6

Mississippi also faces the challenge of combating one of the nation's highest adult illiteracy rates. This dilemma is compounded by the prevalence of an unbalanced family dynamic structure in our state. Kids Count (1999) data indicates that 35% of all children live in single-

parent families; one in ten live with a grandparent and 65% of our children live with two working parents or a single working parent. All data confirm the need for a direct, systematic and comprehensive model of reform for family and adult literacy. The Mississippi REA program would, therefore, provide family literacy services that would empower parents to be their child's first and most important teachers.

### Facts about Literacy in Mississippi

- Mississippi has the lowest literacy rate of any state in the nation. The number of Mississippians who cannot even sign their name is four times the national average.
- 46% of Mississippians need basic skills instruction.
- 38% of Mississippi high school graduates and 12% of Mississippi's college graduates are reading "at risk."
- Forty-nine of Mississippi's 82 counties have from 30% to 52% of its residents needing the very lowest level of basic academic skills.

The prevalence of poverty and illiteracy has had a cumulating effect on education in our state. The Mississippi Department of Education publishes an annual Report Card evaluating 149 school districts and three agricultural high schools. The Report Card compares performance assessment data, demographics, and school participation in Title I comprehensive reform. Assessment data and other variables relating to quality standards are rated and the districts are ranked accordingly (lowest Level 1; highest Level 5). Prior to 1997, some progress had been made; however, the number of Level 1 districts (lowest performing) remained about the same.

**Figure 5**  
**Mississippi's LEA Performance Ratings**

<b>Report Card Descriptors *</b>	<b>1997</b>	<b>1998</b>
# of level 1 ( probation) districts	17	11
# of level 2 (warned) districts	20	20
# of level 3 (successful) districts	80	84
# of level 4 (advanced) districts	21	19
# of level 5 ( excellent) districts	12	16
ITBS Grade 4 Reading NCE	45.8	46.1

*\*1999 data unavailable due to testing date change from fall to spring*

In July of 1997, Mississippi education officials responded to the critical educational needs of its children by developing the comprehensive, long-term initiative, *Every Child a Reader*. Through broad-based support and strong leadership, the state proposes to achieve the goals of the Initiative by implementing the following priorities:

- Improve the reading instructional practices of teachers, administrators, and support staff by establishing a process of reading intervention and ongoing professional development;
- Expand adult/family literacy programs (early childhood education, adult parenting training and literacy education);
- Provide early literacy intervention to children experiencing reading difficulties, including kindergarten transition programs; and
- Provide supplementary tutoring to children through extended day/year programs.

The resource publications and professional development modules needed for implementation of the Initiative were developed and piloted and are now referred to as the Mississippi Reading

Reform Model (MRRM). In January 1999, the process of retraining all Mississippi's K-3 teachers and administrators in the components of the MRRM was initiated.

Of Mississippi's 521 elementary schools, 491 schools will be eligible to apply for REA funding (see Figure 6 and Appendix B). Mississippi is seeking REA's assistance in providing 40 additional schools, within approximately 20 districts, the opportunity to establish research confirmed effective programs, receive continual professional development, and technical assistance to implement the researched-based MRRM. The schools will be selected on a competitive basis considering the REA priorities.

**Figure 6  
Eligible REA Schools**

<b>Total K - 3<sup>rd</sup> Grade Schools</b>	<b>Title I Targeted Assistance K – 3<sup>rd</sup> Grade Schools</b>	<b>Title I School-wide K – 3<sup>rd</sup> Grade Schools</b>	<b>Empowerment Zone/Enterprise Community K-3<sup>rd</sup> Grade schools Not Included in Title I</b>	<b>Empowerment Zone/Enterprise Community</b>	<b>Total Schools Eligible for REA</b>
521	71	420	3	1	491

**B. Scientifically-Based Reading Research (SBRR) and High Quality Professional Development**

The action steps of the Mississippi Reading Initiative are organized around current SBRR and the delivery of high quality professional development that supports student and school improvement. Where possible, relevant results from three years of evaluative studies of educational programs and approaches in Mississippi are presented, particularly for high poverty schools and districts. The review of literature has yielded six SBRR conclusions. These six (6) conclusions have become the foundation for the three goals of the Mississippi Reading Reform Model (MRRM).

The following review of literature correlates the research conclusions to the three goals and the action steps.

**SBRR Conclusion #1: Well-designed early literacy interventions really do help**

**Goal One of the Mississippi Reading Initiative: *Children will exit Kindergarten with appropriate readiness skills.* The following Action Steps have been developed to ensure successful implementation of Goal One.**

- Collaborate with other agencies and groups to develop early childhood literacy programs, inclusive of parent/family literacy efforts, and an awareness campaign.
- Develop resources that discuss the early educational needs of children for distribution to parents.
- Offer professional development for school districts to help children make smooth transitions from home to kindergarten to first grade.
- Identify readiness assessments that provide information on language development, motor skills, and social development.

According to the National Research Council (1998), early readiness preparation and pre-kindergarten programs have resulted in fewer referrals to special education programs and other compensatory services. In a review of the literature that has studied pre-kindergarten and early intervention programs for disadvantaged and handicapped children (Casto, White and Barnett, 1986), the Early Intervention Research Institute found overall positive effects on school readiness. However, fewer studies have provided longitudinal tracking of these children. Schweinhart, Barners, and Weikart (1993) tracked significant differences in achievement test scores through age 19. This study also showed a cost benefit of \$7.00 saved in future expenses for each \$1.00 spent on the program.

The wide variation in program approach and quality presents a challenge when studying the research. Programs described as "Pre-K" can vary from a little more than part-time child care facilities to multifaceted full day programs based on the National Association for the Education of Young Children (NAEYC) readiness guidelines; using highly trained staff and having significant parental education components. Program effectiveness varies correspondingly. Ramey and Ramey (1992) stated that six factors characterize the most successful programs:

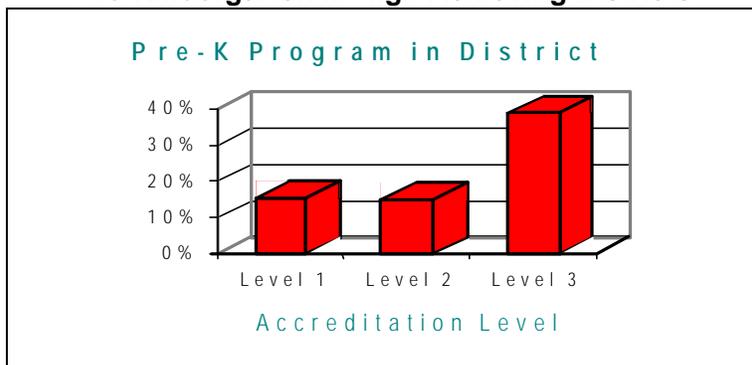
1. Timing – programs that begin earliest and last longest;
2. Intensity – programs with higher hours per day and days per week;
3. Directness – programs providing daily cognitive learning experiences versus health or parent education services only;
4. Breadth – programs providing multiple routes to developmental and readiness enhancement;
5. Individual Differences – programs designed to adjust to individual learning styles and risk factors; and
6. Environment – programs encouraging supportive changes in home, school, and community environment.

Increasing the availability of such programs presents yet another challenge. In a review of early childhood reform efforts, the United States Department of Education (USDE) characterizes current state and federal programs as a "union of insufficiencies" in which successful programs can serve only a fraction of eligible clients (Schultz and Lopez, 1996). This is certainly true for Mississippi. There are many at-risk children who do not have the opportunity to be served by a high-quality pre-K readiness program.

Early interventions and early experiences for both child and parental development are critical to maximizing and sustaining positive outcomes for children (Ramey & Ramey, 1998). These intervention programs must utilize a framework that emphasizes the social, emotional, and cognitive growth of children and has as its foundation the biological, social development, and contextual factors as referenced in recent brain research. Research is clear that "prime times" for learning depends on the interaction between nature and nurture (Shore, 1997).

Evaluative studies in Mississippi have found a higher success profile among schools and districts utilizing pre-K and/or early intervention programs (MDE, 1998). In one 1995 study, reading achievement at 107 Mississippi Title I schools having greater than 90% eligibility for Free and Reduced Lunch were compared with a number of instructional variables. There was a significant correlation between the reading achievement level of these schools and use of pre-K or early intervention programs. The highest achieving Title I schools (1<sup>st</sup> quintile) averaged over five times the percent of children in these programs as those in the lowest (5<sup>th</sup> quintile.) First quintile schools, despite their high poverty status, exceeded state achievement averages for other Title I schools.

**Figure 7**  
**Pre-Kindergarten in High Achieving Districts**



In the 1997 study *Research to Action* (1998), the Mississippi Department of Education (MDE) compared Level 1 and 2 districts with a comparison group of Level 3 districts (matched for poverty percentages, resources, and per pupil expenditures). The analysis of several variables showed significant differences between these districts.

One of the differences, as shown in Figure 7, was the presence of a district-funded or Title I pre-kindergarten program. The successful Level 3 districts (with an average free lunch eligibility of almost 80%) operated these programs about 2½ times as often as the similar, but less successful Level 1 districts.

Based on research and recommendations of specific strategies for reforming America's early childhood education system (Kagan & Cohen, 1997), the Mississippi Legislature in 1999 passed Senate Bill 2618 that established an Early Childhood Task Force to make recommendations for children from birth to age five. One of the recommendations is to establish and fund statewide pilot pre-kindergarten programs. With the passage of this legislation, 25 pre-kindergarten programs will be piloted using the *Mississippi Pre-Kindergarten Curriculum* with prevention/intervention benchmarks, informal assessments, and teaching strategies.

The action steps based on the review of literature have evolved into a comprehensive collaboration to provide researched-based publications, audio tapes, video tapes, and professional development (see Figure 8).

**Figure 8**  
**Action Steps—Resource Publications—Readiness Interventions**

Publication	Audience	Purpose	Development Collaborations
<i>Every Child A Reader: Getting Ready for Kindergarten</i> (booklet, video, and audio tapes)	Every parent registering a 4 year-old in public, private, and Head Start programs statewide	Provide parents with ideas of things to do with children before they start school in the areas: <ul style="list-style-type: none"> <li>• How Children Learn</li> <li>• What You Should know About 4-Year Olds (Getting Along, Good Health and Physical Well Being, Math, Talking and Listening)</li> </ul>	Reid Lyon (NICHD) MS Dept. of Ed. (MDE) SouthEastern Regional Vision for Education (SERVE) Southern Early Childhood Association (SECA) MS Early Childhood Association MS Public & Private School Teachers & Administrators

			MS Library Commission Institutions of Higher Learning (IHL) Educational Television (ETV) Hinds Community College Head Start Private Care Providers John Manning (Univ. of MN)
<i>Parent/Family Center Guide</i> (Booklets, Resource Manuals, and video tape)	Administrators and parent coordinators or Parent liaisons in 149 public school districts and Head Start programs statewide	Provide local school districts and Head Start agencies with the tools to establish effective family literacy centers – the components are: <ul style="list-style-type: none"> <li>• Why a Parent/Family Center?</li> <li>• What is a Parent/Family Center?</li> <li>• What is Parent Involvement?</li> <li>• What is Parent Education?</li> <li>• Seven Steps to Developing a Parent/Family Center</li> <li>• Barriers and Strategies</li> <li>• Community Needs Assessment</li> <li>• Parent Information Request</li> <li>• Community Resources</li> </ul>	Phi Hardin Foundation Public Education Forum Dr. Craig Ramey (UAB Civitan International Research) MDE IHL MS Public & Private Schools Teachers & Administrators Even Start HeadStart MS Forum on Children and Families MS Early Childhood Ass.
<i>BRIDGES</i> (Bring Resources, Inclusion, and Developmentally Appropriate Gains to Every Child in Mississippi)	Parents and careproviders of children 0 – 5 years upon request	Free parental packets pamphlets include: <ul style="list-style-type: none"> <li>• Learning Process</li> <li>• Growing Brain</li> <li>• Physical</li> <li>• Health &amp; Nutrition</li> <li>• Being a Partner in your Child's Education</li> <li>• Quality Child Care</li> <li>• Tips for 1st day of school</li> <li>• Preschool Learning</li> <li>• Discovering through Play and Exploration</li> <li>• Promoting Movement</li> <li>• Recognizing and Building Strength</li> <li>• Positive Discipline</li> <li>• Emotions &amp; Temperament</li> <li>• Social Child</li> <li>• Respecting Individual Differences</li> <li>• Talking to Children</li> <li>• Becoming a Reader</li> <li>• Encouraging Creative Arts</li> </ul>	MS State Agencies of: Education Health Human Services Mental Health Head Start Parent Partners Easter Seals Center for the Prevention of Child Abuse MS Band of Choctaw Indians Friends of Children Families First Tougaloo College Division of Medicaid University of MS Jackson State University Delta State University University of Southern Mississippi Community-Based Services Public Ed. Forum MS Chapter of American Academy of Pediatrics I Am Your Child First Steps Even Start

			MS Early Childhood Association MS Forum on Children and Families Region IV Quality Improvement Center for Disability Services
<i>Pre-K Curriculum &amp; Program Guidelines</i>	Public, Private, & Head Start programs for 4-year old students	Designed to direct schools in establishing and administering developmentally appropriate pre-kindergarten programs – Curriculum includes research-based benchmarks, informal and observational assessments, and prevention/intervention strategies in the areas of: <ul style="list-style-type: none"> <li>• Language Development: The Gateway to Reading Success</li> <li>• Mathematics Language Development: Math Concepts</li> <li>• Social/Emotional Development</li> <li>• Physical Development: Fine, Gross, and Sensory Motor</li> </ul>	MDE MS Public School Teachers & Administrators Head Start MS Early Childhood Association Even Start University of MS MS Dept. Of Health MS Library Commission Jackson State University
<i>Instructional Videos</i> <ul style="list-style-type: none"> <li>• <i>Peer Coaching Study Teams</i></li> <li>• <i>Mississippi Reading Reform Model</i></li> <li>• <i>Reading Tutorial Partnerships</i></li> <li>• <i>Early Literacy Interventions</i></li> </ul>	Administrators, curriculum coordinators, instructors and parent liaisons in 149 public school districts.	Provide local school districts with the research and tools to effectively implement the Mississippi Reading Reform Model.	MDE Barksdale Reading Institute Selected Mississippi School Districts

**SBRR Conclusion #2: Direct, systematic reading instruction can be a great benefit. The direct focus must be inclusive of a balance of the six dimensions of instruction: phonemic awareness, decoding, fluency, background information and vocabulary, comprehension, and motivation.**

**Goal 2 of the Mississippi Reading Initiative: All students will exit third grade at grade level reading. The following Action Steps have been developed to ensure successful implementation of this Goal.**

**Action Steps**

- Develop a Pre-Kindergarten Curriculum that included research-based benchmarks, informal and observational assessments, and prevention/intervention strategies to assist students in meeting the benchmarks.
- Incorporate into the *Mississippi Language Arts Framework 2000* (Grades 1-3) a process guide for instructional interventions that is inclusive of research-based benchmarks, informal assessments, and a variety of teaching strategies. These process guides provide daily instructional activities to aid children in the development of language and literacy skills which

include concepts of print, phonemic awareness, letter name knowledge, and sound-symbol correspondence.

- Incorporate into the *Mississippi Language Arts Framework 2000* (Grades 1-3) a process guide with a variety of instructional reading strategies to ensure a balanced approach.
- Provide a vehicle for implementing a prescriptive reading instructional intervention process for at-risk students.
- Provide quality professional development on effective reading instructional intervention process.

At the kindergarten level, a variety of instructional strategies and materials should be utilized in emphasizing readiness, as well as direct instruction in reading. Seigel and Hanson (1991) cited a wide range of studies providing support for beginning reading instruction in kindergarten, all of which concludes that kindergartners receiving such instruction sustained academic achievement advantages over those who did not. The National Institute of Child Health and Human Development (NICHD) reached similar conclusions after coordinating a ten-year research effort in early learning (Grossen, 1997). Most studies released in opposition to direct early instruction focus on student or teacher perceptions rather than long-term achievement.

One study that tracked achievement scores through high school reported that students enrolled in a formal reading instruction program fared better than students in the same districts who did not receive similar instruction (Hanson and Farrell, 1995). In kindergarten and through high school, the former group reported higher reading achievement scores, better grades and attendance, more positive attitudes toward reading, and less need for remediation. These results remained consistent across ethnic, gender, and social class groups. Perhaps the most astounding finding was that those students provided with formal reading instruction in kindergarten were, as a group, from *lower* socioeconomic backgrounds than those students who did not receive the services. Yet, these students scored *higher* on all indicators of high school achievement than did their higher socio-economic peers.

NICHD makes a compelling argument that the focus of early reading instruction should be in the development of phonological processing, particularly phonemic awareness (Grossen, 1997). This research indicates that at least 20%, and in some states 50-60%, of children have difficulty reading at basic levels. More importantly, this difficulty is related to a fundamental deficit in phonological processing for most poor readers. These problems are not developmental and do not diminish over time; without appropriate interventions, they will persist into adulthood. The NICHD research program has actually demonstrated physiological correlates in brain functioning associated with phonological processing in poor readers.

*NICHD does not state that all children will require explicit instruction in phonological processing, but rather that many will. Many others will develop phonological processing skills on their own or through other instructional approaches.* Regardless of how these skills are developed, they are necessary for reading progression. The three types of phonological processing skills are:

- phonemic awareness -- the understanding that speech is composed of a sequence of sounds (phonemes) that are recombined to form other words and the ability to identify and manipulate these sounds;
- phonics – the ability to connect these sound units with printed letters, numbers and objects; and
- fluency – the ability to make these connections in a rapid and automatic fashion.

NICHD states that deficits in phonological processing are the most reliable indicator of early reading difficulty. In addition, the best way to measure early progress is to measure the child's phonological processing ability relative to his peers. *"The best predictor in kindergarten or first grade of a future reading difficulty in grade 3 is performance on a combination of measures of phonemic awareness, rapid naming of letters, numbers and objects, and print awareness."* Of these, NICHD reports that phonemic awareness is the most important and may in fact be the "core deficit in reading difficulties."

Although phonological processing does not come naturally for those children most likely to become poor readers, about 90-95% of these children will benefit substantially from appropriately designed explicit instruction in phonological processing. This instruction need not dominate the school day to be effective; rather, it can be blended with complementary readiness curricula fairly easily. NICHD research details conditions for such instruction to be most successful:

- Direct instruction in phonemic awareness should begin at an early age (kindergarten);
- Each sound-spelling correspondence should be taught explicitly;
- Frequent, highly regular sound-spelling relationships should be systematically taught;
- Children should be shown exactly how to sound out words;
- Connected, decodable text should be used to practice sound-spelling relationships;
- Interesting stories should be used to develop language comprehension; and
- Literature and explicit phonics instruction should be balanced, but not mixed.

NICHD suggest many children will develop phonological decoding skills on their own regardless of the instructional approach used. *However, regardless of the overall instructional philosophy, a substantial number of students (including most of those likely to become poor readers) will require explicit instruction in phonological decoding at an early age to develop these skills.*

In a recent study (Foorman, Francis, Beeler, Winnikates and Fletcher, 1997), beginning readers in first and second grade were assigned to implement one of three instructional approaches:

1. a heavy emphasis on phonetic instruction;
2. a heavy emphasis on literature-based whole language instruction;
3. a combined approach in which children first received phonetic instruction, and then as *fluency in phonetic skills was established* the emphasis was shifted to literature-based instruction.

Approaches 1 and 2 were approximately equally successful, as measured by their average overall reading achievement scores at year's end. However, Approach 1 had fewer children in the lowest quartile. One possibility is that Approach 1 better addressed the needs of problem readers, while Approach 2 better addressed the needs of those with the ability to develop basic phonetic fluency on their own. Both of these "prescriptive" approaches were more successful than standard district curricula. Approach 3 was far more successful than either Approach 1 or 2. The key point being that Approach 3 was not a "mix" of phonetic and literature-based instruction, in which children received a mixture of services. Rather, it was an *assemblage* of these two approaches, in which each was given at the appropriate, in the correct sequence, and implemented correctly.

The 1995 MDE study of reading achievement in Mississippi, indicated that while lower performing districts have higher levels of achievement utilizing structured, prescriptive approaches to teaching reading, higher performing districts primarily utilize an integration of reading and writing, thematic units, trade books, and literature-based instruction. Since the

degree of implementation has a direct impact on the level of success, there must be extensive professional development for successful implementation of a balanced approach to reading instruction.

The action steps based on the review of literature and the research conducted on Mississippi schools has evolved into a statewide collaboration to provide Mississippi's children with a direct focus on a systematic, balanced approach to reading instruction. Based on a review of the National Research Council's conclusion that instruction is the same regardless of age and ability and specified need in Mississippi, resources were developed to include children in grades kindergarten through third grades. The researched-based resource publications (additional resources include: audio tapes, video tapes, and professional development) have been adopted by the State Board of Education as a required component of the *Mississippi Language Arts Framework 2000* (see Figure 9).

**Figure 9**  
**Action Steps—Resource Publications—Direct Reading Intervention**

<b>Publication</b>	<b>Audience</b>	<b>Purpose</b>	<b>Development Collaborations</b>
<i>Reading Instructional Intervention Process Guide</i>	Kindergarten – third grade teachers, assistant teachers, administrators, and tutors	This revision added an intervention process to guide classroom instruction and to assist students in meeting the Read and Respond competency of the MLAF. The process guide's components are: <ul style="list-style-type: none"> <li>• Benchmarks of what children must know and do according to research</li> <li>• Informal and observational assessment to assist in classroom decision-making correlated to the benchmarks</li> <li>• Instructional intervention strategies designed to assist students in meeting benchmarks</li> </ul>	Reid Lyon (NICHD) MS Dept. of Ed. (MDE) National Reading Summit (National Research Council - NRC) Southeast Comprehensive Assistance Center – SECAC (Reading Success Network) MS Public & Private School Teachers & Administrators Institutions of Higher Learning (IHL) Educational Television (ETV) John Manning (Univ. of MN) America Reads MS (AmeriCorp) MS Library Commission
<i>Writing Instructional Intervention Process Guide</i>	Kindergarten – third grade teachers, assistant teachers, administrators, and tutors	This revision added an intervention process to guide classroom instruction and to assist students in meeting the written communication competency of the MLAF. The process guide's components are: <ul style="list-style-type: none"> <li>• Benchmarks of what children must know and do according to research</li> <li>• Informal and observational assessment to assist in classroom decision-making correlated to the benchmarks</li> </ul>	MDE MS Teachers & Administrators

		<ul style="list-style-type: none"> <li>Instructional intervention strategies designed to assist students in meeting benchmarks</li> </ul>	
<i>ELL Instructional Intervention Process Guide</i>	Teachers & administrators of English Language Learner Students	<p>This document is to be utilized to provide guidance for classroom decision-making for students in the pre-production, beginning, and intermediate stages of language development. The component include:</p> <ul style="list-style-type: none"> <li>Benchmarks of what children must know and do according to research</li> <li>Informal and observational assessment to assist in classroom decision-making correlated to the benchmarks</li> <li>Instructional intervention strategies designed to assist students in meeting benchmarks</li> </ul>	<p>MDE MS teachers of English Language Learners (ELL) South Eastern Comprehensive Assistance Center (Reading Success Network) National Reading Summit (NRC)</p>
<i>Every Child A Reader: Getting Ready for Kindergarten</i> (Booklet, video, and audio tapes)	Every parent registering a 4 year-old in public, private, and Head Start programs statewide	<p>Provide parents with age appropriate activities for their children – before they start school in the areas of:</p> <ul style="list-style-type: none"> <li>How Children Learn</li> <li>What You Should know About 4-year olds (Getting Along,. Good Health and Physical Well Being, Math, Talking and Listening)</li> </ul>	<p>Reid Lyon (NICHD) MS Dept. of Ed. (MDE) SERVE SECA MS Early Childhood Association MS Public School Teachers &amp; Administrators (MPS) Private School Teachers Institutions of Higher Learning (IHL) Educational Television (ETV) Hinds Community College Head Start Private Care</p>
<i>Parent/Family Center Guide</i> (Booklets, Resource Manuals, and video tape)	Administrators and parent coordinators or parent liaisons in 149 public school districts	<p>Provide local school districts with the tools to establish effective family literacy centers – the components are:</p> <ul style="list-style-type: none"> <li>Why a Parent/Family Center?</li> <li>What is a Parent/Family Center?</li> <li>What is Parent Involvement?</li> <li>What is Parent Education?</li> <li>Seven Steps to Developing a Parent/Family Center</li> <li>Barriers and Strategies</li> <li>Community Needs Assessment</li> <li>Parent Information Request</li> <li>Community Resources</li> </ul>	<p>Phi Hardin Foundation Public Education Forum Dr. Craig Ramey (Civitan International Research) MDE IHL MPS Even Start Head Start MS Forum on Children and Families MS Early Childhood Association.</p>

<i>Instructional Videos</i> <ul style="list-style-type: none"> <li>• <i>Peer Coaching Study Teams</i></li> <li>• <i>Mississippi Reading Reform Model</i></li> <li>• <i>Reading Tutorial Partnerships</i></li> <li>• <i>Early Literacy Interventions</i></li> </ul>	Administrators, curriculum coordinators, instructors and parent liaisons in 149 public school districts.	Provide local school districts with the research and tools to effectively implement the Mississippi Reading Reform Model.	MDE Barksdale Reading Institute Selected Mississippi School Districts
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**SBRR Conclusion #3: Extended school instructional programs can make a difference**

**Goal 2 of the Mississippi Reading Initiative: *All students will exit third grade at grade level reading.* The following Action Steps have been developed to ensure successful implementation of this Goal.**

- Provide resources for developing an effective extended instructional program.
- Provide extended school year services for students reading below grade level utilizing appropriate individualized intervention strategies.
- Develop an Extended Instructional Guide and professional development needed for implementation.
- Establish reading tutorial partnerships.

Research continues to reveal that an essential component of a successful program to help our students learn to read is extended time in reading-related instruction. It is recognized that supplementary instruction can have a positive impact on classroom instruction. However, research confirms that this supplementary instruction must be time-limited, focused, and connected to the child's daily reading instruction. Therefore, the objective of the Extended Day/Year component of the MRRM has been to incorporate research-based best practices into a comprehensive and balanced reading program with quality instruction.

American children have far less instruction in core academic subjects than their counterparts in other industrialized countries such as Japan, France and Germany. The National Education Commission on Time and Learning (1994) has called for extending the school day in most American schools while also recommending that at least one school in each district operate an extended year program. In a review of successful extended learning time programs, including extended-year programs, the USDE (1995) lists several key features, including:

- Careful planning and design;
- Links between the extended time and regular academic program;
- A clear focus on using extended time efficiently;
- A strong professional community;
- A continuous search for creative funding; and
- Parent and community involvement.

A review of literature emphasizes that scheduling and proper organization are critical influences on student outcomes (Clark & Associates, 1999). Research supports programmatic decisions in areas of impoverishment should include (Boys & Girls Clubs of America, 1999): tutorial assistance; learning and play activities that support classroom learning; parent/family support; development of instructional intervention plans with school personnel; and incentives.

Research has found positive impacts on student achievement for extended-year academic programs, although the tracking of these gains has not been well-documented (Bradford, 1990; Gandara and Fish, 1994; Walker and Vilella-Vilex, 1992). These advantages may be at least partially explained by the decrease in learning losses over the summer; also, economically disadvantaged students may benefit more than their non-disadvantaged peers. Although the quality of instruction should continue to improve, greater volume should also lead to better results. It seems that most students would benefit from additional instruction.

The action steps resource publications and professional development were developed to assist in the establishment of effective extended instructional programs and reading tutorial partnerships (see Figure 10).

**Figure 10**  
**Action Steps—Resource Publications—Extended Instructional Intervention**

<b>Publication</b>	<b>Audience</b>	<b>Purpose</b>	<b>Development Collaboration</b>
<i>Extended School Day/Year: A Reading Planning Guide</i>	Teachers and Administrators	To effectively plan and implement additional instructional time for students with an identified need; provide intervention before school, during school, after school, and during summer. The plan incorporates the diagnostic prescriptive instructional intervention process	MDE U. S. Dept. of Ed. America Reads Challenge National Reading Summit (NRC) SECAC (Reading Success Network) MS Volunteer Services America Reads MS (AmeriCorp) IHL – Campus Link IHL – Mentor Institute Bell South Pioneers
<i>Reading Tutorial Partnerships</i>	Volunteer tutors (parent, business person, older student, grandparent, teacher, assistant, AmeriCorp)	Provides tutorial strategies that: <ul style="list-style-type: none"> <li>• Promote oral and written communication</li> <li>• Provide opportunities for reading various texts (Genres)</li> <li>• Model fluent reading</li> <li>• Assist in word recognition</li> <li>• Guide responses to text</li> </ul>	MDE MS Library Commission U. S. Department of America Reads Challenge National Reading Summit (NRC) SECAC (Reading Success Network) MS Volunteer Services America Reads MS (AmeriCorp) IHL – Campus Link IHL – Mentor Institute Bell South Pioneers

**SBRR Conclusion #4: Professional Development is critical (as a means, but not as an end)**

**Goal 3 of the Mississippi Reading Initiative: *Teachers and staff will effectively utilize a direct focus of reading instruction.* The following Action Steps have been developed to ensure successful implementation of this Goal.**

- Provide professional development in reading for teachers, administrators, and local board members through regional service centers.
- Review and revise teacher preparation programs.
- Provide academically deficient districts with intensive support in their reading program through the Mississippi Department of Education's Office of Instructional Development.

The Council of Chief State School Officers' (1990) study focused on economically disadvantaged students in exemplary schools. Conclusions and recommendations of the study found that a key element in successful approaches was the establishment of an ongoing in-service training program. The highest achieving schools showed particularly significant commitments to this training. Similarly, Stedman (1987) found that schools successfully increasing the performance of economically disadvantaged students tended to use extensive in-service training.

A review of the research literature (Wood and Thompson, 1993) included:

- *The school, not the district should be the primary focus of professional development.* Schools are the largest units of effective change in education; districts improve on a school by school basis. All schools within a district do not have the same needs.
- *The principal is the key in any professional development program.* Principals are the gatekeepers of school improvement, and their leadership is necessary for change to be possible. The best principals collaborate with faculty in setting professional development goals.
- *Effective professional development requires investment of time and fiscal resources.* Substantive changes typically require detailed planning and monitoring, as well as the commitment of time and dollars and take 4-5 years.
- *Professional development should be closely linked to instructional supervision, teacher evaluation, curriculum implementation, and student outcomes.* Evaluation of professional development must be linked to the accomplishment of training objectives.
- *Effective professional development requires long term support to implement and sustain changes.* Classroom demonstration and coaching, long-term monitoring, and frequent follow-up with feedback are essential to ensure successful changes.

According to Joyce and Shower (1996), peer coaching study teams enhance professional development efforts and offer support for teachers implementing new strategies. The utilization of peer study teams provide a mechanism for professional development follow-up and sustained classroom implementation. Scheduling time for teachers and administrators to work collaboratively is perhaps the missing link for Mississippi teachers to incorporate new instructional practices and to reinforce new principles. Effective professional development may be viewed as the vehicle for implementation for all other action steps in the Mississippi Reading Initiative.

Mississippi has five Regional Service Centers, one per congressional district, that serve as training sites throughout the state. (Educational Consortiums were selected to operate Mississippi's Regional Service Centers on a competitive basis.) According to the review of

literature, teachers incorporate new practices in classrooms after thirty presentations or experiences with the strategies presented. Therefore, teachers work in weekly peer coaching study teams as follow-up to regional professional development sessions.

Due to the focus on statewide student outcomes, the professional development opportunities provide highly focused, consistent training in the best practices according to the most current research. The appropriate offices and divisions of Mississippi’s Department of Education, in a collaborative effort, fund, design, and implement training for teachers, administrators, tutors, and care providers (as applicable) in:

- Diagnostic, prescriptive teaching to implement the process of reading intervention;
- Family literacy efforts;
- Extended school instructional programs; and
- Peer coaching study teams for professional development follow-up and implementation of new strategies.

To implement the action steps, professional development modules were developed and piloted on each of the Reading Initiative resource publications (see Figure 11).

**Figure 11**  
**Action Steps—Professional Development—Effective Instructional Practice**

<b>Session</b>	<b>Audience</b>	<b>Purpose</b>	<b>Development Collaboration</b>
<i>Making Reading Connections Conference</i>	K-12 <sup>th</sup> grade teachers, administrators, parents, careproviders, preservice teacher, university staff, Head Start and community-based organizations	The purpose of this annual two-day conference is to connect research, practice, technology, and performance for the future. The strands for FY 2000 are: <ul style="list-style-type: none"> <li>• Student Achievement</li> <li>• Leadership/Principals</li> <li>• Teachers/Teaching</li> <li>• Early Literacy</li> <li>• Technology</li> </ul>	MDE Regional Service Centers MS Public & Private Teachers & Administrators Private Careproviders Head Start Institutions of Higher Learning Professional Organizations for Teachers & Adm. (i.e. MASSP, MASS, MASA, MAESP, etc.)
<i>Parent/Family Resources</i>	Administrator, parent coordinator, & parent liaisons	Two-day family literacy training based on the publications, <i>Every Child A Reader: Getting Ready for Kindergarten</i> & the <i>Parent/Family Resource Center Guide</i> is designed to demonstrate how to develop educational partnerships for parents and local communities focusing on: <ul style="list-style-type: none"> <li>• Why does my district need a Parent/Family Center?</li> <li>• What is a Parent/Family Center?</li> <li>• How do I develop a Parent/Family Center?</li> <li>• Parental Involvement</li> <li>• Barriers and Strengths</li> </ul>	MDE MS Public Schools Even Start MS Forum on Children & Families Parent as Teachers Superintendent’s Association

		<ul style="list-style-type: none"> <li>• Funding Sources</li> <li>• Health &amp; Social Issues</li> <li>• Parent Education /School Readiness</li> <li>• Pre-Kindergarten Services</li> <li>• School Age Services</li> <li>• Toy Lending/Resource Library</li> <li>• Resources &amp; Referrals</li> </ul>	
<i>RAISE Pre-K (Reading Assessments &amp; Intervention Strategy Exploration)</i>	4 year-old Pre-kindergarten teachers and administrators in public & private programs including Head Start	<p>This two-day training incorporates the NICHD, NRC, NAEYC, &amp; NSCD research. The module includes:</p> <ul style="list-style-type: none"> <li>• Utilizing the Pre-K Curriculum including the guidelines for effective programs and the Prevention/Intervention Process of researched-based benchmarks, observational and informal assessments and intervention strategies,</li> <li>• Using demographic, process, and outcome data to make informed decision to prepare children with readiness skills for kindergarten,</li> <li>• Conducting on-going assessments for concepts of print, language acquisition, and phonemic awareness, and</li> <li>• Utilizing peer coaching study teams for strategy implementation, professional development follow-up and planning of transition programs that blend services.</li> </ul>	<p>MDE SECAC (Reading Success Network) National Reading Summit Public and Private Teachers &amp; Administrators Regional Service Centers Institution of Higher Learning Head Start</p>
<i>RAISE K – 3<sup>rd</sup> Grades (Reading Assessments &amp; Intervention Strategy Exploration)</i>	K – 3 <sup>rd</sup> Grade Teachers and Administrators	<p>The development of this four-day training resulted from the efforts of the Reading Sufficiency Collaborative and incorporates the current research. The sessions will include:</p> <ul style="list-style-type: none"> <li>• Utilizing the Mississippi Language Arts Framework, Reading Instructional Intervention K – 3<sup>rd</sup> Grade benchmarks, informal assessments, and intervention strategies, (including arts integration strategies), to implement a reading prevention/ intervention process;</li> <li>• Using demographic, process, and outcome data to make informed instructional decisions to improve student performance in reading and to maintain high standards;</li> <li>• Conducting on-going assessments such as miscue analysis, retelling, and the Yopp Singer evaluation instrument to measure phonemic</li> </ul>	<p>MDE NICHD National Reading Summit (NRC) Regional Service Centers MS Public Schools GALEF Institute SECAC (Reading Success Network)</p>

		<p>awareness;</p> <ul style="list-style-type: none"> <li>• Diagnosing and prescribing reading intervention such as the teaching of concepts of print, phonemic awareness, letter name knowledge, and sound/symbol correspondence (phonics), in order to improve student outcomes; and</li> <li>• Utilizing peer coaching study teams for strategy implementation and professional development follow-up.</li> </ul>	
<i>Extended Instructional Programs</i>	Teachers and Administrators	This two-day training is designed to provide effective planning for extended instruction. This module will demonstrate how to establish community-based partnerships and incorporate the Reading Prevention/Intervention Process. The emphasis is on reading fluency strategies for volunteer tutors and on research-based reading instruction in decoding and comprehension for classroom teachers and administrators. The participants will receive the publications of <i>Reading Tutorial Partnerships</i> , and <i>Extended Day / Year: A Planning Guide</i> .	MDE MS Public Schools MS Reads Community-based Organizations U. S. Dept. of Ed. America Reads
<i>Implementation Through Study: Peer Coaching and Data Analysis</i>	Teachers and administrators	This one-day training is designed to provide effective planning for designing peer coaching study teams and finding the time for them to collaborate. This module will also demonstrate how to use Outcome, Demographic and Process Data to impact instruction. The participants will receive research supporting Peer Coaching and on how Data Analysis provides the foundation for Intervention.	MDE MS Public Schools SECAC (Reading Success Network) Barksdale Reading Institute
<i>Instructional Videos</i> <ul style="list-style-type: none"> <li>• <i>Peer Coaching Study Teams</i></li> <li>• <i>Mississippi Reading Reform Model</i></li> <li>• <i>Reading Tutorial Partnerships</i></li> <li>• <i>Early Literacy Interventions</i></li> </ul>	Administrators, curriculum coordinators, instructors and parent liaisons in 149 public school districts.	Provide local school districts with the research and tools to effectively implement the Mississippi Reading Reform Model.	MDE Barksdale Reading Institute Selected School Districts

### **C. Current State Efforts in Reading, Family Literacy, Standards and Assessments, and School Reform Related to SBRR**

Based on the current reading research and a commitment to provide high quality professional development, reading has become the number one priority for the Mississippi Department of Education. A long-term commitment to fundamental change in our approach to reading was necessary at the state, district, school, and classroom level to achieve the kind of dramatic and substantial progress needed. The Mississippi State Board of Education's Reading Initiative, ***Every Child a Reader***, was designed to ensure grade level reading in grades K-12. The goals and action steps were developed to "break the mold" for this state. Priority has been placed on the implementation of the following goals:

- All children will exit kindergarten with appropriate readiness skills.
- All students will exit third grade at grade level in reading.

Are these goals attainable? *According to the National Institute on Child Health and Human Development, as many as 90% of poor readers may permanently increase their proficiency and fluency levels if resources are used more wisely during the early grades.*

The development of the Initiative began in July 1997 with a review of Mississippi's *Reaching New Heights* research (1995 study of reading instruction in Mississippi school districts). From that study, the 1998 *Research to Action* publication was written and disseminated throughout the state to create an awareness of and an urgency for the Reading Initiative. In November 1997, Dr. Reid Lyon of the National Institute of Child Health and Development (NICHD) joined our efforts by sharing recently completed NICHD research results with Mississippi's Early Childhood Task Force and by participating in the development of resources and strategies for implementation of the Initiative. With Dr. Lyon's guidance and the 1998 National Research Council's (NRC) *Preventing Reading Difficulties in Young Children*, the Mississippi Reading Reform Model was established.

#### **SBRR Conclusion #5: Utilizing a balance of the six dimensions of reading instruction while piloting the Mississippi reform made a difference in student performance in the lowest performing districts in the state**

**Goal 3 of the Mississippi Reading Initiative: *Teachers and staff will effectively utilize a direct focus of reading instruction.* The following Action Steps have been developed to ensure successful implementation of the Mississippi Reading Reform Model.**

- Select districts to pilot the Mississippi Reading Reform Model of the prescriptive reading instructional intervention process from the lowest performing districts in the state.
- Provide research-based professional development on the resource publications developed for the Mississippi Reading Initiative.
- Provide the resources for implementation of the process.
- Provide technical assistance on a weekly basis through peer coaching study teams.
- Conduct a three-year longitudinal study of first grade in the pilot districts.
- Expand the number of districts receiving intensive technical assistance and resources.

In FY99, six Level I pilot school districts were selected based on criteria set forth by the Mississippi Department of Education and approved by the State Board of Education. These

districts received \$175,000 to implement their Reading Sufficiency Program. The six pilot districts: Coahoma, Holly Springs, Humphreys, Jefferson, North Bolivar, and South Delta were provided \$70,000 in FY2000 to continue support of their Reading Sufficiency Plans. Technical assistance continues through the assignment of a reading specialist to each district. In addition, seven new Level I pilot districts are receiving technical assistance and funding in the amount of \$95,000 per district for the implementation of Reading Sufficiency Plans. These districts were North Panola, Noxubee, Oktibbeha, Quitman, Sunflower, Tunica, and West Bolivar.

The Reading Sufficiency Plans for pilot districts required the incorporation of the reading instructional intervention process for the following components:

#### **DATA ANALYSIS**

- Diagnosis of Student Performance in Reading – strengths and weaknesses
- Curriculum Adaptation
- Peer Coaching Study Teams for Analysis

#### **PRESCRIPTIVE INTERVENTION**

- Professional Development
- Collaborative Effort
- Transition
- Pre-K Program
- Parent/Community Involvement
- Extended Day/Year Program
- Personnel/Classroom Organization
- Performance Incentives for Students/Teachers

In order to establish the efficacy of a statewide reform model, a three-year longitudinal study, which includes a yearly pre-test and post-test of first grade students, was initiated in each of the six pilot districts. Prior to the implementation of training and technical assistance under the Reading Sufficiency Program, the Mississippi Department of Education's reading specialists individually administered to students the Analytical Reading Inventories (ARI) by Woods and Moe.

The ARI is an individual, diagnostic assessment, which provides teachers with data to make informed decisions about classroom instruction. This is accomplished by:

- Observing, analyzing, and recording data about strategies a student uses to read;
- Reading a series of graded passages (not a pencil and paper test);
- Gathering quantitative data (numerical scores) in reading recognition, reading comprehension and listening comprehension (capacity for comprehension); and
- Collecting qualitative data (measures processes) on how a student processes text, on the strategies used to recognize/decode words and comprehend the meaning of the text.

The first year research results of 805 first grade students in six pilot districts demonstrated almost a year's gain in reading levels in listening, comprehension, word recognition, and reading comprehension (Reading Sufficiency Program Report, 2000). A percentage of students from every district gained more than three reading levels during the first year of the longitudinal study (Reading Sufficiency Program Report 2000).

The following tables and graphs (Figures 12 and 13) present the performance of first grade students in the six pilot districts (Coahoma County, Holly Springs, Humphreys County, Jefferson

County, North Bolivar, and South Delta). The Woods and Moe Analytical Reading Inventory (Sixth Edition) was used to measure student performance in listening, word recognition, and reading comprehension. The instrument was individually administered to students by trained test administrators. The pretests were administered between September 23, 1998 and November 3, 1998. Posttests were administered between March 22, 1999 and April 26, 1999. Pretest and posttest scores for participating students were calculated using the ARI "frustration levels" in listening, word recognition, and reading comprehension. Pretest to posttest gains were calculated by subtracting each student's pretest level from his/her posttest level in each of these three areas. Since the recorded score for a student is a reading level on the ARI, a pretest to posttest "gain" is indicated only when a student has moved from one level to another. Some students made gains in listening, word recognition, or reading comprehension that did not result in a change in performance level on the instrument.

**Figure 12**  
**Average Pretest to Posttest Change in ARI Levels**

<b>Group</b>	<b>Listening</b>	<b>Word Recognition</b>	<b>Reading Comprehension</b>
All 6 Pilot Districts (n=805)	+0.90	+0.82	+0.82
Coahoma County (n=171)	+0.98	+0.96	+0.96
Holly Springs (n=115)	+1.05	+1.11	+1.11
Humphreys County (n=201)	+0.48	+0.38	+0.38
Jefferson County (n=113)	+1.18	+1.15	+1.15
North Bolivar (n=90)	+1.48	+1.12	+1.12
South Delta (n=115)	+0.62	+0.51	+0.52

The MDE's reading specialists administered the ARIs to 805 first grade students in the six pilot districts, and scored the quantitative data designated for longitudinal study usage in order to ensure consistency in administration. To eliminate the subjectivity of student responses and of the ARI administration, all questions were reviewed by the reading specialist to predetermine the acceptable and non-acceptable responses. In weekly peer coaching study team meetings, the district's K-3 teachers, appropriate administrators, and the MDE reading specialist analyzed the qualitative data. The qualitative data was utilized to diagnose how a child processed text for decoding and comprehension. This outcome data was utilized to make informed classroom instructional decisions. Therefore, all K-3 teachers and administrators were trained in the diagnostic, prescriptive process of reading instructional intervention. This process provided immediate feedback and hands-on follow-up for classroom implementation of the professional development sessions conducted in the pilot districts.

The MDE is presently in the process of completing the data collection for the second year of this three-year longitudinal study. Reading specialists completed administering the posttests to the second-graders in the six pilot districts during the months of April and May, 2000. Once scores have been compiled and statistically analyzed, the results will be available to the public in August, 2000. Preliminary results for some of the six districts indicate promising results.

**Figure 13**  
**Percentage of Students in Each ARI Pretest to Posttest Level Change Category**  
**Grade 1**

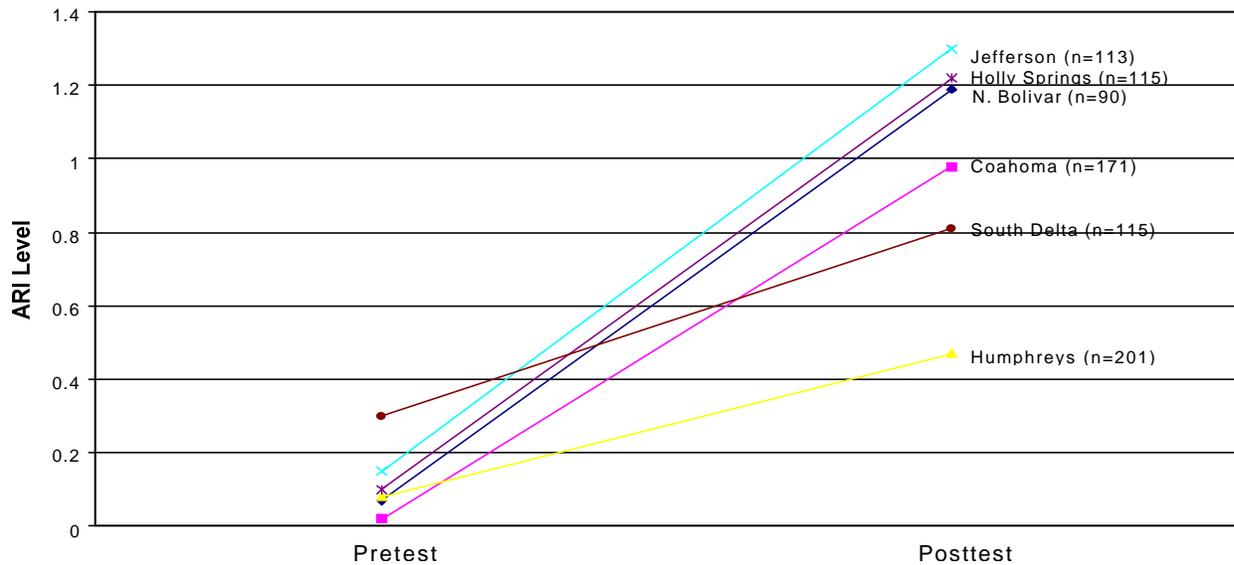
Group	Number of ARI Levels Gained or Lost between Pretest and Posttest (see note)								
	Lost >3	Lost 3	Lost 2	Lost 1	None	Gained 1	Gained 2	Gained 3	Gained >3
<b>Listening</b>									
All 6 Pilot Districts (n=801)		0.2%	0.5%	8.2%	45.2%	15.2%	14.2%	11.4%	5.1%
Coahoma County (n=171)			0.6%	8.2%	43.9%	14.0%	15.2%	11.7%	6.5%
Holly Springs (n=115)			2.6%	11.3%	35.7%	13.0%	14.8%	13.9%	8.7%
Humphreys County (n=201)				12.4%	55.2%	13.4%	11.9%	5.5%	1.5%
Jefferson County (n=113)				2.7%	44.2%	15.0%	15.9%	16.8%	5.3%
North Bolivar (n=90)				2.2%	36.7%	14.4%	18.9%	16.7%	11.1%
South Delta (n=115)		1.7%		7.8%	47.0%	22.6%	10.4%	9.6%	0.9%
<b>Word Recognition</b>									
All 6 Pilot Districts (n=801)				0.4%	64.8%	10.2%	8.9%	10.6%	5.1%
Coahoma County (n=171)					60.2%	10.5%	10.5%	13.5%	5.3%
Holly Springs (n=115)					58.3%	9.6%	6.1%	17.4%	8.7%
Humphreys County (n=201)				0.5%	80.6%	8.0%	5.0%	4.0%	2.0%
Jefferson County (n=113)					52.2%	10.6%	16.8%	13.3%	7.1%
North Bolivar (n=90)					56.7%	11.1%	10.0%	12.2%	10.0%
South Delta (n=115)				1.7%	69.6%	13.0%	7.8%	7.0%	0.9%
<b>Reading Comprehension</b>									
All 6 Pilot Districts (n=801)				0.2%	65.0%	10.2%	8.9%	10.6%	5.1%
Coahoma County (n=171)					60.2%	10.5%	10.5%	13.5%	5.3%
Holly Springs (n=115)					58.3%	9.6%	6.1%	17.4%	8.7%
Humphreys County (n=201)				0.5%	80.6%	8.0%	5.0%	4.0%	2.0%
Jefferson County (n=113)					52.2%	10.6%	16.8%	13.3%	7.1%
North Bolivar (n=90)					56.7%	11.1%	10.0%	12.2%	10.0%
South Delta (n=115)				0.9%	70.4%	13.0%	7.8%	7.0%	0.9%

Note: A student's score must change by one complete level before being recorded as a change (gain or loss). Some students may have made some improvement, but not enough to change from one ARI level to the next.

The following graphs present the performance of first grade students in the six pilot districts (Coahoma County, Holly Springs, Humphreys County, Jefferson County, North Bolivar, and South Delta). The Woods and Moe Analytical Reading Inventory (Sixth Edition) was used to measure student performance in word recognition (see Figure 14), reading comprehension (see Figure 15), and listening comprehension (see Figure 16). The instrument was individually administered to students by trained test administrators.

**Figure 14**

**Average ARI Pretest & Posttest Levels  
WORD RECOGNITION  
Grade 1**



**Figure 15**

**Average ARI Pretest & Posttest Levels  
READING COMPREHENSION  
Grade 1**

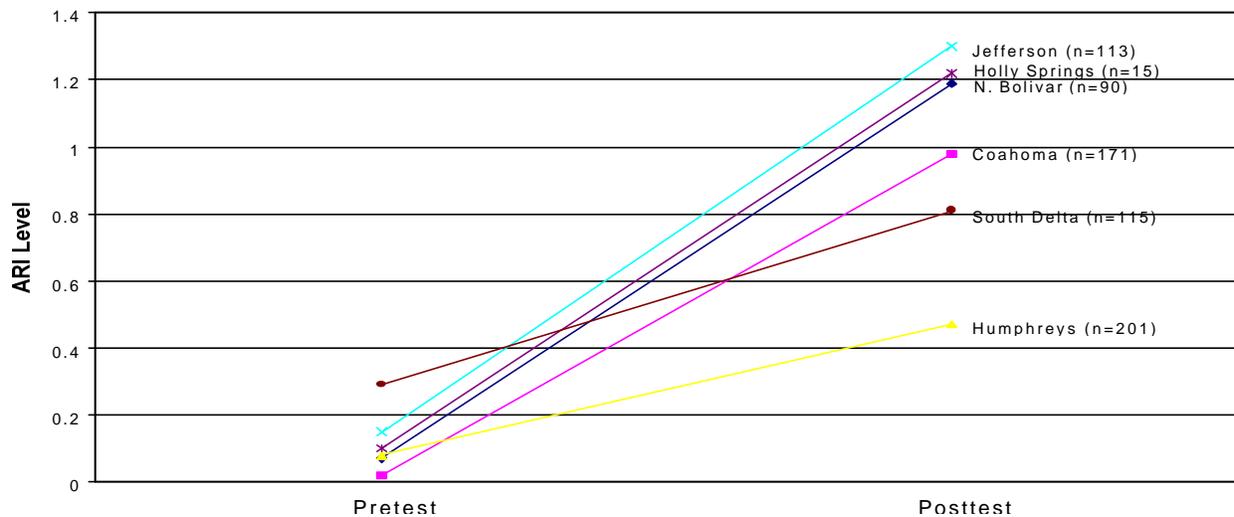
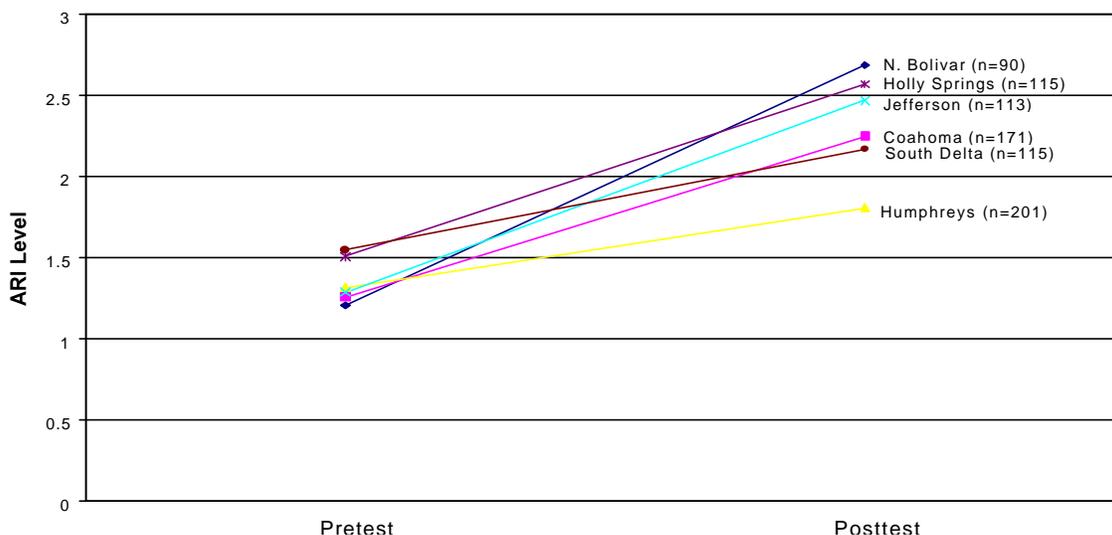


Figure 16

**Average ARI Pretest & Posttest Levels  
LISTENING  
Grade 1**



**SBRR Conclusion #1: Well-designed early literacy interventions really do help**

**Goal One of the Mississippi Reading Initiative: *Children will exit Kindergarten with appropriate readiness skills.***

Mississippi has begun a Mississippi Family Literacy Statewide Initiative which will provide a method of improving and expanding family literacy services in a state with extensive literacy needs. The Family Literacy Consortium is responsible for uniting and joining other key players in family literacy for the purpose of discovering weaknesses and gaps in service in order to give a basis for program improvement.

The plan will be accomplished by implementing a statewide data system that joins Adult Education, Head Start, and Even Start in a viable partnership to collect data and send it to a central data system. Thus, intervention methods will be planned to address these identified weaknesses and gaps. Focus groups will be convened to coordinate Adult Education, Head Start, and Even Start to determine family literacy performance indicators, which in turn will improve local programs.

Expansion of family literacy will begin with an intensive awareness campaign, a concrete plan for program improvement in place, demographic data, and the beginnings of a longitudinal study to convince state leaders of the effectiveness and importance of family literacy in the local communities, state, and nation. Expansion of family literacy services will include a Family Literacy Speaker's Bureau, a Family Literacy Resource Directory, a web site focusing on information related to family literacy intervention strategies and resource development, and a Statewide Family Literacy Conference.

**SBRR Conclusion #6: Successful schools set goals that emphasize high expectations for students with accountability supported by regular assessment.**

**Goal 2 of the Mississippi Reading Initiative: *All students will exit third grade reading at grade level.* The following Action Steps have been developed to ensure successful implementation of this Goal.**

- Revise student assessment model that supports teaching and learning through both norm-referenced and criterion-referenced assessments based on research-based benchmarks of what children have to know and do to read well and independently by the end of the third grade (see Appendix A).
- Encourage districts to conduct continuous informal and observational assessments of students' reading ability to determine the need for instructional intervention.
- Revise the accreditation model to hold schools accountable for meeting high academic standards rather than districts.

Research on school leadership suggests that “the goals set by successful schools *always* emphasize high, yet attainable standards for academic achievement” (Reisner and Haslam, 1992). These high standards are specific statements of the levels of mastery expected from students.

Effective goals must be clear and integrated with ongoing assessment (see Figure 17). “Establishing clear goals and building consensus around them...and assessing student performance in light of these (high) standards can form a framework for measuring schoolwide effectiveness... Student assessment should be clearly linked to instructional goals” (Reisner and Haslam, 1992). Curriculum-based assessment can make teaching much more effective (Fuchs, Deno and Mirkin, 1985; Shinn and Hubbard, 1992; White, 1986). Clear goals may enhance teacher autonomy, since lack of clarity can leave teachers less confident of their decisions.

The presence of high expectations for student performance by teachers and principals at the schools remains one of the predictors of student success. Evidence of a clear school mission focused on academics and frequent monitoring and assessment of student progress were also found to be statistically significant factors in the success of these schools. Clear goals emphasizing high standards generate an attitude about what can be accomplished, both in the ability of teachers to teach and students to learn.

The Mississippi Legislature through Senate Bill 2156 charged the State Board of Education to set up a school by school accountability and accreditation system based on criterion-referenced assessment. The new system adopted by the State Board of Education focuses on accountability for overall student achievement with a specific school improvement process and high stakes consequences. Mississippi will continue to utilize norm-referenced assessments for national comparisons.

**Figure 17**  
**Mississippi Assessment System**

<b>Grade Level</b>	<b>Assessment</b>	<b>Vendor</b>
K-2	Informal, developmentally-appropriate diagnostic assessments	State Approved List of Vendors
2-8	Criterion-referenced tests in reading, mathematics, and language arts	CTB/McGraw-Hill
4 and 7	Writing assessments	CTB/McGraw-Hill
3-8	Norm-referenced survey batteries in reading, language arts, and mathematics	CTB/McGraw-Hill Terra Nova
Subject Area Testing Program (SATP)	Algebra I, Biology I, U. S. History from 1877, English II (with a writing assessment) Eventually students must pass all four tests in order to receive a diploma	Harcourt Educational Measurement
Mississippi Career Planning and Assessment System (MS-CPAS) Vocational test	ACT Work Keys, occupation-specific tests, and performance assessments	ACT, Inc.

**Infrastructure for School Reform as Related to SBRR**

Educators across the nation are focusing on the scientifically-based reading reform. Much research has been conducted and results are being used to drive national legislation. Mississippi is no different than other states in its attempt to improve reading instruction and the reading levels of children. The following presents a “snapshot” of the infrastructure supporting the MRRM. Mississippi’s care providers, educators, legislators, state agency officials, business leaders, and parents in communities throughout the state have reached an unprecedented unity as they have joined in support of the state’s Reading Reform Model and its stated goals, set forth in *Every Child A Reader*. A momentum of progress has clearly begun.

Current statewide collaboration is evidenced by several factors. Previously, state agencies, private foundations, universities, and businesses worked independently in their attempts to meet the critical needs of Mississippi’s children. Through the efforts of the MRRM all branches of Mississippi government and the private sector are blending services and have demonstrated an unequivocal commitment to the task at hand.

The Mississippi State Board of Education’s priority is evidenced by the expansion of its early childhood/reading/language arts programs from one to fourteen professional staff members in the Office of Instructional Development. These staff members are funded through state and federal monies that are not contingent upon the Reading Excellence Grant. Currently, the Office of Instructional Development’s Division of Support and Training and Division of Early Childhood/Reading/Language Arts are providing the intensive support of the original pilot districts (10 elementary schools) and providing funding and technical assistance to replicate the MRRM of the Prevention/Intervention Process in other low performing districts in the state.

Mississippi's Legislature has passed and/or reauthorized critical legislation that supports the research-based reform model (see Figure 18).

**Figure 18**  
**New Legislation – Supporting Mississippi's Reading Reform Model**

<b>Legislative Bill</b>	<b>Program Title</b>	<b>Description</b>	<b>State Funding</b>	<b>Implementation Collaboration</b>
Senate Bill 2944	Reading Sufficiency	Each district in the MS will submit a reading sufficiency program plan outlining a direct, systematic research-based reading program that incorporates a process of reading intervention to ensure that every child reads at grade level. Lowest performing districts will be provided grant funds and technical assistance to implement an MDE approved plan.	\$1.5 million	Reid Lyon (NICHD) MDE MS Public School Teachers & Administrators MS Library Commission IHL Educational Television (ETV) Community Colleges Head Start John Manning (Univ. of MN) Regional Service Centers
Senate Bill 3350	Save Our Schools	Establishes grants for local school districts and neighborhood-based and community-based organizations that provide extended instructional opportunities for children	\$1,002,000	MDE Community-based Organizations i.e., Churches, YMCA, Boys Club, Rotary Club, MS Scottish Rites, etc. MS Public & Private School Teachers & Administrators MS Library Commission IHL Educational Television (ETV) MS Volunteer Commission Community Colleges Head Start Private Care Providers MS Forum on Children & Families America Reads MS (AmeriCorp) Bell South Pioneers

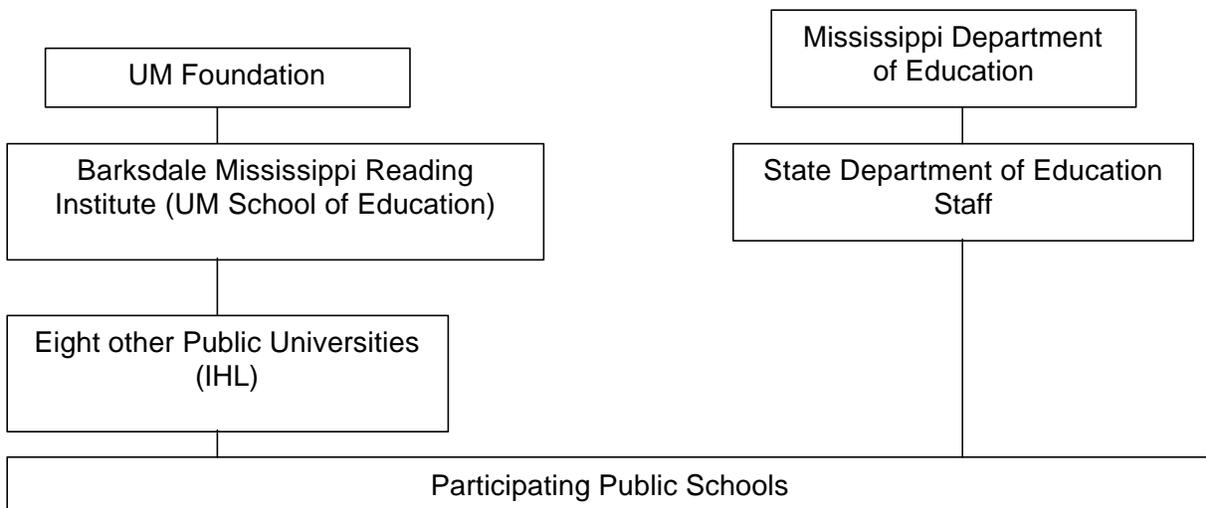
House Bill 368	MS Elementary School Assistant Teacher Program	Provides assistant faculty in grades K – 3 includes grant funds for materials and training.	\$52,821,425	MDE John Manning (Univ. of MN) MS Public School Teachers & Administrators Regional Services Centers IHL Educational Television (ETV) Community Colleges MS Volunteer Services America Reads MS (AmeriCorp)
Senate Bill 2618	Early Childhood Task Force	Established a Legislative Task Force to study early childhood, collect data and research, draft bills, and make recommendations to be presented to the MS Legislative Bodies FY2000.		Parent Partners National Reading Summit (NRC) MS Public & Private School Teachers & Administrators IHL Phil Hardin Foundation Public Education Forum Dr. Craig Ramey (UAB Civitan International Research) Even Start Head Start MS Forum on Children and Families MS Early Childhood Association
House Bill 418	Early Childhood Services Interagency Coordinating Council	The Early Childhood Services Interagency Coordinating Council is established to ensure that the appropriate state agencies coordinate their efforts and resources to promote and enhance the quality of all programs serving preschool children and their families in Mississippi.		MS Dept. of Health MS Dept. of Human Services MS Dept. of Mental Health Division of Medicaid MS Dept. of Rehabilitation Services MS Board for Community & Junior Colleges MS Educational Television IHL

House Bill 539	Dyslexia Grant Program	Provide grant monies to schools for training, materials and staff for students	\$260,000	MDE MS Public & Private School Teachers & Administrators
Senate Bill 2156	School Accountability and Accreditation Program	A new system that requires the identification of low performing schools within high performing districts to achieve the Reading Initiative goal of Every Child A Reader. Focuses on student achievement with a specific school improvement process and high stakes consequences.		MDE MS Public School Teachers & Administrators

Another collaborative partner in the Mississippi infrastructure (see Figure 19) has been the Institutions of Higher Learning (IHL). In fact, a private donation to the University of Mississippi's foundation has established the Barksdale Reading Institute. The foundation was formed to support systemic reform in the teaching of reading to children. A partnership between the Mississippi Department of Education, Mississippi Public Schools, and the IHLs will provide a seamless educational focus from teacher preparation programs to public school classrooms that will dramatically improve the reading skills of Mississippi school children. Three goals that will accomplish this mission are as follows:

- To implement the Mississippi Department of Education's (MDE) Reading Initiative, *Every Child A Reader*, as the foundation for the systemic reading reform model.
- To incorporate the MRRM into the undergraduate elementary education to change and enhance the teacher preparation programs at the eight public institutions of higher learning.
- To use professional development, classroom site supervision, and electronic communication (Star Schools Network and Internet) to disseminate and implement MRRM in pre-kindergarten to third grade.

**Figure 19  
Barksdale Reading Institute Partnership Structure**



The Barksdale Reading Institute will provide technical assistance and funding to 20 elementary schools utilizing Reading Coordinators and 20 training schools utilizing IHL institute staff to implement the MRRM. The IHL Institute staff will expand college reading courses and incorporate the systemic reform reading model into existing elementary teacher preparation programs. In order to maintain the linkage between field-based implementation of the MRRM and university instruction, faculty will spend 50 days in each of the 20 schools assigned to support implementation components of the Institute.

Clearly, an excellent infrastructure for statewide reform has been established. The Reading Excellence Program will enable more Mississippi teachers, administrators, tutors, and assistant teachers to be trained in research-based reading instructional strategies and assessments. It will provide increased opportunities for parent/family literacy, extended instruction, and early readiness interventions.

### **SECTION 3: STATE LEADERSHIP AND OVERSIGHT**

#### **A. Reading and Literacy Partnership**

##### **1. Composition of Partnership**

In January of 1997, the Mississippi State Board of Education committed to the goal that all of Mississippi's children will read on grade level by the end of third grade and continue to read on grade level throughout their educational matriculation. Since this call to action, reading instruction has become a focal point for the state and has resulted in the development of the MRRM.

Mississippi is fortunate to have a commitment from the highest levels of the state legislature, state funded literacy programs, the Barksdale Reading Institute, community-based programs, and federally funded programs to significantly improve the early literacy and reading levels of all children. The Governor of Mississippi and the Mississippi Department of Education's Chief State School Officer formed a partnership for reading excellence upon which to build and promote coordination among Mississippi's literacy programs. The composition of the Partnership affords a diversity of perspectives for Mississippi's REA program. Members of this Partnership are individuals who have a significant interest in and hold key positions in improving the reading performance and promotion of literacy for all Mississippi's children. In addition, each will play an integral part in ensuring that Local Educational Agencies (LEAs) are given the support needed to successfully design a coherent plan of implementation of the researched-based Mississippi Reading Reform Model. These plans will be multi-faceted and integrate available resources to provide the prevention/intervention strategies that meet all students needs.

Mississippi's Reading and Literacy Partnership will support an important linkage between the research community, national, state, and local education agencies, child care professionals, homes, families, and communities by focusing on:

- High quality professional development to improve reading instructional practices of Mississippi teachers, administrators, and support staff;
- Early literacy interventions to ensure school readiness;
- Extended instructional opportunities for children; and
- Parent/family literacy programs.

### Mississippi Reading and Literacy Partnership

Honorable Ronnie Musgrove  
*Governor*

Dr. Richard Thompson  
*Chief State School Officer*

Honorable Alice Hardin  
*Senate Education Chairman*

Honorable Joe Warren  
*House Education Chairman*

Honorable Eloise Scott  
*House Reading Subcommittee Chairperson*

Supt. Joyce McNair, Humphreys Co.  
*School District Representative*

Ms. Randee Williams, AmeriCorps  
*Community-Based Organization*

Dr. Susan Rucker, Bureau Director  
*Office of Instructional Development  
State Program Director*

Dr. Bonita Potter, Division Director  
*Reading/Language Arts/ Early Childhood  
State Program Director*

Ms. Bobby Brown, Head Start  
*Federal Organization Director*

Ms. Nadine Coleman  
*Parent Family Provider*

Mrs. Melanie Musgrove  
*Parent*

Ms. Tina Scholtes  
*Teacher, Grade 1*

Dr. Cathy Grace  
*Family Literacy Service Provider*

Dr. William McHenry,  
*Institutions of Higher Learning*

Dr. Richard Boyd, Director  
*Barksdale Reading Institute*

Mrs. Carla Dearman, Asst. Director Training  
*Barksdale Reading Institute*

## 2. Role of Reading and Literacy Partnership in development of REA application

This grant application is a compilation of input from multiple members of the Reading and Literacy Partnership and Mississippi's infrastructure. The SEA Chief State School Officer and the Bureau Director of the Office of Instructional Development, in collaboration with the SEA Division Director for Early Childhood/Reading/Language Arts, established the goals and action steps for the Reading and Literacy Panel. According to the Reading Excellence Act, the Governor and the Chief State School Officer selected the Reading and Literacy Partnership to represent the agencies and institutions that will participate collaboratively in the development and implementation of Mississippi's REA grant.

### **The following offices for the SEA have also contributed to the development of the grant:**

- Head Start Collaboration
- Office of Instructional Development
  - Division of Early Childhood/ Reading/Language Arts
  - Division of Support and Training

- Division of Curriculum Enrichment
  - Goals 2000
  - Title II
  - Title VI
  - Bilingual Title VII
  - Library Media
- Office of Innovative Support
  - Migrant Education
  - Homeless Education
  - Even Start
    - Title I Part A
    - CSRD (Comprehensive School Reform Demonstration)
- Office of Special Education
- Office of Student Assessment
- Office of Research and Statistics
- Division of Alternative Education
  - GED
  - Save Our Schools (SOS)
- Office of Educational Technology
- Office of Leadership Development and Enhancement
- Office of Child Nutrition

SEA program specialists and the REA partnership have provided input, reviewed the compilation, and discussed the requirements of this grant to identify program overlap and duplication of services. The development team has determined different means of integrating these programs and resources at the local level.

The team determined that each applying LEA should complete a resource assessment (see Figure 20) to ensure that no services will be duplicated. To complete the assessment, LEAs must provide information about literacy related program-funding sources that will support the REA Project. SEA program specialists will provide technical assistance to facilitate coordination efforts.

**Figure 20**  
**Coordination & Funding Assessment**  
 (to be completed by each LEA)

<b>Programs</b>	<b>Current Funds</b>	<b>Current Use</b>	<b>REA Funds</b>	<b>Projected Use</b>
Reading Sufficiency				
Barksdale MS Reading Institute				
Head Start				
Even Start				
Title I				
Eisenhower				
SOS				
Community-based				
Class Size Reduction				
Goals 2000				
LEA				
Other				

In the planning period allotted under the proposed timeline, the Reading and Literacy Panel will carry out activities to assist in the development of the state REA plan, advise on the selection of subgrant recipients, and assist in the oversight and evaluation of the LEA recipients and the program, to include:

- Convene Reading and Literacy Partnership to review/finalize/recommend to the State Superintendent of Education the subgrant RFP's and selection criteria upon notification of federal award;
- Designate members of the Partnership to participate in designing of technical assistance workshops;
- Designate members of the Partnership to develop evaluation design in collaboration with appropriate entity to conduct evaluation procedures;
- Designate members of the Partnership to solicit nominations for the subgrant application review and forward recommendations to the Mississippi Department of Education;
- Convene Partnership to review subgrant awards and forward recommendations to the Chief State School Officer and Mississippi State Board of Education;
- Convene Partnership, at least twice annually, to receive updates on progress of subgrant recipients and effectiveness of implementation of the Mississippi REA program; and
- Convene Partnership to review final evaluation report on program and forward evaluation to Mississippi State Board of Education.

## **B. SEA Activities under REA**

The research-base (see Figure 1, Page 3) for Mississippi's design of the MRRM for the Process of Prevention/Intervention is extensive and comprehensive of the most current empirical data concerning:

- How do children learn to read?
- Why are so many children having difficulty learning to read?
- How can we help children learn to read?
- Providing early literacy intervention for children experiencing reading difficulties, including kindergarten transition programs; and
- Providing supplementary tutoring to children through extended day/year programs.

Of the 467 schools that will be eligible to apply for REA subgrants, 40 LEA schools will be competitively selected based on REA requirements and competitive priorities:

**1. Timeline, key activities, and staff involved**

<b>Key Activity</b>	<b>Timeline</b>	<b>Staff</b>
Mail Request for Proposal (RFP)	August 21, 2000	<ul style="list-style-type: none"> <li>Mississippi Department of Education (MDE) staff notifies eligible schools of grant availability.</li> <li>MDE staff sends applications to eligible districts.</li> </ul>
Regional Technical Assistance Meetings	September 4-15, 2000	<ul style="list-style-type: none"> <li>MDE staff conducts regional technical assistance meetings</li> <li>MDE staff, Office of Instructional Development, provides technical assistance to eligible districts upon request.</li> </ul>
Proposals Due	October 20, 2000	
Proposals Reviewed	October 23-27, 2000	<ul style="list-style-type: none"> <li>Reading and Literacy Panel and Chief State School Officer formulates a grant selection committee. The grant selection committee will be composed of persons to represent various educational sectors and the diversity of the state's population.</li> <li>Grant selection committee reviews and ranks the submitted proposals.</li> <li>MDE staff recommends final set of grants to the Mississippi State Board of Education.</li> <li>Mississippi Reading and Literacy Panel reviews list of selected grant recipients.</li> <li>Mississippi State Board of Education approves final set of grant awards.</li> </ul>
Notification of Award (Contingent on availability of federal funds and State Board approval)	November 17, 2000	<ul style="list-style-type: none"> <li>MDE staff notifies the selected districts of grant awards.</li> </ul>
Grant Recipient's Meeting/Negotiations	November 27-December 8, 2000	<ul style="list-style-type: none"> <li>MDE Staff</li> </ul>
Disbursement of Funds(For those who have met special conditions of grant)	January 4, 2001(tentative)	<ul style="list-style-type: none"> <li>MDE</li> </ul>
All grant funds must be obligated	January 11, 2002	<ul style="list-style-type: none"> <li>Selected Schools</li> </ul>

2. How the state will use REA funds to design and implement high quality professional development for teachers, ensuring that it is based on scientifically-based reading research, and integrate it into other efforts at the state and local levels.

**SBRR Conclusion #4: Professional Development is critical (as a means, but not as an end)**

**Goal 3 of the Mississippi Reading Initiative: *Teachers and staff will effectively utilize a direct focus of reading instruction.***

Mississippi proposes, but is not limited to, a wide array of professional development services (see Figure 11, Page 19-21) to support and enhance the implementation of Local Reading Improvement and Tutorial Assistance subgrants. The trainings that are developed and delivered are based on SBRR and will seek to ensure that all schools are well-informed of the research and its implications on the instructional practices in classrooms in Mississippi. The strategies that teachers learn in these trainings are based on specific research designs that are of high quality and appropriate for the State of Mississippi and in accordance with the Reading Reform Model.

In addition, a review of literature reveals that teachers incorporate new practices in classrooms by either a self-study or after thirty presentations or experiences with the strategies presented. Therefore, teachers in Mississippi will work in weekly peer coaching study teams as follow-up to professional development sessions and strategy implementation.

Due to the focus on statewide student outcomes, the professional development opportunities provide highly focused and consistent training in the best practices according to the most current research. The appropriate offices and divisions of Mississippi's Department of Education, in a collaborative effort, fund, design, and implement training for teachers, administrators, tutors, and care providers (as applicable) in:

- Diagnostic, prescriptive teaching to implement the process of reading intervention;
- Family literacy efforts;
- Extended school instructional programs; and
- Peer coaching study teams for professional development follow-up and implementation of new strategies.

In addition, Mississippi's REA program will support and enhance the quality of professional development offered to teachers by ensuring that the following services are provided, which will continue to be integrated into the reading and literacy efforts at the state and local level. All local schools participating in the implementation of the Mississippi Reading Reform Model, which is supported by state funds (Reading Sufficiency), private funds (Barksdale Reading Institute) or federal funds (REA) will adhere to the following:

- **Requirements:** Professional development activities must be consistent with the scientifically based Mississippi Reading Reform Model (see Figure 11, Page 19-21).
- **Priority:** Schools should support a peer-coaching model (Showers and Joyce, 1996) for professional development follow-up and strategy implementation.

- **Reading Coordinators:** REA programs will provide assistance from regional reading coordinators to grant recipients that will directly impact instructional practices that are well founded in SBRR on a weekly basis.
- **Making Reading Connections Conference:** The purpose of this annual two-day conference is to connect research, practice, technology, and performance for the future. Participants include K-12 teachers, administrators, parents, care providers, pre-service teachers, university faculties, Head Start and community-based organizations and will be provided opportunities to:
  - Compare the National Initiative, America Reads Challenge, to Mississippi Reading Reform Model with Carol Rasco's Keynote Address.
  - To attend presentations that include one-hour sessions and mini-institutes on Reading, Early Literacy, Principals/Leadership, and Technology.
  - To view products and question over 100 vendors at the Conference Trade Show concerning program: Standards, Requirements, Reading Instructional Method, Research-Base, Effectiveness, and Ability to Replicate.
- **Mississippi REA Regional Forums:** Regional forums will be held each year for all grant recipients. These forums will facilitate networking among funded projects concerning scientifically-based research strategies, programs available for technical assistance and provide an arena for projects to share their successes and troubleshoot common problems.

### 3. Application Process

#### a. Technical assistance and training for eligible districts and schools

The Mississippi Department of Education's Office of Instructional Development will provide regional technical assistance meetings for those schools eligible to apply for REA funds. These meetings will include, but not be limited to, providing an overview of the content knowledge and practice knowledge of the MRRM, provide direction of conducting needs assessments to determine where gaps exist in the professional development base of instructional staff, guidance for evaluating instructional materials and programs, and grant design specifics.

#### b. Overview of application(s) for LRIs and Tutorials

The MDE will conduct a competitive process to select and award Local Reading Improvement and Tutorial Assistance subgrant recipients among eligible school districts according to the Reading Excellence Act. The Selection Criteria contain specific guidelines on basing judgements of the grants on SBRR.

The SEA will notify all local educational agencies in Mississippi regarding the availability of subgrants. The LEAs, within 30 days after the date on which the SEA provides notice, shall as a condition of the agency's receipt of funds provide public notice to potential providers of tutorial assistance operating in the jurisdiction of the agency, and parents residing in such jurisdiction, regarding the availability of the subgrants.

A LEA that wishes to receive a Reading Excellence Act Reading Improvement Subgrant and/or Tutorial Assistance Subgrant must submit an application to the SEA by **October 20,**

**2000.** The program narrative must be limited to thirty (30) pages of 12-point type and must be singled-spaced. The application must contain the following components:

- An assurance that the Mayor of the city, the President of the County Board of Supervisors, or the President of the Chamber of Commerce in consultation with the Superintendent of the LEA, has established a reading and literacy partnership with one or more community-based organizations described in the REA and a description of:
  - How the reading and literacy partnership includes, to the extent feasible, one or more community-based organizations of demonstrated effectiveness in early childhood literacy, reading readiness, reading instruction, and reading achievement for both adults and children, such as a Head Start program, family literacy program, public library, or adult education program, and how the entity assisted in the development of the local plan;
  - How the LEAs will be involved in advising on the use of local reading improvement funds under Section 2255 and tutorial assistance funds under Section 2256; and
  - How the LEAs will assist in the oversight and evaluation of such funds.
- A description of the following:
  - How the LEA will ensure that professional development activities provided under this program are coordinated with other state and local level funds and used effectively to improve instructional practices for reading based on the MRRM;
  - How the activities assisted under this program will address the needs of teachers and other instructional staff in schools receiving assistance under Sections 2255 and 2256, and how the activities will effectively teach students to read;
  - The extent to which the activities will prepare teachers in all the major components of reading instruction (including phonemic awareness, systematic phonics, fluency, reading comprehension, background information and vocabulary, and motivation);
  - How the LEA will use appropriate technology to enhance reading and literacy professional development activities for teachers, as appropriate;
  - How parents will participate in literacy-related activities assisted under this program to enhance their children's reading;
  - How subgrants made by the SEA under Sections 2255 and 2256 will be utilized to meet the requirements of this program, including how the LEA will ensure that activities will employ practices prescribed by the MRRM;
  - How the LEA will direct funds to REA priorities; and
  - The process by which the LEA established the reading and literacy partnership described in Section 2253(d) of the REA.
- An assurance that each LEA receiving an SEA subgrant will:
  - Carry out the Mississippi Department of Education's research-based MRRM professional development for classroom teachers, paraprofessionals, and partnering community-based organizations (as applicable) on the teaching of reading, early literacy, family literacy, extended instruction, and transitions from home through first grade;
  - Schedule weekly common planning times or early release time for grade level peer coaching study teams to engage in follow-up on professional development and implementation of a diagnostic, prescriptive teaching process of intervention for students who have reading difficulties;

- Provide parent/family literacy services based on the MRRM, Adult Education, and/or programs, such as the Even Start family literacy model (authorized under part B of Title I), in order to enable parents to be their child's first and most important teacher;
  - Carry out programs to assist those students in transitions from home to pre-kindergarten, from pre-kindergarten to kindergarten, and those who are not ready for the transition to first grade, particularly students experiencing difficulty with reading skills; and
  - Use teachers and supervised individuals (including AmeriCorps and volunteer tutors), who have been appropriately trained in Mississippi's research-based *Reading Tutorial Partnerships* and/or *Extended Day/Year: A Reading Planning Guide*, to provide additional support, before school, after school, on weekends, during non-instructional periods of the school day, or during the summer, for children preparing to enter kindergarten and students in kindergarten through grade 3, who are experiencing difficulty reading.
- An assurance that instruction in reading will be provided to children with reading difficulties who:
    - are at risk of being referred to special education based on these difficulties; or
    - have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with Section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of the such Act).
- A description of how the LEA:
    - will build on, and promote coordination among, literacy programs in the district (including federally funded programs such as the Adult Education and Family Literacy Act and the Individuals with Disabilities Education Act), in order to increase the effectiveness of the programs in improving reading for adults and children and to avoid duplication of the efforts of the programs;
    - will promote reading and library programs that provide access to appropriate and engaging reading material;
    - will make community agencies, described in Sections 2255(a)(1) and 2256(a)(1), aware of the availability of funding under sections 2255 and 2256; and
    - will conduct yearly pre and post individual informal reading inventories for K – 3<sup>rd</sup> grade students to assess and to evaluate local educational agency activities assisted under this program, with respect to whether they have been effective in achieving the purposes of this program. The assessments should provide data that yields:
      - Quantitative Data (numerical score) in reading recognition, comprehension, and listening comprehension (capacity to comprehend) and
      - Qualitative Data (how a child processes text) to be utilized to make informed classroom instructional decisions.
- A description of the evaluation instrument which the LEA will use for purposes of the assessments and evaluations under section 2253(b)(2)(E)(iv).

LEAs must include, in their application, a description of the proposed procedures in order to ensure the successful implementation of high quality programs contained in Section 2255(b).

**All applications must be received by the closing date.**

### **c. Scoring and Criteria**

Proposals will be evaluated by a Grant Award Committee authorized by the SEA. Each proposal will be evaluated using the selection criteria as described in this section. The Grant Award Committee will recommend the proposals to be funded to the Mississippi Department of Education's Office of Instructional Development, the State Superintendent of Education, and the State Board of Education. Representatives of the Reading Excellence Partnership will nominate members to serve on the selection committee.

The grant will be negotiated with the offeror who has the highest points and/or is comprehensive and responsive as determined by the evaluation committee. Results of the evaluation and the recommendation of the evaluation team will be forwarded to the State Board of Education for approval.

The State Educational Agency (SEA) reserves the right to reject any or all proposals, to negotiate with the best offeror to address issues other than those described in the proposal, or not to make any award if the evaluation committee determines that this is in the best interest of the SEA.

In accordance under 34 CFR 75.210, the Reading Excellence Panel has chosen to utilize the U. S. Department of Education's criteria to evaluate local school districts' grant applications. The maximum possible score for each criterion is indicated in parentheses for the criterion. The SEA awards up to 100 points for all criteria.

The following selection criteria will be used to evaluate applications for new grants under this competition. The maximum score for all of these criteria is 100 points.

The maximum score for each criterion is indicated in the parentheses. There are no specific point totals for the subcategories within each criterion.

#### **(1) Understanding and commitment to effective reading instruction based on Scientifically-Based Reading Research (15 points)**

In determining the LEA's understanding and commitment to effective reading instruction based on SBRR, the following factors will be considered:

- (a) The extent to which the proposed project incorporates a deep understanding of the SBRR literature and how it applies in their LEA.
- (b) The extent to which the scientific literature on reading is implemented in proposed grant activities that address all components of the MRRM: high quality professional development, early literacy intervention, extended instruction, and parent/family literacy.

#### **(2) Demonstration of Need (15 points)**

The SEA considers the need of the proposed project. In determining the need of the proposed project, the SEA considers the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the LEA's implementation of the MRRM's research-based standards and assessments for students who have difficulty in reading, parent/family literacy, and early literacy programs.

### **(3) Quality of local district and school activities (35 points)**

In determining the quality of the services to be provided by local activities, the SEA considers the following factors:

- (a) How the proposed project would change classroom instruction in schools under Local Reading Improvement subgrants. In particular, what professional development activities would be implemented.
- (b) The extent to which the proposed activities support research-based classroom reading instruction (including extended learning such as tutoring and summer programs, kindergarten transition, and family literacy/involvement).
- (c) The extent to which the proposed activities will improve reading instruction for all children, including English language learners, children with special needs, and children whose level of achievement indicates that they will need additional instructional support.
- (d) The extent to which the Tutorial Assistance subgrant activities of the proposed project reflect up-to-date knowledge of reading research and effective practice.

### **(4) Quality of the plan for LEA leadership, oversight, and evaluation (25 points)**

In determining the quality of the plan for LEA leadership, oversight and evaluation, the State considers the following factors:

- (a) The adequacy of procedures for ensuring success under this grant, including how the LEA will ensure that activities will use practices based on SBRR, especially professional development activities for K-3 teachers as outlined in the MRRM.
- (b) The SEA considers the quality of the management plan personnel who will carry out the objectives of the proposed project within the budget. In determining the quality of the management plan, the SEA considers how the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as deemed appropriate.
- (c) The qualifications, including relevant training and experience, of the key LEA staff responsible for managing the grant activities described above.
- (d) The quality of the LEA's evaluation design, including student outcome measures or indicators for grades K-3, the collection and use of quantitative and qualitative data from pre and post-informal assessment studies for classroom instructional decision-making, and evidence of cooperating with a qualified evaluator.
- (e) The extent to which the proposed project encourages parental and community involvement for parent/family literacy, early literacy efforts, and tutorial partnerships according to the MRRM.

### **(5) Adequacy of resources (15 points)**

In determining the adequacy of resources, the SEA considers the following factors:

- (a) The extent to which the average and range of amounts proposed will provide sufficient resources to accomplish the tasks of Local Reading Improvement and Tutorial Assistance subgrants.
- (b) The budget provides sufficient detail and an appropriate level of funding to accomplish the purposes of this grant.
- (c) The proposed project provides evidence of leveraging all resources available.

### **Absolute Priority**

Under an absolute priority we consider only applications that meet the priority (34 CFR 75.105 (c) (3) according to the Federal Register on April 18, 2000. Under this priority, the SEA gives an absolute preference to LEAs that exclusively fund, at the subgrant level, activities to improve kindergarten through grade three reading instruction and related early childhood, professional development, family literacy, extended learning and tutorial activities.

### **Competitive Priority**

In accordance to the U. S. Department, under 34 CFR 75.105 (c) (2) (iv) and (c) (2), the SEA will give preference to applications that meet competitive priorities. Depending on how well an applicant meets the priority, the SEA awards additional points to the application for each priority up to the maximum number of points for applicants that meet the REA priorities.

A LEA will receive two (2) additional points for a Local Reading Improvement subgrant and/or a Tutorial Assistance Subgrant based on:

- Districts with greatest need and at least one school in the district with 30% or more students scoring in bottom quartile.
- Districts that provide transition services to students entering kindergarten and first grade.
- Districts that provide opportunities for extended instruction for grades pre-kindergarten through third grade.
- Districts that collaborate with more than one community-based organization to provide early literacy and parent/family literacy programs.
- Districts that schedule peer coaching study teams inclusive of pre-kindergarten through third grade for follow-up and implementation of professional development.

#### **d. How will LEAs select schools?**

The State Educational Agency (SEA) will award competitive subgrants to local educational agencies under Sections 2255 (Local Reading Improvement Subgrants) and 2256 (Tutorial Assistance Subgrants).

The SEA will notify all local educational agencies in Mississippi regarding the availability of subgrants. The LEAs, within 30 days after the date on which the SEA provides notice, shall as a condition of the agency's receipt of funds provide public notice to potential providers of tutorial assistance operating in the jurisdiction of the agency, and parents residing in such jurisdiction, regarding the availability of the subgrants.

#### **e. Review process, including role of Reading and Literacy Partnership**

Final selection of grant awards will be based on a satisfactory review of the grant proposals by a highly qualified review committee authorized by the SEA. The Grant Award Committee will recommend the proposals to be funded to the Mississippi Department of Education's Office of Instructional Development, the State Superintendent of Education, and the State Board of Education. The Reading and Literacy Partnerships will nominate members to serve on the selection committee. In the evaluation of applications, the committee will use the following criteria for SBRR:

- Employs systematic, empirical methods that infer on observations or experiments;
- Involves rigorous data analysis that are adequate to test the stated hypotheses and justify the study's conclusions;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

The review committee will consist of professionals from the field who have demonstrated knowledge of Mississippi's schools and the SBRR that impacts:

- Improving the instructional practices of K-3 staff through high quality professional development;
- Selecting programs of reading instruction based on the tenets of SBRR;
- Selecting or developing high quality family literacy programs; and
- Providing additional support through Pre-K and blended services.

The recommendations for subgrant awards will be presented to the Reading and Literacy Partnership for final approval. After review, recommendations will be forwarded to the Mississippi State Board of Education. Applicants will be notified of their selection as subgrant recipients in the LRI and TAS subgrant programs. The application will be negotiated with each selected LEA and notices of grant awards will be issued.

**4. Technical assistance (SEA-provided or SEA-organized), monitoring, and performance measurement to ensure high quality implementation and fidelity to SBRR by subgrantees.**

The administration of the Mississippi REA project will be integrated within the Mississippi Department of Education's (MDE) Office of Instructional Development. The placement of the project within this bureau will assure the integration of the Reading Excellence Act efforts with other efforts throughout the MDE to provide a consistent effort in ensuring that all of Mississippi's children are reading well and independently by third grade. In addition, the Reading and Literacy Partnership will also facilitate coordination and management of all grant activities to further the intent of the Reading Excellence Act. This shared focus will benefit the state's REA project by receiving the administrative expertise of MDE in ensuring fiscal accountability and the systematic program monitoring by various entities. These comprehensive evaluation procedures of all federal programs operating within the state ensures that implementation of planned grant activities are fulfilled in accordance with the requirements of grants and with the MDE's statewide efforts.

**5. Other**

**a. Use of technology to facilitate program management, oversight, and professional development**

Through the use of technology, project management, building-level administrators, teachers, parents and students will have immediate access to programs and data needed to make decisions, plan and extend learning. Applicants will be required to access their technological needs and submit a timeline, including installation of equipment, professional development based on proper use of equipment and a schedule of activities and evaluative

procedures by which technology will impact reading instruction. In addition, technology will be integrated in the Mississippi REA project through the following state level activities:

- Resource sharing of peer coaching study teams with all REA subgrants awardees via quarterly videoconferencing sessions.
- Establishment of a Mississippi REA website that will provide access to information and professional developmental opportunities that have as a foundation scientifically based reading research.

#### **b. Teacher Certification Program**

A priority of the State Board of Education has been the implementation of the Reading Reform Model and its tenets that will guide the professional development of teachers of children in their early years through third grade. Additionally, this Reading Reform Model will begin to guide the preparation of all preservice teachers in the state. Through the Barksdale Reading Institute, eight (8) public universities' faculties will participate in the Barksdale Curriculum Coordinating Council to expand content in college reading courses and incorporate all Reading Reform Model components systematically into existing elementary teacher preparation programs. In order to maintain the linkage between field-based implementation of the MRRM and university instruction, faculties will be assigned to 20 schools for 50 days of the academic year for field-based instruction. This will ultimately lead to significant changes in the methods by which the Mississippi university system prepares its teachers.

#### **c. Tutorial Assistance Program Notification Process**

Notification of the availability of funding will be mailed to every eligible school district on the date of release of the Tutorial Assistance Subgrant Request for Proposals. A priority will be placed on the LEAs eligible for a Tutorial Assistance Subgrant (TAS) to provide public notice of the availability of the TAS to potential providers of tutorial assistance operating in and parents residing in the LEA's jurisdiction.

### **C. Staffing SEA and other state level or regional staff, consulate, and organizations**

Due to the volume of Mississippi's school districts that will be eligible to apply under the Reading Excellence Act (REA) priorities, the Chief State School Officer will create a Division for Reading Excellence within the Office of Academic Education in the Bureau of Instructional Development. This division will be in addition to, but collaborate with the Division of Early Childhood/Reading/Language Arts. This division will be responsible for soliciting, selecting, administering, and evaluating LEA subgrants.

#### **1. Staff roles and responsibilities, time commitment**

The Mississippi REA project will employ a division director, regional reading coordinators, and adequate clerical staff to spend 100% of their time with the selected Mississippi REA schools. The division director will be centrally located in the state by having an office in the MDE. However, the regional reading coordinators will be required to reside within the congressional district (5) that they serve and provide sustained technical assistance to subgrant awardees.

#### Division Director (1) Duties:

- Notify school districts of availability of subgrant funds and ensure that each district provides public notice of availability of funds within 30 days of notification.
- Develop and distribute final LEA Request for Proposals.
- Manage the subgrant selection, award, and notification process.
- Oversee flow-through of funds.
- Collaborate with the Office of Research and Statistics and the University of Alabama at Birmingham to evaluate the Project.
- Provide the Reading Excellence Panel, SEA, LEAs, and the U. S. Department of Education with yearly updates and final evaluative reports on the Project.
- Coordinate with all the offices of the SEA to blend services.
- Communicate with the State Board of Education, SEA Offices, the Legislature, and the public on reading research, content, and *Every Child a Reader*, Process of Prevention/ Intervention.
- Serve as the SEA liaison for the Project.
- Manage the professional and support staff.

#### Regional Reading Coordinator (8) Duties:

- Provide technical assistance to school districts applying for funds.
- Provide technical assistance to LEAs and the community-based organizations within the LEAs' jurisdiction for the Project implementation and evaluation.
- Provide follow-up to professional development activities.
- Monitor expenditure of funds.
- Monitor project.

#### Support Staff (1) Duties:

- Provide general office clerical assistance for oral and written communication purposes for the Project.
- Contracts.
- Assist in the management of Project budgets.
- Provide general informational technical assistance for LEAs.
- Order supplies and printing for Project.
- Attend to telephone answering duties for Project personnel.
- Provide office with itinerary of Project personnel.

#### Resumes of Key Staff

- Dr. Richard Thompson, Chief State School Officer of Mississippi
- Dr. Susan Rucker, Bureau Director, Office of Instructional Development
- Dr. Bonita Potter, Division Director, Reading/Early Childhood/Language Arts Division
- Dr. Steve Hebbler, Director, Office of Research and Statistics, MDE
- Dr. James E. McLean, University Research Professor and Director of the University of Alabama at Birmingham Center for Educational Accountability
- Dr. Richard Boyd, Interim Executive Director, Barksdale Reading Institute

## RICHARD L. THOMPSON

### Professional Experiences

State Superintendent of Education, Mississippi	1998-Present
Deputy State Superintendent, Public Schools of North Carolina	1996-1998
Associate Vice President for Academic Affairs, University of North Carolina General Administration	1994-1995
Director, North Carolina Center for the Advancement of Teaching	1992-1994
State Superintendent, State of Mississippi	1990-1992
Superintendent, Tupelo (Mississippi) Public School	1987-1990
Superintendent, Lexington (North Carolina) City Schools	1980-1987
Principal, Central Cabarrus High School (Concord, North Carolina)	1978-1980
Assistant to the Dean/Instructor of Curriculum, College of Human Development and Learning, University of North Carolina At Charlotte	1976-1978
Coordinator for Southeastern Manufacturing Plants/Assistant Personnel Manager, Kayser Roth Hosiery Corporation (North Carolina)	1969-1972
Teacher/Coach, Concord High School (North Carolina)	1964-1969

### Professional Preparation

Doctor of Education in Educational Administration University of North Carolina at Greensboro
Master of Education University of North Carolina at Charlotte
Bachelor of Arts Elon College (North Carolina)
Associate of Arts Chowan College (North Carolina)

### Boards and Commission (Selected)

North Carolina Learning from Japan Delegation Member, 1995
North Carolina School Improvement Panel, 1995
Co-Chair, Public School Forum Committee on Mathematics and Science Education, 1995
Board of Directors, Public School Forum of North Carolina, 1994
Legislative Task Force Member, Teacher Staff Development, 1994
Board of Directors, National Society of Experiential Education, 1994
Board of Directors, SouthEastern Regional Vision for Education, 1992
Council of Chief State School Officers' Service Advisory Committee, 1992
Board of Directors, Mississippi Economic Council, 1991
Mississippi Kids Count Policy Panel, 1991
Governor's Commission on Workforce Excellence, 1991
Board of Directors, Mississippi Authority for Educational Television, 1990
Chairman, Mississippi Governor's Council for Adult Education, 1989

Resume of Dr. Richard Thompson

**Awards and Recognition (Selected)**

Honorary Life Member, NC PTA, 1997

Graduation Speaker, Superintendent's Executive Program, 1995

Alumni Hall of Fame, University of North Carolina at Charlotte, 1993

Friends of Education Award, Mississippi Association of Educators, 1992

Mississippi Association of School Superintendents' Service Award, 1991

The Executive Educators' Top 100 School Administrators in North America, 1990

Phi Delta Kappa Award, Northeast Mississippi Chapter of Phi Delta Kappa, 1990

**SUSAN MUSE RUCKER**  
138 Easthaven Drive  
Brandon, Mississippi 39042  
(601) 825-4194

## **EDUCATION**

Ed.D.	1991	University of Southern Mississippi Major: Educational Leadership
AA Certification	1985	Mississippi College Major: Educational Administration and Supervision
M.Ed.	1978	Mississippi State University Major: Elementary Education
B.S.	1977	Mississippi State University Major: Elementary Education
High School	1974	Meridian High School, Meridian, MS

## **PRESENT RESPONSIBILITIES**

1997 - Bureau Director, Office of Instructional Development, Mississippi Department of Education

The Office of Instructional Development, an office within the Office of Academic Education at the Mississippi Department of Education, consists of six divisions with 70 employees that provide technical assistance to districts in curriculum, instructional strategies, federal programs, and school improvement. This office is responsible for developing all curriculum frameworks, approved courses offered to the students in Mississippi's public schools, Alternative Education Programs, assistance to low performing school districts, and facilitating the Goals 2000; Title I; Eisenhower/Title II; Title VI; Bilingual Education; Title IV; Class Size Reduction, Dyslexia; Comprehensive School Health CSRD; Gifted Education Programs, and the collaborative office for Head Start in Mississippi is also a part of this bureau. This office is also responsible for offering professional development and/or training for Mississippi school teachers to improve the education of students in the state. I have been assigned to the Agency Coordinating Council to give suggestions to Dr. Thompson on ways to improve MDE service to the districts.

While serving as Bureau Director for the Office of Instructional Development, I have been responsible for facilitating the implementation of the goals of the Mississippi Reading Initiative as adopted by the State Board of Education in July of 1997. As a part of the implementation process, I have been responsible for the work of three major task forces that will impact the reading success of K-12 students in our state. These groups are the Early Childhood Task Force, the Kindergarten through Third Grade Reading Work Group, and the Fourth through Eighth Grade Reading Work Group. To implement training to carry out the reading goals, I have been responsible for directing the development of publications for this Initiative.

To facilitate the Initiative within the Department, I have chaired the Cross-Management Team on Reading. Individuals from this group represented the offices of Instructional Development, Innovative Support, Student Assessment, Leadership Development and Enhancement, Educational Technology, Special Education, and Vocational & Technical Education.

I also assisted with the passage of Senate Bill 2944, which mandated that each district develops a reading sufficiency plan. Money allocated to this office for implementation of this law totals 1.5 million dollars.

## **PREVIOUS ADMINISTRATIVE AND TEACHING EXPERIENCE**

1994 - 1997 Principal, Brandon Middle School, Rankin County School District

Brandon Middle School, a school in the Brandon attendance zone of the Rankin County School District, encompasses grades 5-8 with an enrollment of approximately 1250. The school employs a full-time professional staff of 71, and a support staff of 20, for a total staff of 91.

The school was a 1996 Mississippi Blue Ribbon School. The school was also a pilot site for the tech-prep initiative. The program consists of two career discovery labs, two computer discovery labs, and applied academic instructional methods in the areas of Pre-Algebra and Algebra I. I had one assistant principal who worked with me at the school.

1990-1994 Principal, Northwest Rankin Attendance Center

Northwest Rankin Attendance Center, a school in the Northwest Rankin attendance zone of the Rankin County School District, encompasses grades 5-12 with an enrollment of approximately 2100. The school employs a full-time professional staff of 109, and a support staff of 42, for a total staff of 151.

The school has an annual operating budget of \$550,656. In this position, I was responsible for the total operation of Northwest Rankin Attendance Center and reporting directly to the Rankin County School District Superintendent. I had three divisional principals working with three different grade levels, a transportation director, athletic director, and 146 staff workers reporting directly to me.

1989-90 Principal, Vine Street Elementary School

Vine Street Elementary School, a school in the Northwest Rankin attendance zone of the Rankin County School District, encompassed grades 3-4 with an enrollment of approximately 650 students. As the first principal of this school, I helped coordinate the move into this building and was responsible for ordering all equipment and materials for this school. I began the first PTO at this school.

- 1987-89      Principal, Richland Lower Elementary
- Richland Lower Elementary, a school in the Richland attendance zone of the Rankin County Schools, encompassed grades K-1 with an enrollment of approximately 400 students. I was the first principal of this school and worked closely with the district to coordinate efforts in the move to this new school. I was responsible for ordering equipment and materials for this school. I began the first PTO at this school.
- 1986-87      Principal, Richland Elementary School
- Richland Elementary, a school in the Richland attendance zone of the Rankin County School District, encompassed grades K-6 with an enrollment of approximately 950 students.
- 1980-86      Teacher, Brandon Middle School, Rankin County School District, Grades 5-6
- 1978-80      Teacher, Camden Elementary School, Camden, Arkansas, Grade 2
- 1977-78      Teacher, Sudduth Elementary School, Starkville, Mississippi, Grade 5

#### **OTHER SIGNIFICANT EDUCATIONAL EXPERIENCE**

- Mississippi High School Exit Exam Task Force
- State Superintendent's Task Force on Assessment for Accountability and Learning
- Participant in Rita Dunn's Two-Week Learning Style Center, New York, NY
- NASSP Assessment Center, Trained Assessor
- MDE Development Center, Leader 1-2-3, Trained Coach/Facilitator
- SEMI Workshop Participant
  - School Effects Research/Power Management
  - Managerial Grid
  - Leader 1-2-3
  - Test and Measurement
  - Long Range Planning
  - Thinking Like a Leader
  - Leading the Leaders
  - Covey's Seven Habits of Highly Effective People
- University of Mississippi, Mississippi Assessment Center Participant – 1985
- SREB Reading Conference, May, 1998, Presented the Reading Initiative for the State of Mississippi

National Reading Panel, July 9, 1998, Presented Mississippi's Reading Initiative

International Reading Conference, May, 1999, Presented a pre-conference institute on the Reading Initiative for the State of Mississippi

Barksdale Reading Institute Development Team

## **PROFESSIONAL ACTIVITIES**

Member, Association for Supervision and Curriculum Development

Member, MDE Agency Coordinating Council

Member, SREB Middle Grades Initiative Committee

Member, The Education Alliance: Teacher Induction Study Committee

Member, The Education Trust/National Association of System Heads K-16 Initiative

Member, Attorney General's Partnership/Partnership for a Healthy Mississippi

Member, BRIDGES Organization

Member, Mississippi EdNet Program Advisory Committee – February, 1998

Member, Child Prep Initiative Resource Team (Head Start) – January, 1998

Member, Office of Student Assessment FLE Task Force – February, 1998

Member, Office of School Accreditation Graduation Review Committee – October, 1997

Member, Office of School Accreditation Revisions Subcommittee – January, 1998

Member, Office of School Accreditation, Scheduling Athletic Activities Committee –  
September 1997 – March, 1998

Member, Visiting Committee - Southern Association of Colleges and Schools Pearl  
Public Schools - Curriculum

Member, Mississippi Association of Supervision and Curriculum Development

Member, Mississippi Association of School Administrators

Member, Mississippi Professional Educators

Member, Phi Delta Kappa

Newsletter Editor, 1989-90

Member, Sports Committee, Mississippi High School Activities Association

Office of Leadership and Enhancement, Participated with the orientation for School  
Leaders focus Group –  
March, 1998

Blue Ribbon School Liaison for the State of Mississippi – U.S. Department of Education  
Blue Ribbon

Schools Program – July, 1997

Member, International Reading Association

Member, Mississippi Student Information System Steering Committee

Member, Mississippi Department Professional Development Committee, Office of  
Educational

Technology

**BONITA COLEMAN-POTTER**

4339 Redwood Circle  
Jackson, MS 39212

**EDUCATIONAL BACKGROUND**

Mississippi Teaching License, 1993

Mississippi Administrative License, 1997

Jackson State University, Jackson, MS

May 2000

- Doctorate of Philosophy Degree in Educational Administration

University of Mississippi, Oxford, MS

May 1993

- Master of Arts Degree in English Literature

Tougaloo College, Tougaloo, MS

May 1989

- Bachelor of Arts Degree in English and Secondary Education

**PROFESSIONAL EXPERIENCE**

Office of Instructional Development, Mississippi Department of Education, Jackson, MS

March 2000-Present

- **Division Director for Reading/Early Childhood/Language Arts**
  - Directs the development of reading, training, resources, and materials to support the Mississippi Department of Education's Reading Initiative.
  - Coordinates the development and delivery of professional development opportunities for teachers, administrators, and/or curriculum coordinators in the area of reading.
  - Coordinates and supervises the implementation of Reading Sufficiency Plans.
  - Coordinates the Mississippi Reading Initiative with other interdepartmental offices.
  - Provides input on budgeting/financial procedures by establishing goals and objectives for reading PreK-12, determining financial support needed, prioritizing financial requests, and pursuing grant opportunities.
  - Seeks out and actively participates in personal professional development activities.

Federal Trio Programs-Tougaloo College, Tougaloo, MS

June 1996-November 1998

- **Upward Bound Program-Assistant Director**
  - Responsible for the effective coordination of all program activities commensurate with the Program's goals and objectives. Duties include:
  - Responsible for the direct supervision of the Program's instructional, counseling and clerical staff.
  - Supervise, the preparation of records, financial reports, and budgets for the efficient administration of the Program.
  - Coordinate the administration, analysis, and interpretation of test results to students and staff.
  - Provide professional guidance and counseling for students in the areas of social, academic, career, and financial aid assistance.

- Responsible for disseminating information to public concerning the diverse facts of the Program.
- Coordinate the organization of professional development workshops for the instructional staff in specific instructional methods and curriculum requirements.
- Responsible for the grant-writing division of the Program that has produced increased and continued funding.

Clinton Junior High School, Clinton, MS

May 1993-June 1996

- **Instructor/Center Supervisor**

- Instruction of Language Arts, American History, and World History.
- Designed learning environment to meet educational developmental objectives.
- Screened, assessed, and recorded observations and evaluations of child development, including referrals for cognitive, psychological, and social development.
- Responsible for classroom scheduling, subject matter planning, selection of instructional materials, development of cultural activities, and documentation of plans for the PRIDE Program.
- Sponsor of campus United Way's Youth In Action Program.

#### **HONORS/ACTIVITIES**

Phi Kappa Phi National Honor Society

Presidential Scholar, 1985-1989

Who's Who Among College Students, 1989

President of Jackson State University Doctoral Student Association, 1996-1997

Mississippi Education Association, Member

National Education Association, Member

#### **CONFERENCE PRESENTATIONS**

Mississippi Making Reading Connections Conference, Chairperson

Southwest International Reading Association

Mississippi Reading Association

Minority Leadership Conference

**VITA**

Stephen W. Hebbler  
Director  
Office of Research and Statistics  
Mississippi Department of Education  
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Jackson, Mississippi 39205

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FAX: 601/359-1748  
E-mail: shebbler@mde.k12.ms.us

**Education**

- Ph.D. University of Alabama, 1977  
Major: Educational Research with emphasis in measurement, applied statistics, research design, program evaluation, and computer applications  
Minors: Educational Psychology and Counseling
- M.A. University of Alabama, 1973  
Major: Educational Psychology
- B.S. University of Alabama, 1971  
Major: Psychology  
Minor: Sociology

**Professional Experience**

Director: Office of Research and Statistics, Mississippi Department of Education. Direct evaluation, assessment and research activities of the office and provide technical support to other offices within the department. (1998 to present)

Director: Evaluation and Assessment Laboratory, College of Education, The University of Alabama. Direct the program evaluation, assessment, and computer system development activities of the laboratory and supervise staff and graduate students assigned to the various projects. Evaluation and development projects involve school districts, universities, and departments of education in several states. (1989 to 1998, Assistant Director 1985-1989)

Adjunct Associate Professor: Area of Behavioral Studies, College of Education, The University of Alabama. Teach graduate level courses in computer applications for educational research. (1986 to 1998)

Director: Department of Research and Evaluation, Muscogee County School District, Columbus, Georgia. Directed the activities of a five-person research department in a public school district of 30,000 students. (1984-1985)

Coordinator: Department of Research and Evaluation, Muscogee County School District, Columbus, Georgia. Designed, implemented, and supervised the operation of district-wide student testing and reporting systems and an on-line student database. (1981-1984)

Adjunct Assistant Professor: Columbus College, Columbus, Georgia. Taught courses in computer concepts and BASIC programming for the college of business. (1982-1984)

Senior Evaluator: Department of Research and Evaluation, Dallas Independent School District, Dallas, Texas. Planned, conducted, and supervised evaluations of educational programs. (1975-1981)

Instructor: University of Texas at Arlington. Taught courses in computer concepts and programming for the college of business. (1980-1981)

Instructor: Eastfield College (Dallas County Community College District), Dallas, Texas. Taught courses in computer concepts and programming. (1979-1980)

Program Evaluator: Tuscaloosa City Board of Education, Tuscaloosa, Alabama. Evaluated a federally funded Title-III developmental reading program and a National Dissemination Network reading project. (1974-75)

Instructor: Gadsden Center, University of Alabama. Taught graduate level statistics and measurement courses. (1974-1975)

### **Additional Experience**

Development of statistical analysis and instructional management software packages for use on TRS-80, Apple II, and IBM-PC microcomputer systems. (1977-present) See publications.

Consulting and committee appointments on doctoral dissertations, master's theses, and individual faculty research. Included experimental design, statistical analysis, and report generation. (1972-present)

Development of a district-wide student testing/reporting system for the Mobile County, Alabama Public Schools. (1972)

Extensive use of mainframe computers and microcomputers in a variety of educational and research-oriented applications. Experience with many mainframe computing systems (IBM 360, 370, 4300, 3080/3090; UNIVAC 1100; Burroughs 6700) and operating systems (OS, DOS-VSE, VM, UNIX). Knowledge of mainframe programming languages (PL-1, FORTRAN, COBOL) and statistical analysis packages (SAS, SPSSX). Programming and systems design experience using dBase IV, FoxPro, and compiled BASIC running under MS-DOS. Experience with word processing, spreadsheet, and graphics packages (including Word, Excel, Powerpoint, WordPerfect, PlanPerfect, Lotus 1-2-3, Harvard Graphics). Knowledge of image scanning equipment and optical mark readers (including programming).

Development, implementation, and maintenance of internet related information technology services including discussion lists for the American Evaluation Association; web sites for the University of Alabama College of Education, the American Evaluation Association, the Evaluation and Assessment Laboratory, and the Mississippi Department of Education; secure and open access FTP sites.

**JAMES E. MCLEAN**  
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901 13<sup>th</sup> Street, South  
Birmingham, AL 35294-1250

**EDUCATIONAL BACKGROUND**

B.S.	1968	University of Florida, Gainesville, FL Mathematics Education
M.Stat.	1971	University of Florida, Gainesville, FL Statistics/Mathematics
Ph.D.	1974	University of Florida, Gainesville, FL Research Foundations of Education

**PROFESSIONAL EXPERIENCE**

1995-Present      The University of Alabama at Birmingham, School of Education,  
Birmingham, Alabama  
University Research Professor and Director of Research, 1995-present  
Founding Director, Center for Educational Accountability, 1995-present

1974-1995      The University of Alabama, College of Education, Tuscaloosa, Alabama  
*Teaching and Research:*  
University Research Professor, 1987-1995  
Professor, 1981: Associate Professor, 1977; Assistant Professor, 1974  
*Administration:*  
Assistant Dean for Research and Service, 1990-1995  
Director, Bureau of Educational Services and Research, 1989-1993  
Area Head, Behavioral Studies, 1985-1990  
Founding Director, Evaluation and Assessment Laboratory, 1982-1990  
Chair, Programs in Educational Psychology and Research, 1978-1985

1969-1974      University of Florida, Gainesville, Florida  
Teaching Assistant, Foundations of Education, .5 FTE, 1971-1974  
Research Associate, Institute for the Development of Human  
Resources, Project Follow Through, .5 FTE, 1973-1974  
Graduate (Teaching) Assistant, Department of Statistics, 1969-1971

**RELATED PROFESSIONAL EXPERIENCES**

Principal investigator, or administrator of over 100 research, evaluation, and assessment projects since 1974 that have been funded for about five million dollars.

Founding Co-Editor with Dr. Alan S. Kaufman of *Research in the Schools*, a nationally referred journal sponsored by the Mid-south Educational Research Association, 1992-Present.

Evaluation consultant to the Technical Assistance Unit of the National Diffusion Network (1982-83). Reviewed projects and assisted 10 projects in prepare Joint Dissemination Review Panel (JDRP) applications. Nine of 10 approved by the JDRP. Served as a member of the U.S. Department of Education Program Effectiveness Panel (PEP), 1990-96.

Assessment and Measurement Consultant to the Alabama State Department of Education since 1978. Provided technical input regarding the California Achievement Tests, Alabama Basic Competency Tests (both editions), Alabama High School Graduate Exam/Exit Exam (all three editions including one under development), and the Stanford Achievement Tests (8<sup>th</sup> and 9<sup>th</sup> Editions).

## Vita

### RICHARD A. BOYD, Ed.D.

#### Personal Data

Date of Birth: July 4, 1927	Marital Status: Married
Birth Place: Coshocton, Ohio	Wife's Name: Marye (Mickee)
Military Experience: U.S. Navy	Children: Lynne, Julie, Mike, Stephanie
Pharmacist's Mate	
1945-1946	

#### Avocational Interests and Activities

Reading	Running	
Golf	Music	Tennis

#### EDUCATIONAL BACKGROUND

Graduate, Coshocton High School, Coshocton, OH, 1945.  
B.S., Education, Capital University, Columbus, OH, 1951.  
M.A., Education Administration, The Ohio State University, Columbus, OH, 1958.  
Ed.D., Education Administration, The University of Akron, Akron, OH, 1970.

#### PROFESSIONAL BACKGROUND

##### Professional Career

Visiting Professor of Educational Leadership, University of Mississippi, 1999-  
Interim State Superintendent of Education, State of Mississippi, January 1-June 30, 1998  
Deputy State Superintendent for the Cleveland Public Schools, Cleveland, OH, 1995-1997  
Executive Director, Martha Holden Jennings Foundation, Cleveland, OH, 1990-1995  
State Superintendent of Education, State of Mississippi, 1984-1989  
Superintendent, Lakewood Public Schools, Lakewood, OH, 1975-1984  
Superintendent, Warren City Schools, Warren, OH, 1971-1975  
Project Director, Commission on Public School Personnel Policies in Ohio, 1971  
Assistant Superintendent, Warren City Schools, Warren, OH; 1970-1971  
Research Associate, The University of Akron, Akron, OH; 1968-1970  
Assistant Principal, Western Reserve High School, Warren, OH; 1966-1968  
Assistant Principal, Turner Jr. High School, Warren City Schools, Warren, OH; 1963-1966  
Teacher-Coach, Harding High School, Warren City Schools, Warren, OH; 1958-1964  
Teacher-Coach, Circleville High School, Circleville, OH; 1952-1958  
Teacher-Coach, Thornville High School, Thornville, OH; 1951-1952

#### PROFESSIONAL ACTIVITIES

President, Warren Education Association, 1963-64.  
Chairman, Ohio Education Association Resolutions Committee, 1967-69.

Ohio Education Association Research Council, 1969-70  
Panelist, U.S. Office of Education Delphi Study on "Supply and Demand of Teachers and Ph.D.'s, 1971-80." Washington, D.C., 1971.  
Consultant on file ("In a Class by Himself") produced by the Martha Holden Jennings Foundation and the Commission on Public School Personnel Policies in Ohio, 1972.  
Consultant, Reports of Commission on Public School Personnel Policies in Ohio:  
Teacher Tenure, September 1971  
Teacher Evaluation to Improve Learning, March 1972.  
School Leadership, February 1973.  
Chairman, Ohio Area VI Right to Read, 1971-75.  
Regional Chairman, OSBA-BASA Operation Counterpoint, 1972-75.  
Ohio Department of Education Committee Controversial Issues, 1973.  
Executive Committee, NEO School Supervisors, 1973-74.  
National Advisory Council, Kent General Assistance Center, 1973-75.  
Board of Directors, Center for Learning, Villa Maria, PA. 1973.  
Ohio IGE Network Advisory Committee, 1972-75.  
Ohio Department of Education Driver Education Advisory Committee, 1974-76.  
Ohio Department of Education PRIDE Advisory Committee, 1976-78.  
BASA Legislative Committee, 1976-79; Chairman, 1977-78, 1978-79.  
Steering Committee, Public Law Research Institute, 1976-77.  
Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, 1977-80.  
Member first class of Leadership Cleveland, 1978.  
State Superintendent's Advisory Council for Special Education, 1978-80; Chairman, 1979-80.  
Editorial Board, The Educational Forum. 1978-80.  
Ohio PTA Board of Managers; Chairman of Special Education Services, 1979-81.  
President, Buckeye Association of School Administrators, 1981-82.  
Committee for the Advancement of School Administration, American Association of School Administrators, 1980-83; Chairman, 1981-82.  
Member, Ohio Advisory Commission on Articulation Between Secondary Education and Colleges, 1980-81.  
Member, Ohio Advisory Commission on Administrator Training, 1981-82.  
Executive Committee, American Association of School Administrators, 1983-86.  
Member, Ohio Blue Ribbon Study Committee for Vocational Education, 1983-84.  
Advisory Council, American Academic Youth Exchange, 1983-85.  
Reviewer, National Science Foundation proposals  
Member, Joint Committee on Evaluation Standards in Education, 1983-84.  
Member, Council, National Council for Accreditation for Teacher Education, 1984-89.  
Member, Junior Achievement National Education Advisory Committee, 1983-84.  
Mississippi Economic Council, Board of Directors, 1985-86.  
United States delegate to Organization for Economic Cooperation and Development Conference on Educational Assessment, Paris, France, September 1986.  
Member, U.S. Department of Education panel appointed to plan evaluation design for regional education laboratories, 1986.  
Participant, Wingspread Conference on Comparative Professional Accreditation, Certification and Licensing, Racine, Wisconsin, September 1985.  
Member, U.S. Congress Office of Technology Assessment Advisory Panel on Education Technology, 1986-87.

Resume of Richard A. Boyd

Participant, CCSSO/ACTE Exxon Foundation Commission of the States, 1987-90; Chairman, 1988-90.

Member, steering committee, Education Commission of the States, 1987-90; Chairman, 1988-90.

Member, steering committee, National Assessment of Educational Progress math indicators project, 1987-88.

Member, Task Force on Early Childhood Education (National Association of State Boards of Education), 1988.

Member, U.S. Department of Education Evaluation Panel, 1987-89.

Member, Evaluation Committee, National Endowment for the Arts, 1988.

Member, Executive Committee, Council of Chief State School Officers, 1988-89.

President, Southeastern Educational Improvement Laboratory, 1987-89.

Member, Governing Board, National Assessment of Educational Progress, 1987- ; Chairman, 1990-92.

Member, Executive Committee, Southern Association of Colleges and Schools, 1988-89.

Participant, Convocation of 100, Charlottesville, VA, 1989.

Chairman, Policy and Priorities Committee, Education Commission of the States, 1988-89.

Member, Greater Cleveland Roundtable Education Committee, 1990-95.

Member, Ohio Business Roundtable Education Task Force, 1990.

Member, Cleveland Summit on Education Oversight Committee, 1990-93.

Trustee, Cleveland Initiative for Education, 1991-1995.

Member, Greater Cleveland Urban Postsecondary Education Demonstration Laboratory Planning Committee, 1991-92.

Member, Dean's Advisory Council, Kent State University, 1990-1994.

Member, Ohio 2000 Committee, 1991-1995.

Trustees, Donors Forum on Ohio, 1992-95; Vice-President for Program, 1994-95.

Board of Trustees, Capital University, 1996-

**SECTION 4: LOCAL DISTRICT/SCHOOL INTERVENTIONS UNDER LOCAL READING IMPROVEMENT SUBGRANTS**

**A: Overview**

Local school districts applying for funding under the LRI subgrant, will through a needs assessment and grant application process, determine where gaps exist in the professional development base of their teachers and other instructional staff. This identification of need further the implementation process of the MRRM which has as its focus to train teachers on the most effective methods of providing reading instruction. This will be achieved by heightening teachers' awareness of the six dimensions of reading (phonemic awareness, decoding, fluency, comprehension, background knowledge and vocabulary, and motivation). Thereby, the professional development, resource publications, technical assistance, support materials, and program establishment guidelines will be developed with the overall goal of increasing the school's use of research-based instructional designs.

The Local Reading Improvement Grant application (see Figure 21, Page 63), is divided into two sections: reading readiness improvement and K-3 reading improvement. The application process begins with addressing the goals established from the scientifically-based reading conclusions (see Figure 1, page 3). LEA's will determine their programmatic needs and develop a plan of implementation, which will include resource needs, funds leveraged, timelines, personnel responsibilities, and the evaluation process.

Data will be collected to show evidence of change in classroom instruction (see Figure 22, Page 72). The Instructional Observation Form allows for the collection of process data including instructional planning, management of instruction, and delivery of instruction. The evaluation will occur twice a year in the form of a pre and post-observational assessment.





**READINESS INTERVENTIONS**

FROM RESEARCH TO ACTION GOAL	PROGRAMMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
<p><u>Goal 1: Every child will exit Kindergarten with appropriate readiness skills</u></p>	<p><b><u>DIAGNOSIS</u></b></p> <p>Readiness Assessments (Pre-K)</p> <p>Other forms of diagnosis</p> <p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>◆ <i>Every Child A Reader: Getting Ready for Kindergarten</i></li> <li>◆ <i>BRIDGES</i></li> <li>◆ <i>RAISE PreK training</i></li> <li>◆ <i>Pre K Curriculum</i></li> <li>◆ <i>Parent / Family Center Guide</i></li> </ul> <p><b><u>PROGRAM ESTABLISHMENT/ ENHANCEMENT</u></b></p> <ul style="list-style-type: none"> <li>◆ <i>PRE-K PROGRAM</i></li> </ul> <p>Describe program establishment or enhancement needed for a Pre-K program at your school</p>					

**READINESS INTERVENTIONS (continued)**

<b>FROM RESEARCH TO ACTION GOAL</b>	<b>PROGRAMMATIC NEEDS</b>	<b>SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)</b>	<b>AMOUNT AND SOURCE OF FUNDS</b>	<b>TARGET DATE OF COMPLETION</b>	<b>NAME AND TITLE OF PERSON RESPONSIBLE</b>	<b>EVALUATION PLAN</b>
<p><u>Goal 3: Teachers and staff will effectively utilize a direct focus of reading instruction</u></p>	<p>Describe efforts to blend services with community-based care providers</p> <p>Describe use of AmeriCorps</p> <p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b></p> <p>Describe programs and software programs needed for model implementation</p> <ul style="list-style-type: none"> <li>◆ <i>PARENT / FAMILY CENTER</i></li> </ul> <p>Describe program establishment or enhancement needed for a Parent Family Center at your school</p> <p>Describe efforts to blend services with community-based care providers</p> <p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>◆ <i>RAISE PRE K</i></li> <li>◆ <i>Parent / Family Resources</i></li> <li>◆ <i>Peer Coaching Study Teams</i></li> </ul> <p>Facilitate and provide resources for regular team meetings (specify regularity of meetings)</p>					

**READINESS INTERVENTIONS (continued)**

FROM RESEARCH TO ACTION GOAL	PROGRAMMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
<p><u>Goal 1: Every child will exit Kindergarten with appropriate readiness skills</u></p>	<p>Describe how peer coaching study teams will be utilized in the process of individual student intervention</p> <p>Describe how Peer Coaching Study Teams will be utilized for professional development follow-up and implementation of new strategies</p> <p><b><u>TRANSITION</u></b></p> <p>Identify programs that will be used by the school independently or in conjunction with other agencies</p> <p><b>Personnel/ Classroom Organization</b></p> <p>Describe efforts to reduce class size</p> <p>Staffing Accommodations</p> <p><b>Performance Incentives for Students/Teachers</b></p> <p>Describe incentives that will be used</p>					

**KINDERGARTEN – THIRD GRADE**

FROM RESEARCH TO ACTION GOAL	PROGRAMMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
<p><u>Goal 2: All students will exit third grade at grade level reading</u></p>	<p><b><u>DIAGNOSTIC TESTING</u></b></p> <ul style="list-style-type: none"> <li>◆ Kindergarten Readiness</li> <li>◆ Analytical Reading Inventories (1-3)</li> </ul> <p><b><u>RESOURCES</u></b></p> <p>Utilization of Mississippi Intervention Supplement benchmarks and strategies with existing curriculum frameworks</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>◆ <i>Reading Instructional Intervention Supplement</i></li> <li>◆ <i>Writing Instructional Intervention training</i></li> <li>◆ <i>ELL Intervention Supplement</i></li> <li>◆ <i>Extended Day / Year: A Reading Planning Guide Parent / Family Center Guide</i></li> </ul>					

**KINDERGARTEN - THIRD GRADE (continued)**

FROM RESEARCH TO ACTION GOAL	PROGRAMMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
	<p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b> Describe programs and software programs needed for model implementation</p> <p><b><u>PROGRAM ESTABLISHMENT/ ENHANCEMENT</u></b></p> <p>◆ <i>EXTENDED DAY</i></p> <p>Describe program establishment or enhancement needed for an Extended Day program at your school</p> <p>Describe efforts to blend services with community-based services</p> <p>Describe use of AmeriCorp</p> <p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b> Describe programs and software programs needed for model implementation</p>					

**KINDERGARTEN – THIRD GRADE (continued)**

FROM RESEARCH TO ACTION GOAL	PROGRAMMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
	<p>◆ <i>EXTENDED YEAR</i></p> <p>Describe program establishment or enhancement needed for an Extended Year program at your school</p> <p>Describe efforts to blend services with community-based services</p> <p>Describe use of AmeriCorps</p> <p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b></p> <p>Describe programs and software programs needed for model implementation</p> <p>◆ <i>PARENT / FAMILY CENTER</i></p> <p>Describe program establishment or enhancement needed for a Parent Family Center at your school</p> <p>Describe efforts to blend services with community-based services</p>					

**KINDERGARTEN – THIRD GRADE (continued)**

FROM RESEARCH TO ACTION GOAL	PROGRAMMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
<p>Goal 3: Teachers and staff will effectively utilize a direct focus of reading instruction</p>	<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>◆ RAISE K-3 training</li> <li>◆ Extended Instructional Programs</li> <li>◆ Parent / Family Resources</li> <li>◆ PEER COACHING STUDY TEAMS</li> </ul> <p>Facilitate and provide resources for regular team meetings (specify regularity of meetings)</p> <p>Describe how peer coaching study teams will be utilized in the process of individual student remediation</p> <p>Describe how Peer Coaching Study Teams will be utilized for professional development follow-up and implementation of new strategies</p> <p><b><u>PERSONNEL / CLASSROOM ORGANIZATION</u></b></p> <p>Describe efforts to reduce class size</p>					

**KINDERGARTEN – THIRD GRADE (continued)**

<b>FROM RESEARCH TO ACTION GOAL</b>	<b>PROGRAMMATIC NEEDS</b>	<b>SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)</b>	<b>AMOUNT AND SOURCE OF FUNDS</b>	<b>TARGET DATE OF COMPLETION</b>	<b>NAME AND TITLE OF PERSON RESPONSIBLE</b>	<b>EVALUATION PLAN</b>
	<p>Describe plan of housing for a field-based Reading Coordinator</p> <p>Staffing Accommodations</p> <p><b><u>PERFORMANCE INCENTIVES FOR STUDENTS / TEACHERS</u></b></p> <p>Describe incentives that will be used</p> <p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b></p> <p>Describe programs and software programs needed for model implementation</p>					

**Figure 22**  
**Instructional Observation Form**

School District \_\_\_\_\_ School \_\_\_\_\_  
 Teacher \_\_\_\_\_ Subject \_\_\_\_\_  
 Grade \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ / \_\_\_\_\_  
Start                      Stop  
 Observer Name/Title \_\_\_\_\_

<b>S=Satisfactory</b>	<b>I=Needs Improvement</b>	<b>N=Not Observed</b>
<p>1. Record one of the codes shown above in the space to the left of each instructional indicator.</p> <p>2. Attach: (a) a copy of lesson plan; and            (b) a narrative explanation to support each I and N rating</p>		

**I. Plans Instruction**

Plans effectively

- \_\_\_\_\_ 1. Utilizes state mandated competencies and/or benchmarks.
- \_\_\_\_\_ 2. States objectives clearly.
- \_\_\_\_\_ 3. Plans a balanced approach to a comprehensive reading program.
- \_\_\_\_\_ 4. Includes one or more activities that develop objectives and purposes of lesson.
- \_\_\_\_\_ 5. Develops an Individual Education Plan (IEP), Individual Instructional Plan (IIP), or Individual Family Service Plan (IFSP).
- \_\_\_\_\_ 6. Maintains complete and up-to-date attendance/grade/plan books.
- \_\_\_\_\_ 7. Includes activities to meet the needs of individual learners.

**Overall rating for PLANNING.**

**II. Manages Instruction**

A. Maintains and environment conducive to learning

- \_\_\_\_\_ 1. Organizes available space, materials, and/or equipment to facilitate learning.
- \_\_\_\_\_ 2. Promotes a positive learning climate and fosters self-esteem.
- \_\_\_\_\_ 3. Maintains poise and self-control.
- \_\_\_\_\_ 4. Demonstrates positive interpersonal relationships with students.
- \_\_\_\_\_ 5. Displays student work.
- \_\_\_\_\_ 6. Demonstrates enthusiasm for teaching.

B. Maximizes amount of time available for instruction

- \_\_\_\_\_ 1. Demonstrates established routines and smooth transitions.
- \_\_\_\_\_ 2. Manages and/or adjusts allotted time for planned activities.
- \_\_\_\_\_ 3. Provides appropriate activities for the entire instructional time.

C. Manages learner behavior to provide relevant learning opportunities.

- \_\_\_\_\_ 1. Establishes expectations for learner behavior.
- \_\_\_\_\_ 2. Uses monitoring techniques to ensure student time on task.
- \_\_\_\_\_ 3. Provides meaningful feedback.
- \_\_\_\_\_ 4. Manages classroom interactions effectively.

**Overall rating for MANAGEMENT.**

**Instructional Observation Form, page 2**

Teacher \_\_\_\_\_ School \_\_\_\_\_

**III. Delivers Instruction**

**A. Follows the lesson cycle.**

- \_\_\_\_\_ 1. Focuses students' attention before beginning lesson.
- \_\_\_\_\_ 2. States objectives/purpose/importance of lesson.
- \_\_\_\_\_ 3. Models the intended learning through examples and explanations.
- \_\_\_\_\_ 4. Checks to see that students understand the instruction using signaled responses, oral responses, or short exercises.
- \_\_\_\_\_ 5. Adjusts instruction as needed.
- \_\_\_\_\_ 6. Provides opportunities for guided practice when necessary.
- \_\_\_\_\_ 7. Reteaches when necessary.
- \_\_\_\_\_ 8. Provides independent practice when necessary.
- \_\_\_\_\_ 9. Provides appropriate formal or informal assessment.
- \_\_\_\_\_ 10. Provides appropriate lesson closure.
- \_\_\_\_\_ 11. Presents activities in coherent structure.

**B. Uses effective teaching practices.**

- \_\_\_\_\_ 1. Demonstrates knowledge of subject matter.
- \_\_\_\_\_ 2. Presents content at a developmentally appropriate level.
- \_\_\_\_\_ 3. Presents activities that embrace the six dimensions of reading when necessary.
- \_\_\_\_\_ 4. Uses appropriate word recognition/decoding systems (cueing).
- \_\_\_\_\_ 5. Uses 5-step process for reading comprehension.
- \_\_\_\_\_ 6. Relates relevant examples, unexpected situations.
- \_\_\_\_\_ 7. Responds appropriately to students' questions.
- \_\_\_\_\_ 8. Communicates directions clearly.
- \_\_\_\_\_ 9. Uses a variety of instructional techniques and teaching materials.
- \_\_\_\_\_ 10. Accommodates individual differences.
- \_\_\_\_\_ 11. Stimulates and encourages independent, creative and critical thinking.
- \_\_\_\_\_ 12. Encourages student participation through a variety of interactive techniques (questions, prompting, reinforcement, correctives).
- \_\_\_\_\_ 13. Uses correct and effective oral and written communication skills.
- \_\_\_\_\_ 14. Uses technology effectively.
- \_\_\_\_\_ 15. Provides opportunities for student participation and involvement.
- \_\_\_\_\_ 16. Provides students with specific evaluative feedback.
- \_\_\_\_\_ 17. Uses the paraprofessional to actively tutor students.

\_\_\_\_\_ **Overall rating for INSTRUCTION.**

**Commendations/Recommendations** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructional Observation Form, page 3**

Does an analysis of this observation indicate the need for an intensive assistance program?

Yes

No

List areas identified for improvement:

1. \_\_\_\_\_

**Teacher Comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would like my self-observation of this lesson officially filed with this document.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_

I have read and discussed the content of this observation form. My signature denotes neither agreement nor disagreement. It only that I have received a copy of this form.

\_\_\_\_\_  
Teacher's Signature Date \_\_\_\_\_ Observer's Signature Date \_\_\_\_\_

## **B: Reading Instruction**

### **1. Professional Development and Materials for Grades K-3**

According to Section 2555 (b) (1) (a), LEAs receiving subgrants will provide the SEA professional development modules designed for implementation of the MRRM (see Figure 11, Page 19-21). The LEAs will contract from an approved pool of service providers that have participated in the Trainer-of-Trainers for each module of professional development. Each module contains resource publications to support implementation of each component of the Mississippi Reading Reform Model (see Figure 9, Page 14-16, and Figure 10, Page 17).

To implement the MRRM's Process of Prevention/Intervention, professional development and resource publications will be a critical component. Due to the statewide student outcomes, the professional development opportunities will provide highly focused, consistent training in the best practices according to the most current research (NICHD, NRC, and NSDC). The appropriate offices and divisions in Mississippi's Department of Education, in a collaborative effort, must fund, design, and implement training for teachers, administrators, tutors, and care providers (as applicable) in:

- Diagnostic, prescriptive teaching to implement the process of reading intervention;
- Family literacy efforts;
- Extended school instruction programs; and
- Peer coaching study teams for professional development follow-up and implementation of new strategies.

Prior to implementation, the professional development opportunities have been piloted, assessed, and modified. Ongoing assessment and revisions are a priority of the SEA. It is proposed that every teacher, administrator, tutor, and care provider will receive the appropriate research-based training related to effective of reading instruction.

Presently, districts are requested to send teams to all trainings during FY1999-2000 on the components of MRRM. Districts are being trained to utilize grade-level peer coaching study teams in order to train other district teachers and administrators and to provide follow-up for the implementation of new research-based instructional strategies.

With Reading Excellence subgrants, each LEA will bring each professional development module of the MRRM to every teacher within the school. It is imperative that all of Mississippi's K-3 staff become competent in the diagnostic, prescriptive teaching processes of these research-based, reading instructional practices so that all children will exit third grade at grade level in reading.

### **2. Instruction for English Language Learners**

Mississippi, as other states, has a growing number of English Language Learners (ELL). The MRRM has incorporated the process of prevention/intervention for this population by working with families, students, teachers, and administrators.

Prior to the development of the publication resources and professional development, Mississippi participated in the United States Comprehensive Assistance Center's Reading Success Network Training, which incorporates research-based practices for English Language Learners.

Next, teams of ELL teachers joined as a Task Force to study the research and the Reading Success Network's integration of what children should know and do. The team developed the benchmarks, according to the SBRR and Teachers of English to Speakers of Other Languages (TESOL) Standards. The benchmarks were correlated to informal and observational assessments and finally to intervention strategies for instructional purposes (see Resource Publications, Figure 9, Page 14; Figure 11, Page 19).

MDE has collaborated with Center for the Improvement of Early Reading Achievement (CIERA) to translate the resource publication, *Every Child A Reader: Getting Ready for Kindergarten* (see Resource Publications, Figure 8, Page 9-11) into other languages to inform parents and families of how they can be an asset to their child's readiness.

The Task Force recommendations for professional development are being incorporated in the English Language Learners Process Guide Training. The Mississippi Department of Education (MDE), the South Eastern Comprehensive Assistance Center (SECAC), Southeastern Regional Vision for Education (SERVE), and the Southeastern Equity Center (SEC) of Miami, Florida, conducted a conference on best practices to jumpstart ELL efforts for Mississippi.

### 3. Instruction for children at risk of being referred inappropriately to special education

The purpose of the MRRM is to ensure that all children read well and independently by third grade. Therefore, children at-risk must be identified early. Parent/family resource centers are a valuable component of the MRRM. An effective resource center in the community begins communicating with a family at the point of conception. The family literacy component of the MRRM contains funding for centers, so the communication and parenting education can be supported for children from conception to age 4-5. Educating parents and addressing the needs of children in a preventive manner will reduce the risk of inappropriately placing students in special education.

As children reach school age, the diagnostic prescriptive teaching process begins and is supported through resource publications (see Figures 8-10, Pages 9, 14, and 17), and training (see Figure 11, Page 19). Informal assessments in reading which include pre and posttesting for grades K-2 will be the vehicle for this prescriptive process (see Figure 17, Page 29).

### 4. Teacher assessments to inform instruction

Pre and post-informal reading assessments are a part of the new assessment system. The assessments will be given individually and will diagnose word recognition, listening, and comprehension levels. The assessment will be clearly limited to the instructional process (see Figure 12, Page 24).

In peer coaching study teams, teachers study individual students' pre-assessment data to diagnose strengths and weaknesses (see Forms, Addendum section) and used the outcome data, along with the demographic data to determine the process for each individual student's instructional plan. Throughout the year, peer coaching study teams use classroom data (see Appendix A, Page 105) to implement an ongoing diagnostic prescriptive process of intervention.

Criterion referenced assessments will be given at the end of grades 2-8.

### **C. Supporting Activities**

#### **1. Extended Learning (Tutoring/Summer Programs)**

The Mississippi Reading Reform Model's resource publications (see Figure 10, Page 17) and professional development (see Figure 11, Page 19) will prepare the LEAs to implement an effective extended instructional program. Through Reading Excellence subgrants, forty (40) K-3 schools will be provided the opportunity to establish research-based extended instruction before school, on weekends, during non-instructional periods of the school day, and/or during the summer for students entering kindergarten and students in kindergarten through third grade, who are experiencing difficulty in reading.

Eligible LEAs in the state will be provided the opportunity to receive a subgrant in order to establish reading tutorial partnerships. The LEAs may apply for these funds as matching funds for the Mississippi Reads AmeriCorps program. The publications and professional development opportunities will provide training for effective tutorial programs. This program will assist in the recruitment of teachers in the teacher shortage areas of the state.

Other activities to support extended learning are:

- Bell South Pioneers were trained as trainers to involve private business and community volunteers in reading tutorial partnerships. The Pioneers trained high school students to join in the implementation of reading tutorial partnerships with students in grades 1-3 statewide. The Pioneers monitored and rewarded participants in the tutorial partnerships.
- Mississippi's governing bodies have granted additional support for the Reading Initiative by providing general program funds through the following programs:
  - Save Our Schools (SOS – Senate Bill 3350) – established grants for local school districts and neighborhood-based and community-based organizations that provide extended instructional opportunities for children. Since FY1996, \$1,002,000 for 84 community-based extended instructional programs has been expended.
  - Mississippi Elementary School Assistant Teacher Program (House Bill 368) – provides materials and training based on the Reading Tutorial Partnerships, Extended Day/Year: A Reading Planning Guide, and Dr. John Manning's Leadership Institutes to teaching assistants statewide on a team approach that supports classroom instruction and extended instruction. The training was offered at regional locations through each of the five congressional district's Regional Service Centers. Fifteen hundred assistant teachers received this training.
- Mississippi Volunteer Services – This partnership is enabling many districts to conduct tutorial and volunteer mentoring services in order to improve student outcomes by providing extended instruction in public schools. Tutors are awarded scholarships through Learn and Serve Grants from America Reads to assist in the efforts to recruit teachers to accommodate the teacher shortage in Mississippi. The SEA has provided materials and training by presenting an overview of the Prevention/Intervention Process and specific training on Reading Tutorial Partnerships.

## 2. Kindergarten Transition

Research indicates that transition programs from home to school must be a part of well-designed readiness, kindergarten, and first grade programs. Other activities to support these activities are:

- Mississippi's Public School Districts – Teachers and administrators collaborated with the SEA and other agencies to develop, distribute, and attend professional development on the research-based *Every Child A Reader: Getting Ready for Kindergarten* and the *Reading Instructional Intervention Process Guide, Grades K-3*. School districts are utilizing Even Start Programs and Head Start Programs as an avenue for transition collaboration. Training and materials are provided to each district by the SEA's Office of Instructional Development.
- Head Start – This group participated in the development of the resource publications such as BRIDGES, *Every Child A Reader: Getting Ready for Kindergarten*, *Pre-K Curriculum*, *Parent/Family Center Resource Guide*, and the *Pre-Kindergarten through Third Grade Reading Instructional Prevention/Intervention Process Guides*. Training and materials are provided to all centers by SEA.

A memorandum of agreement has been signed between Head Start and the Mississippi Department of Education. In this partnership, programs and services will be implemented. Some of these services include, but are not limited to dual enrollment, sharing of related services, itinerant teacher placement, developmental screening, and diagnostic evaluation services.

- SouthEastern Regional Vision for Education (SERVE) - This collaboration jointly developed and implemented training to promote a smooth transition for students involved in Early Childhood Programs statewide. The training module, *Awesome Beginnings for Children (ABC) Transition Training from Home to School* promotes family literacy for K-3 administrators and teachers, Head Start and other child care providers. The sessions utilize the publications *Every Child A Reader: Getting Ready for Kindergarten* and SERVE's *Terrific Transitions*. The training has been delivered to 530 care providers, teachers and administrators as a collaborative effort of the SEA, SERVE, and the Regional Service Centers. The module is currently available for district hosting. Recently, one of the lowest performing districts hosted a community-wide training to implement the transition plan as determined through the training. The district utilized Goals 2000 funds to implement their plan for transition, which currently serves as a successful model for other districts' replication.

## 3. Family Literacy – Coordination, Expected Services, and Age Ranges

In accordance with Section 2255 (B) (4), the SEA and the Mississippi Department of Human Services are collaborating to blend services for parent/family literacy. School districts have new authority to operate Graduate Equivalency Diploma programs. This will enable them to expand their service offerings to encompass parenting education, pre-school intervention, and adult literacy in collaboration with the Department of Human Services. All 40 schools will be able to apply for funding to establish an effective community-based parent/family literacy center that will promote how parents can participate in literacy-related activities that enhance children's reading and the family support services need for adult literacy. Reading Excellence subgrants will assist LEAs in building on and providing coordination among existing services. The funding will be provided for three years to maintain services.

The Mississippi Family Literacy Consortium's Initiative will coordinate the efforts of SEA, Adult Education, Head Start, and Even Start (see Family Literacy, Page 27). It is clear from the plan that not only will family literacy be improved, but expansion of these services will be based on solid data and an organized plan to provide and publicize family literacy and family literacy resources.

Expansion of family literacy services will include a Family Literacy Speaker's Bureau, a Family Literacy Resource Director, a web site focusing on information related to family literacy intervention strategies and resource development, and a statewide Family Literacy Conference.

Other initiatives to support these family literacy are:

- Phil Hardin Foundation – The foundation has supported the efforts of the Initiative in early childhood and family literacy. This Mississippi-based foundation has provided funds to print the *Parent/Family Resource Center Guide* for schools, as a resource for creating effective family literacy programs. A public awareness campaign, which informs the public of current brain research and how it applies to parenting and family literacy, is being funded by the foundation through the Maximizing Mississippi's Brain Power Project. The foundation and Mississippi Education Forum brought Dr. Craig Ramey to present the critical research in support of current legislation to pilot Parent/Family Resource Centers. Maximizing Mississippi's Brain Power was established by the Hardin Foundation, Create Foundation, and the Mississippi State University Extension Service in order to disseminate information on brain research.
- Mississippi Library Commission – This group is collaborating in the area of family literacy by placing *Every Child A Reader: Getting Ready for Kindergarten* informational books, audio tapes and video tapes in all the libraries in the state. The Commission is incorporating the state's process of reading comprehension, adapted from *Preventing Reading Difficulties in Young Children*, in the statewide summer reading program. The SEA is providing training on *Reading Tutorial Partnerships* for the Commission
- BRIDGES (Bring Resources, Inclusion, and Developmentally Appropriate Gains to Every Child in Mississippi) – The scope of work for this group is to address the needs of children from birth to age five through family literacy assistance/enrichment programs. BRIDGES provides access to information, resources for prevention /intervention, and training for educators, parents, and care providers for children in order to support early childhood education programs and agencies. The collaborating partners for this effort developed and printed the resource packets and designed and implemented training. The group awareness campaign began with a statewide BRIDGES Conference.
- Mississippi Public Education Forum – This group provided the vehicle for bringing business leaders, educators, researchers, and legislators together in support of the Reading Initiative, focusing on Early Childhood. The Forum has supported the family literacy initiatives such as BRIDGES and has assisted in disseminating information regarding current brain research findings to the general public. The Forum was responsible for bringing Dr. Craig Ramey to address the Legislature to promote legislation that will establish a piloting program for parent/family centers.

- Rotary Club – Partnership negotiations are underway to provide nationally produced TV spots for family literacy throughout the state.

#### 4. Use of Technology to Support Local Professional Development or Instruction

Technology has been and will continue to be one of the vehicles to improve the effectiveness of Mississippi care providers, teachers, administrators, and support staff. Fifty-eight (58%) of Mississippi classrooms have Internet connection. Ninety-three (93%) of our schools are connected to the Internet. The ratio of students having computers and Internet connection is 16:1. Some of the activities that supports the use of technology are:

- Mississippi Community Colleges – The Community Colleges, statewide, provided the technological network to conduct training sessions for paraprofessionals and tutors in reading through video classrooms. Community Colleges have produced videotapes of training sessions and audio tapes of *Every Child A Reader: Getting Ready for Kindergarten*. Teaching assistants were trained or will be trained in how to support reading classroom instruction and the prevention/intervention process. Through 13 video classroom sessions, 1,293 paraprofessionals have received technical assistance.
- Educational Television – ETV is participating in a public awareness campaign to inform the public, educators and parents about the various components of the Reading Initiative through television and radio. The group has assisted in the production of producing a family literacy series. The videotape series, ***Every Child A Reader***, is being produced for peer coaching study teams' follow-up and implementation of professional development, and will include research-based teaching practices of concepts of print, phonemic awareness, letter/name knowledge, sounds/symbol correspondence, and a process for comprehension (predicting, retelling, responding, and summarizing).

ETV provided the technological base for numerous videoconferences for statewide curriculum and research updates such as:

- Dr. Richard Thompson's (Mississippi's Chief State School Officer), and statewide teachers' meetings in fall and spring. This spring, he will outline the new state assessment system that will include informal reading assessments in grades K-3.
- The SEA's Office of Instructional Development's curriculum updates provide the vehicle for staff curriculum content specialists to inform teachers and administrators, in each of the Congressional Districts, about new developments in research, publications, professional development, etc.
- Dr. John Manning's statewide Reading Instructional Leadership Institute for paraprofessionals.

#### 5. Coordination with Related Programs

Mississippi's infrastructure (see Infrastructure, Page 29) is the heart of the MRRM. The infrastructure is comprised of many collaborative partners, so that services are not duplicated. The other activities that evidence the coordination of related programs are:

- Institutions of Higher Learning (IHL) – The various IHL (university systems) institutions and the SEA are assessing the process and curriculum for pre-service and in-service

educational programs based on the current research. IHL hosted an Educational Summit to begin the process of aligning programmatic issues from Pre-Kindergarten – Grade 16.

Three programs administered through the Institutions of Higher Learning focus on improving reading abilities of underachieving and at-risk students: America Reads-Mississippi, Campus Link, and the Mentor Institute. The first two programs provide AmeriCorps members with post-service scholarships of up to \$4,750, which enables them to continue college and, in many situations, to complete the teacher certification process, thus addressing the critical teacher shortage in Mississippi. The third is mentoring program for classroom teachers.

The state universities' and colleges' graduate and undergraduate reading classes are benefiting from pre-service training by the SEA on research-based curriculum and the prevention/intervention process.

- America Reads-Mississippi – Two hundred AmeriCorps members provide full-time reading tutoring to at-risk K-3 students during school, before and after school, and during extended school programs, targeting Level 1 and 2 (lowest academic performing) school districts across the state. AmeriCorps members serve in teams of 6-12 and are placed directly in the schools. The AmeriCorps members also recruit volunteers to help provide tutoring/mentoring to children, promote parent communication and involvement in the schools, and participate in other literacy programs and activities. Tutors (240 tutors from 24 school districts) have received training, materials, and support by the SEA's reading specialists on extended instruction.
- Campus Link – Campus Link is a statewide volunteer generation AmeriCorps program selected by Public/Private ventures and the Ford Foundation as one of the seven best program models in the nation. Mississippi Reads, Campus Link's cornerstone service project, is a tutorial initiative aimed at improving the reading skills of elementary students who are struggling academically. AmeriCorps teams at 19 sites recruit college students to serve as volunteer tutors, and often coordinate Federal Work Study student tutors. Tutor training has been provided by the SEA (see current professional development section) with the distribution of materials, as well as, with reading specialists working in local school districts (funded by a SERVE America Reads Challenge subcontract).
- The Mentor Institute – This renewal project is a collaboration between the University of Mississippi (UM) and the North Mississippi Education Consortium (NMEC). It will target twenty 2<sup>nd</sup>-5<sup>th</sup> grade teachers in the first congressional district who have completed their first year of teaching. Participants will be immersed in discussions, demonstrations, and hands-on activities that represent best practices for integrating reading/writing instruction with technology. To further enhance appropriate teaching behavior, institute staff (coaches) will make six on-site visits to each participant's classroom to observe, make recommendations, and model effective instructional practices. In addition, six Saturday seminars will be scheduled for participants that will include presentations on topics identified as special need areas.
- Southeast Comprehensive Assistance Center (SECAC) – Collaboration with the SEA brought Mississippi's adaptation of materials and training of the Comprehensive Centers' *Reading Success Network* to the six Reading Sufficiency Program pilot districts. These pilots enabled the SEA to develop the research-based statewide training on the reading

prevention/intervention process (RAISE described in the current professional development section). Reading Success Network and Mississippi's Intervention Process Module, conducted in the six pilot districts, were used to train every K-3<sup>rd</sup> grade teacher and appropriate administrators.

SECAC provides regional training for sixty of Mississippi's schools from the lowest performing school districts in the highest poverty areas. The SEA was part of the regional training team.

- Mississippi Government – When presented with the SEA's Reading Initiative and the developed resources for implementation, the Legislative and Executive Branches of state government supported the Initiative with funding and legislation (Senate Bill 2944 – Reading Sufficiency Act) for implementation in six of the lowest performing districts in the state. To support the Initiative, \$1.5 million was appropriated. The legislative mandate, in order to enable each student to acquire appropriate grade level reading skills in the Reading Sufficiency Program (established by Senate Bill 2944), includes:
  - Sufficient additional in-school, instructional time for the development of reading and comprehension skills of the student;
  - Readiness intervention programs, such as kindergarten programs, extended school day or school year programs, and program initiatives to reduce class size;
  - Utilization of research-based teaching methodologies or strategies for providing direct instruction in phonics, vocabulary and comprehension development, including systematic, intensive, explicit phonics, using decodable vocabulary-controlled texts (texts in which ninety-five percent (95%) of the words are decodable), as is determined appropriate by the State Board of Education; and
  - Professional development for assistant teachers, teachers and administrators to assist students by implementing the Reading Sufficiency Program.
- Mississippi Scottish Rites –The Masonic Bodies, the Legislature and the Department are providing training, materials and funding for students with dyslexia. In 1999, seventeen schools received grants totaling \$210,000. The Legislature has increased the FY 2000 budget to \$260,000.
- Educational Consortiums – Five Regional Service Centers were created to provide the vehicle for the department's statewide training and technical assistance in each congressional district.

## **SECTION 5.0: LOCAL DISTRICT ACTIVITIES UNDER TUTORIAL ASSISTANCE SUBGRANTS**

### **A. Overview**

The primary objective of the Tutorial Assistance Subgrant is to ensure that all children enrolled in kindergarten through third grade, who are identified as having difficulties in reading, are provided tutorial assistance based on scientific research reading instruction and MRRM, before or after school, on weekends or during the summer.

These extended learning opportunities should complement the daily classroom instruction and should be based on the MDE's Extended Day/Year Planning Guide components. The emphasis should be placed on reading fluency strategies for volunteer tutors and on research-based reading instruction in decoding and comprehension for classroom teachers and administrators.

All applicants must submit a grant application that supports programs that implement a research-based reading instruction focus within the context of the tutorial assistance program. Also, eligible applicants should outline the procedures for providing services, communicating with parents and contracting with eligible tutorial service providers.

Figure 21  
Reading Excellence Project Proposal

**Application for Tutorial Assistance servicing Mississippi schools with  
grade(s) K-3**

District Name \_\_\_\_\_ District Contact Person \_\_\_\_\_  
 Date of Application \_\_\_\_\_ Telephone Number \_\_\_\_\_  
 School Names \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ Principal Name \_\_\_\_\_

Tutorial Assistance Community-based Provider Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone Number \_\_\_\_\_

Title I information (Please check): School-wide \_\_\_\_\_ Targeted Assistance \_\_\_\_\_  
 No Title I Assistance \_\_\_\_\_

Is your school located in an Empowerment Zone? Yes \_\_\_\_\_ No \_\_\_\_\_

Is your school located in an Enterprise Community? Yes \_\_\_\_\_ No \_\_\_\_\_

Please complete the application by describing the implementation process you will use to create your plan of action, identifying the amount of funds requested for service in each area, providing a specific timeline for implementation, citing the person(s) responsible for overseeing the completion of set processes, and your means of evaluation for each action for which you are requesting funds. Please note that the collaborating agencies will consider applicants that utilize research-based best practices as described in Mississippi's Reading Reform Model.

**TUTORIAL ASSISTANCE**

**KINDERGARTEN – THIRD GRADE**

FROM RESEARCH TO ACTION GOAL	PROGRAMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
<p>Goal 1: Every child will exit Kindergarten with appropriate readiness skills</p> <p>Goal 2: All students will exit third grade at grade level reading</p>	<p><b><u>RESOURCES</u></b></p> <ul style="list-style-type: none"> <li>◆ Reading Tutorial Partnership</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>◆ Reading Instructional Intervention Supplement</li> <li>◆ Writing Instructional Intervention training</li> <li>◆ ELL Intervention Supplement</li> <li>◆ Extended Day / Year: A Reading Planning Guide Parent / Family Center Guide</li> </ul> <p><b><u>PROGRAM ESTABLISHMENT / ENHANCEMENT</u></b></p> <ul style="list-style-type: none"> <li>◆ EXTENDED DAY</li> </ul> <p>Describe program establishment or enhancement needed for an Extended Day program at your school</p>					

**KINDERGARTEN – THIRD GRADE (continued)**

FROM RESEARCH TO ACTION GOAL	PROGRAMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
<p><u>Goal 3: Teachers and staff will effectively utilize a direct focus of reading instruction</u></p>	<p>Describe efforts to blend services with community-based tutorial service providers</p> <p>Describe use of AmeriCorp</p> <p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b></p> <p>Describe programs and software programs needed for model implementation</p> <p>◆ <i>EXTENDED YEAR</i></p> <p>Describe program establishment or enhancement needed for an Extended Year program at your school</p> <p>Describe efforts to blend services with community-based tutorial service providers</p> <p>Describe use of AmeriCorps</p>					

**KINDERGARTEN – THIRD GRADE (continued)**

FROM RESEARCH TO ACTION GOAL	PROGRAMATIC NEEDS	SCHOOL PLAN OF IMPLEMENTATION (what actions you will take to fulfill areas of need)	AMOUNT AND SOURCE OF FUNDS	TARGET DATE OF COMPLETION	NAME AND TITLE OF PERSON RESPONSIBLE	EVALUATION PLAN
	<p><b><u>SUPPLEMENTAL PROGRAMS &amp; PROGRAM SOFTWARE</u></b> Describe programs and software programs needed for model implementation</p> <p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>◆ <i>Extended Instructional Programs</i></li> <li>◆ <i>Reading Tutorial Partnership Peer Coaching Study Teams</i></li> </ul> <p>Describe how Peer Coaching Study Teams will be utilized for professional development follow-up and implementation of new strategies</p> <p>Describe how Tutorial Assistance Service Providers will participate in Peer Coaching Study Teams</p>					

## **B. Criteria for determining eligibility of tutorial subgrant providers**

LEA's should establish uniform guidelines for determining the eligibility of a tutorial assistance provider or program desiring to contract with the agency based on the following suggested criteria:

- Record of effectiveness in reading readiness, early literacy, and direct reading instruction for K-3.
- Location that is geographically convenient to the school contracting with the service provider.
- Utilization of instructional programs based on scientific reading research and consistent with the Mississippi Reading Reform Model.

Monitoring of fiscal resources and services should be ongoing and conducted by appropriate LEA and SEA personnel.

## **C. Organizing multiple providers and monitoring their services**

Tutorial assistance providers and programs should be selected by the school according to its identified needs. Programs should vary between school-based programs and at least one tutorial assistance program operated by a provider under contract with the LEA. Parents of eligible children should be provided multiple choice among tutorial assistance providers.

## **D. Process for selecting children**

LEAs must establish a selection process for providing tutorial assistance to children identified by the school as having difficulty in reading, including difficulty mastering phonemic awareness, systematic phonics, fluency, and reading comprehension. In addition, priority should be given to students who are determined, through the state informal and observational assessments to be in the most need of tutorial services.

## **E. Keeping parents informed**

LEAs must inform parents that multiple tutorial services and programs have been enlisted by the district. Parents should be able to select between school-based programs and at least one tutorial assistance program operated by a provider under contract with the LEA. In addition, LEAs must establish a consistent and appropriate method of informing parents of their student's progress and instructional needs.

## **F. Ensuring participant confidentiality and privacy for parents**

There will be a contract signed by the provider that information regarding the identity of any child eligible for, or enrolled in the program, will not be publicly disclosed without the permission of a parent of a child.

## **G. Oversight and monitoring/administration**

LEA and SEA personnel will monitor for fiscal accountability and full implementation of contractual obligations. The contract must be consistent with State and local laws and must be inclusive of, but not limited to:

- Contain specific goals and timelines with respect to services to be provided by Tutorial Assistance Subgrant providers.
- Require the tutorial assistance provider to report to the LEA and State project management office.
- Specify evaluation procedures.
- Require the provider to meet all applicable Federal, State and local health, safety, and civil rights laws.
- Ensure that the services provided under the contract are consistent with the REA priorities and the MRRM.

## **SECTION 6: EVALUATION AND PERFORMANCE MEASURES**

### **A: Evaluation Design**

The SEA will contract with an entity that conducts SBRR to evaluate the success of the project. The evaluation will consider both process and product measures. The contract will specify that the contractor will build on the baseline data established in the piloting of the reform model as described below.

A representative sample of school districts served as pilot districts during the 1998-1999 school year. Pre and post-assessment, Analytical Reading Inventory (Woods and Moe, 1996 Edition) (ARI) data have been collected on the students in these districts as part of a longitudinal study. This three-year longitudinal study, being conducted through the Reading Sufficiency Pilot Program, will provide program outcomes data on over 800 first grade students. The Department of Education reading specialists administered the ARI individually to each student prior to the implementation of training and technical assistance under the Reading Sufficiency Program. This group of students will be followed in subsequent years and will serve as the evaluation sample for the Reading Excellence Program.

In addition to the quantitative data measuring students' growth and performance in reading recognition, comprehension, and listening comprehension, the ARI will provide teachers with qualitative data. This diagnostic information will be used by teachers to make informed classroom decisions concerning prescriptive reading instructional interventions outlined in the Process of Prevention/Intervention.

Evaluation process measures will include the extent of parental involvement in students' educational plans, the extent of parental involvement in parent/family centers, student participation in extended instruction, and the number of students receiving tutorial assistance.

The initial pilot project evaluation was conducted under the direction of the Office of Research and Statistics (ORS) in the Department of Education. This office has the responsibility for managing statewide program evaluation activities.

**1. Student Assessment Measures and Indicator Measures and Other Measures Planned for Grades K-3**

**Figure 22  
Evaluation Administration & Timeline for Data Collection**

<b>Instrument</b>	<b>Purpose of Instrument</b>	<b>Development Status</b>	<b>Developer/Publisher</b>	<b>Timeline for Data Collection</b>
<i>Pre-Kindergarten Readiness Assessment</i>	Reading readiness informal and observational assessment for classroom decision-making	Operation of pre-kindergarten framework of benchmarks, assessments, and strategies	Mississippi teachers, care providers, and Head Start	Beginning each year and ongoing as needed
<i>Statewide K-2 Assessment</i>	Reading and math informal and observational assessment for classroom decision-making	RFP in process for approved state list	District choice from approved state list	Beginning and ending of kindergarten each year and as needed for kindergarten through grades 2 transition programs
<i>Statewide Core Assessment End-of-Level tests in Reading for grades 2 and 3</i>	Mastery of grade level core curriculum in reading and math (CRT)	Under development	CTB	End of grade, 2 and 3
<i>TerraNova Test complete battery (Grade 3)</i>	Assessment of program impact using a broad spectrum NCRT	Operational	CTB	End of grade 3
<i>Reading status and performance profiles</i>	Weekly monitoring of reading achievement benchmarks in peer coaching study teams based on the <i>Mississippi Language Arts Framework's Intervention Process</i>	Operational	MDE	Throughout the school year
<i>Staff surveys and training impact measures</i>	Measurement of program implementation, key attitudes, and impact of training	To be developed	MDE/ Barksdale Reading Institute	Surveys at the end of each year and mid-year each year in program. Training impact measures pre-post staff training.
<i>Parent Surveys</i>	Parent reaction to programs	To be developed	MDE/ Barksdale Reading Institute	End of each year

2. Family Literacy Measures\*
3. Implementation Measures, Especially on Professional Development and Classroom Change

**Figure 23**

**Data Collection Strategies and Specific Instrumentation for Major Project Outcomes**

*Goal 1: Children will exit Kindergarten with appropriate readiness skills*

<b>Goal 1 Outcomes</b>	<b>Data Collection Strategies</b>
Increase use of Scientifically Based Reading Research (SBRR) by early childhood education providers	Surveys of Head Start, public and private care providers use of pre-kindergarten and kindergarten benchmarks, assessments, and strategies
Increase in student performance on pre-kindergarten assessment	Care provider benchmark observations, statewide readiness assessment
Increase in transition programs between pre-kindergarten, kindergarten, and first grade	Peer coaching study teams cross grade meeting forms
*Increase participation of parent/family literacy activities	Sign-in sheet at parent/family center; parent coordinators home-visit documentation
*Increase the number of parents that engage in reading with their child	Parent Survey
*Increase the number of hours parents spend in literacy focused parenting courses	Parent surveys, school and district records, and staff surveys
*Increased number of participating parents receiving GED or High School graduation	School and district records
*Decrease the number of pre-kindergarten, kindergarten, and first grade retention	School and district records

*Goal 2: Every child will be reading at or above grade level by the end of third grade.*

<b>Goal 1 Outcomes</b>	<b>Data Collection Strategies</b>
Increase classroom use of SBRR by first through third grade teachers	Survey staff on the use of benchmarks, informal assessments, and strategies
Improvement of student performance	Grades 1 and 2, statewide informal assessment; Grade 2 and 3, Mississippi Reading Criterion Referenced Test; Grade 3, Norm Referenced Test
Improvement of student scores on reading subtest of TerraNova	CTB TerraNova Norm-Referenced Tests in Grade 3
Improve student performance on curriculum specific and informal measures of reading skills	School and teacher records of peer coaching study team intervention forms
Decrease in number of children retained or recommended for retention for grades 1-3	School and district records
Decrease in the number of children referred for special education testing or services	School and district records
Increase participation in extended day/year programs	School and district records
Increase the use of SBRR fluency and comprehension strategies in extended instructional opportunities	Survey staff on use of intervention strategies

*Goal 3: Teaches and staff will effectively utilize a direct focus of reading instruction*

<b>Goal 1 Outcomes</b>	<b>Data Collection Strategies</b>
Observable increase in teachers' and instructional staff use of SBRR	Peer coaching study team survey, observation, and intervention forms
Improvement of student achievement on State reading criterion referenced tests and other curriculum specific and informal assessments	Mississippi reading CRTs for grades 2 and 3; readiness informal assessment for pre-kindergarten and kindergarten; informal reading assessments for grades 1 through 3; and norm-reference test for grade 3
Increased intervention for students not achieving standards	Peer coaching study team intervention forms
Increase in number of teachers that completed all SBRR professional development training on the Reading Reform Model	District and state records
Increase in numbers all grade levels cross grade level meetings for professional development follow-up	Peer coaching study team meeting documentation

**B. See Timeline, Figure 22, Page 90**

**C. Name and Organization of Evaluator**

Dr. James E. McLean (University Research Professor and Director of the University of Alabama at Birmingham Center for Educational Accountability) will serve as the external evaluator. Dr. McLean has graduate training in statistics, measurement, evaluation, research, social foundations of education, and educational psychology coupled with 31 years experience teaching in these areas. He also has 21 years administrative experience. During the past 25 years he has directed, co-directed, or administered over 100 research, assessment, and evaluation projects funded for approximately five million dollars. Presently, he directs the Center for Educational Accountability and is responsible for promoting and coordinating research and grant activities among faculty in the School of Education at the University of Alabama at Birmingham. His research agenda includes applications and methodologies of evaluation, assessment, measurement, accountability, and research.

**D. Role of Literacy Panel**

During the planning stages of the evaluation design, the Mississippi Department of Education, in consultation with the Reading and Literacy Panel, will propose a plan to evaluate the most essential components of the program at the state level. This plan will include:

- Use of objective performance measures that are clearly related to the outcomes of the project;
- Produce reliable and valid quantitative and qualitative data by which teachers and program management may make instructional decisions; and
- Provide performance feedback and permit periodic assessment of progress toward achieving the intended goals of the MRRM and the Reading Excellence Act's priorities.

Each year the Reading Excellence Panel will receive and review the evaluation report on the progress of the Process of Prevention/Intervention Program administered through the Reading

Excellence Program. The contractor will send an evaluation report to the Secretary of the U.S. Department of Education yearly and at the termination of the project.

**SECTION 7: RELATIONSHIP OF REA ACTIVITIES TO OTHER STATE EFFORTS**

**A. How does the state's REA program relate to other state efforts to improve reading?**

The Mississippi Department of Education is committed to the effective planning for and use of all Federal, State and local resources. To that end, the Mississippi Reading Excellence Project will ensure that funds allocated for program operation are effectively supportive of and coordinated with all funding sources associated with reading, early literacy and family involvement (see Figure 24).

**Figure 24:  
Coordination & Funding Assessment**

Programs	Current Funds
Reading Sufficiency	\$1,312,413.00
Barksdale MS Reading Institute	\$5,700,000.00
Head Start	\$200,000.00
Even Start	\$1,985,480.00
Title I	\$124,767,905.00
Eisenhower	\$3,758,627.00
SOS	\$141,000.00
Class Size Reduction	\$19,208,820.00
Goals 2000	\$6,146,713.00

**B. What will REA add to current state efforts? What is the value added by REA?**

The Reading Excellence Act (REA) can provide the vehicle that Mississippi has desperately needed to effectively implement scientifically-based research reading practices in schools. In addition, the REA will offer local schools the opportunity to accelerate their efforts in ensuring reading success and preventing reading difficulties. With the resources of REA, Mississippi could financially commit to dramatically increasing its efforts, in the area of primary reading instruction, by providing increased access and funding to implement the MRRM.

In addition, the Mississippi REA Project will add value to the MRRM by:

- Focus on all possible funding sources of literacy activities,

- Ensure that all Federal, State and Local funding provides for professional development activities that are complimentary of the REA priorities and the Mississippi Reading Reform Model.
- Combine funds from the LRI grant program in schools operating a Title I schoolwide program with other schoolwide funds to upgrade the entire instructional programs of the school.
- Complement any local Even Start program with LRI funds to expand family literacy services to more families of young children.

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## References

**SECTION 8: BUDGET**

**Section A: Budget and Details**

**TOTAL FUNDS REQUESTED**

**YEAR 1**

<u>Flow-through Funds</u>	
Professional Development	\$1,120,000.00
Extended Instruction & Tutorial Partnerships	4,934,400.00
Family Literacy	6,000,000.00
Early Literacy Interventions	<u>800,000.00</u>
Flow-through Funds Sub-total Year 1	\$12,854,400.00
<u>Tutorial Assistance Grant (4%)</u>	514,176.00
<u>Administrative Funds (4%)</u>	514,176.00
(includes Indirect Cost – 15.1%)	
<u>Evaluation (1%)</u>	<u>128,544.00</u>
Total Grant Fund Year 1	\$14,011,296.00

**YEAR 2**

<u>Flow-through Funds</u>	
Extended Instruction & Tutorial Partnership	\$4,934,400.00
Family Literacy/Early Literacy Intervention	<u>3,000,000.00</u>
Flow-through Funds Sub-total Year 2	\$7,934,400.00
<u>Tutorial Assistance Grant (4%)</u>	317,376.00
<u>Administrative Funds (4%)</u>	317,376.00
(includes Indirect Cost – 15.1%)	
<u>Evaluation (1%)</u>	<u>79,344.00</u>
Total Grant Fund Year 2	\$8,648,496.00

**YEAR 3**

<u>Flow-through Funds</u>	
Extended Instruction & Tutorial Partnerships	\$4,934,400.00
Family Literacy/Early Literacy Intervention	<u>3,000,000.00</u>
Flow-through Funds Sub-total Year 3	\$7,934,400.00
<u>Tutorial Assistance Grant (4%)</u>	317,376.00
<u>Administrative Funds (4%)</u>	317,376.00
(includes Indirect Cost – 15.1%)	
<u>Evaluation (1%)</u>	<u>79,344.00</u>
Total Grant Fund Year 3	\$8,648,496.00

Budget

<b>THREE – YEAR TOTALS</b>
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<u>TOTAL BUDGET REQUEST</u>	
State Administration/Evaluation (5%)	\$1,436,160.00
(including Indirect Cost – 15.1%)	
Tutorial Assistance Grants (4%)	1,148,928.00
Local Reading Improvement (91%)	<u>28,723,200.00</u>
TOTAL COST	\$31,308,288.00

Budget

**Detailed Budget**

**Proposed Parent/Family Guide Trainings**

Targeted Group Pre-K teachers & administrators	# of Schools	Per Session Cost	Total Cost
Year One	40	\$6,000	\$240,000

**Proposed RAISE Pre-Kindergarten Trainings**

Targeted Group Pre-K teachers & administrators	# of Schools	Per Session Cost	Total Cost
Year One	40	\$8,000	\$320,000

**Proposed RAISE K –3<sup>rd</sup> Grade Trainings**

Targeted Group K – 3 <sup>rd</sup> teachers & administrators	# of Schools	Per Session Cost	Total Cost
Year One	40	\$8,000	\$320,000

**Proposed Extended Day/Year Trainings**

Targeted Group Pre-K – 3 <sup>rd</sup> teachers & administrators	# of Schools	Per Session Cost	Total Cost
Year One	40	\$6,000	\$240,000

**Proposed Establishment of Parent/Family Literacy Centers**

Parent/Family Literacy Centers	# of Schools	Cost per Family Literacy (inc. Home/School)	Equipment and Materials	Total Cost
Year One	40	\$60,000	\$15,000.00	\$3,000,000

**Proposed Establishment for Extended Instruction**

Targeted Group K –3 <sup>rd</sup> teachers & administrators	# of Schools	Cost per School	Student Transportation @ .85 per mile	Total Cost per Year
Year One	40	3 teachers per school x 3 days for 30 wks = \$21,600	400 miles per day x .85=\$340 per day \$340 x 90=\$30,600.00	\$2,088,000
Year Two	40	3 teachers per school x 3 days for 30 wks = \$21,600	400 miles per day x .85=\$340 per day \$340 x 90=\$30,600.00	\$2,088,000
Year Three	40	3 teachers per school x 3 days for 30 wks = \$21,600	400 miles per day x .85=\$340 per day \$340 x 90=\$30,600.00	\$2,088,000

Budget

**Proposed Establishment of Extended Year Program**

Targeted Group K –3 <sup>rd</sup> teachers & administrators	# of Schools	Cost per School	Student Transportation @ .85 per mile	Total Cost per Year
Year One	40	6 teachers per school x 3 days for 6 wks x 4 hrs = \$51,840	400 miles per day x .85= \$340 per day \$340 x 18=\$6,120	\$2,318,400
Year Two	40	6 teachers per school x 3 days for 6 wks x 4 hrs = \$51,840	400 miles per day x .85= \$340 per day \$340 x 18=\$6,120	\$2,318,400
Year Three	40	6 teachers per school x 3 days for 6 wks x 4 hrs = \$51,840	400 miles per day x .85= \$340 per day \$340 x 18=\$6,120	\$2,318,400

**Proposed Funding for Computer Assisted Instruction, Materials and Equipment**

Targeted Group Pre-K through 3 <sup>rd</sup> teachers and administrators	# of Schools	Per School Allotment	Total Cost
Year One	40	\$75,000	\$3,000,000
Year Two	40	\$75,000	\$3,000,000
Year Three	40	\$75,000	\$3,000,000

**Collaborative Efforts**

**Proposed Funding as AmeriCorps Matching Funds**

Targeted Group Pre-K –3 <sup>rd</sup> teachers & administrators	# of Schools	# of AmeriCorps Tutors per District	Total # of Tutors	Cost per Tutor	Total Cost per Year
Year One	40	6	240	\$2,200	\$528,000
Year Two	40	6	240	\$2,200	\$528,000
Year Three	40	6	240	\$2,200	\$528,000

**Proposed Funding for Blended Services**

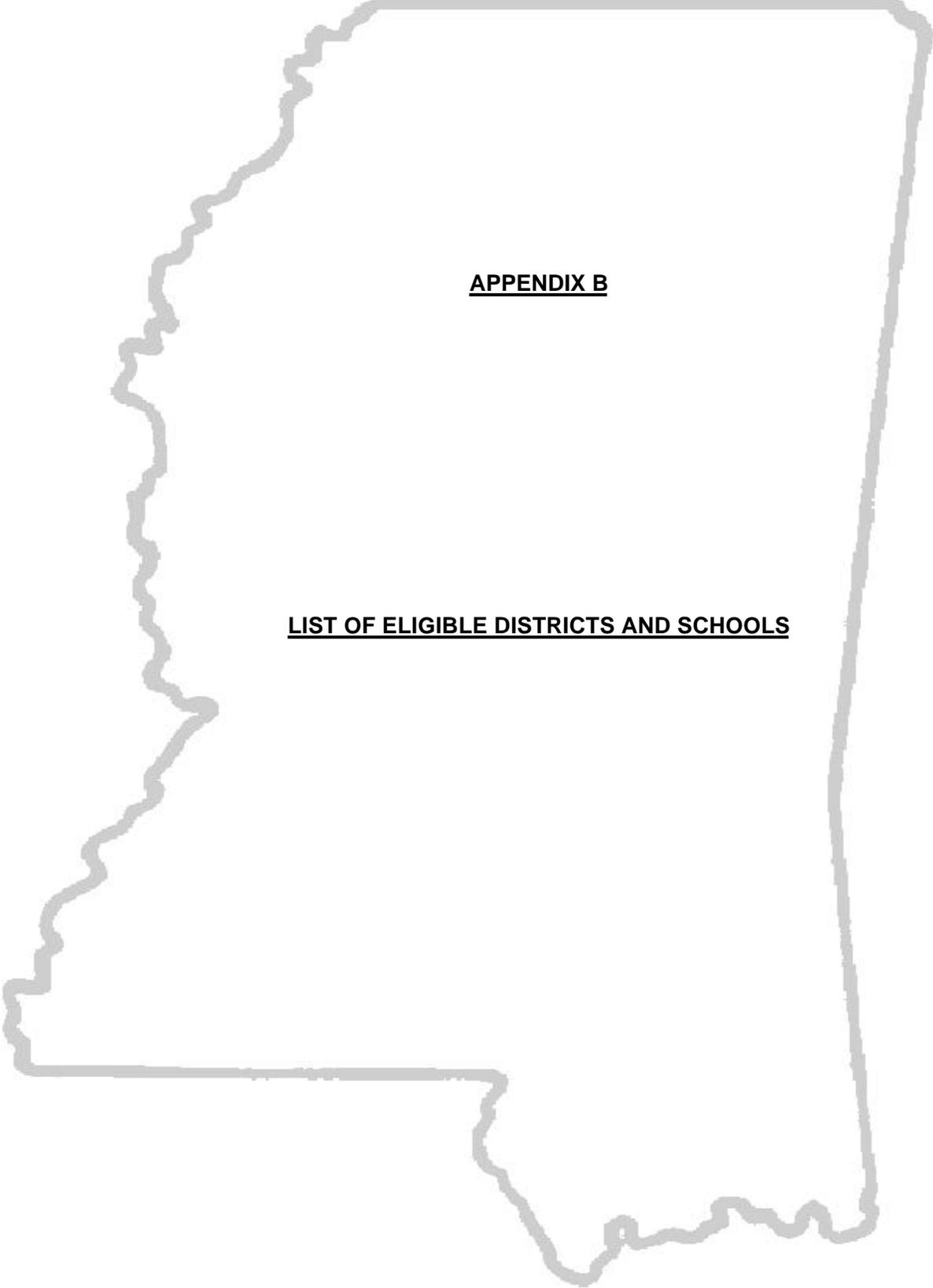
Targeted Group Pre-K –3 <sup>rd</sup> teachers & administrators	# of Schools	Per School Allotment	Total Cost per Year
Year One	40	\$20,000.00	\$800,000.00

Budget

<b>Total LEA Subgrant</b>	<b>LEAs Year 1</b>	<b>LEAs Year 2</b>	<b>LEAs Year 3</b>
\$28,723,200.00	\$12,854,400.00	\$7,934,400.00	\$7,934,400.00
<b>Total Tutorial Grant Funds Request</b>	<b>Year 1 Total REA Request</b>	<b>Year 2 Total REA Request</b>	<b>Year 3 Total REA Request</b>
\$1,148,928.00	\$514,176.00	\$317,376.00	\$317,376.00

Section B: Resources Per School

1. The Mississippi REA Grant has the potential of serving 20 districts, 40 schools, approximately 960 teachers, and 25,000 children expected to be funded (See Appendix B).
2. Estimated average cost and range for districts will be \$1,436,160.00.
3. Estimated average cost and range for schools will be \$718,080.00.



**APPENDIX B**

**LIST OF ELIGIBLE DISTRICTS AND SCHOOLS**

**Compliance with General Education Provisions Act (GEPA), Section 427: Equitable Access and Participation**

The Mississippi Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

During all phases of implementation/administration of this grant the Mississippi Department of Education will abide by this policy.

**Non-Construction Programs (SF424B)**

**Lobbying; Debarment; Suspension and Other Responsibility Matter; and Drug-Free Workplace Requirements ED80-0013**

**Certification of Exclusion ED80-0014 (If applicable)**

**Disclosure of Lobbying Activities (Form LLL)**

