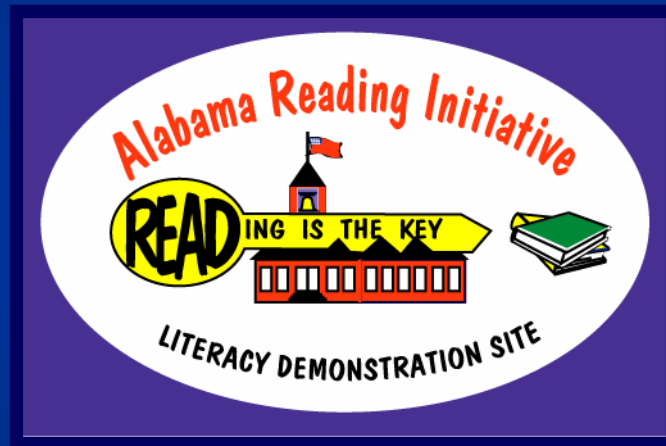


2ND NATIONAL HIGH SCHOOL LEADERSHIP SUMMIT



Washington, D.C.
December 2, 2004

**WHAT IS THE
ALABAMA READING
INITIATIVE?**

A statewide movement

Anchored by reading research

**Aimed at ultimately achieving
grade-level reading for all of
Alabama's public school students**

HOW IS IT ACHIEVING ITS GOAL?

Through intensive teacher development efforts that are the heart and soul of the initiative.

HOW ARE READING INITIATIVE SCHOOLS SELECTED?

- It is voluntary
- Schools are selected from a pool of applicants who make seven commitments

SEVEN COMMITMENTS OF ARI SCHOOLS

1. Set 100% literacy as a goal.
2. Achieve commitment of at least 85 percent of faculty.
3. Attend the 10-day training program.
4. Be led by the principal.

SEVEN COMMITMENTS OF ARI SCHOOLS

5. Adjust their reading instruction accordingly.
6. Model research-based reading instruction for other schools.
7. Be evaluated by an outside evaluator.

GROWTH IN THE NUMBER OF ARI SCHOOLS

# Schools	Funding
• 16 schools in 1998-1999	\$ 1,500,000
• 81 schools in 1999-2000	\$ 6,000,000
• 267 schools in 2000-2001	\$10,000,000
• 423 schools in 2001-2002	\$11,300,000
• 450 schools in 2002-2003	\$12,500,000
• 485 schools in 2003-2004	\$12,500,000
• 511 schools in 2004-2005	\$40,000,000
• 726 schools in 2005-2006	\$55,000,000

SECONDARY SCHOOLS IN ARI

127 Total (25%)

- 66 Middle Grades (5-8, 6-8, 7-8, K-8)
- 17 Bonafide High Schools (9-12 or 10-12)
- 6 Grades 7-12
- 4 Grades K-12
- 34 Other Combinations (4-12, 4-6, 4-8)

BONAFIDE HIGH SCHOOLS

Cohort

Grades 9-12 or 10-12

Cohort 1	1*
Cohort 2	3
Cohort 3	3
Cohort 4	7
<hr/>	
Cohort 5	2
Cohort 6	2

BONAFIDE HIGH SCHOOLS

Poverty Levels

Grades 9-12 or 10-12

0-20%	4
20%-49%	7
50%-84%	3
85%-100%	4

INITIAL PROFESSIONAL DEVELOPMENT

SECONDARY SCHOOLS

Day 1- Conceptual Framework: What interferes with reading comprehension?

Formal Assessment: What do the data say about students at our school?

Faculty Meeting: What does the research say about struggling readers? How do we anticipate serving struggling readers?

Day 2- Informal Assessment

Faculty Meeting: What is our plan for informally assessing struggling readers?

Day 3- Vocabulary Development

Day 4 - Comprehension Instruction

Day 5 - Comprehension Instruction

Faculty Meeting: How can we organize schoolwide to give struggling readers what they need to be successful?

Day 6- Content Area Reading

Day 7- Reading/Writing Connection

Day 8 - Reading/Writing Connection

Faculty Meeting: What policies and practices need to be in place to increase the amount of reading and the amount of writing?

Day 9- Content Area Writing

Day 10- Faculty Meeting: What is our plan for serving struggling readers?

BUILDING CAPACITY

- Trained 17,000 teachers
- Trained 300 reading coaches
- Certified 500 trainers
- Provided technical assistance through 41 regional coaches (5 secondary coaches)

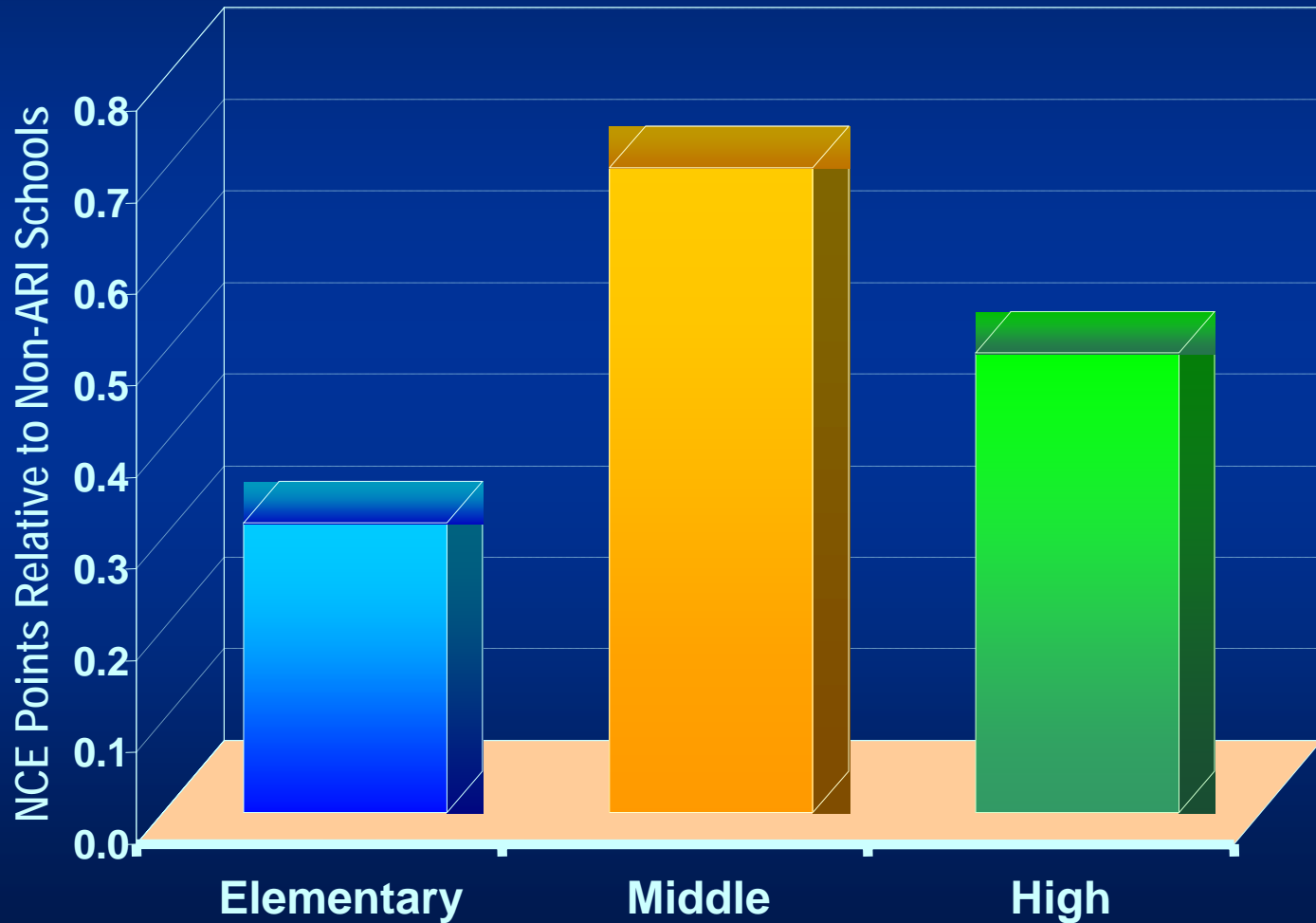
**FINDINGS FROM THE
ALABAMA READING
INITIATIVE
EVALUATIONS**

Findings	Year 1	Year 2	Year 3	Year 4
Students in participating schools made greater gains than did students in non-participating schools	X	X	X	X
The vast majority of participating schools are making progress toward 100% literacy, but there is variability	X	X	X	X
Discipline referrals are decreasing		X	X	
Special Education referrals are decreasing		X	X	

Findings	Year 1	Year 2	Year 3	Year 4
Several factors discriminate higher- from lower-performing schools:				
■ Implementation of all SBRR components			X	X
■ Principal leadership		X	X	X
■ Highly skilled reading specialist		X	X	X
■ Outside support	X	X	X	
■ Frequent progress monitoring			X	
■ Small-group instruction			X	
■ School working as a team		X	X	
■ Sustained professional development efforts		X	X	

ARI Schools Stanford 9 Reading Scores

Average Reading Comprehension Gains, by Grade Level



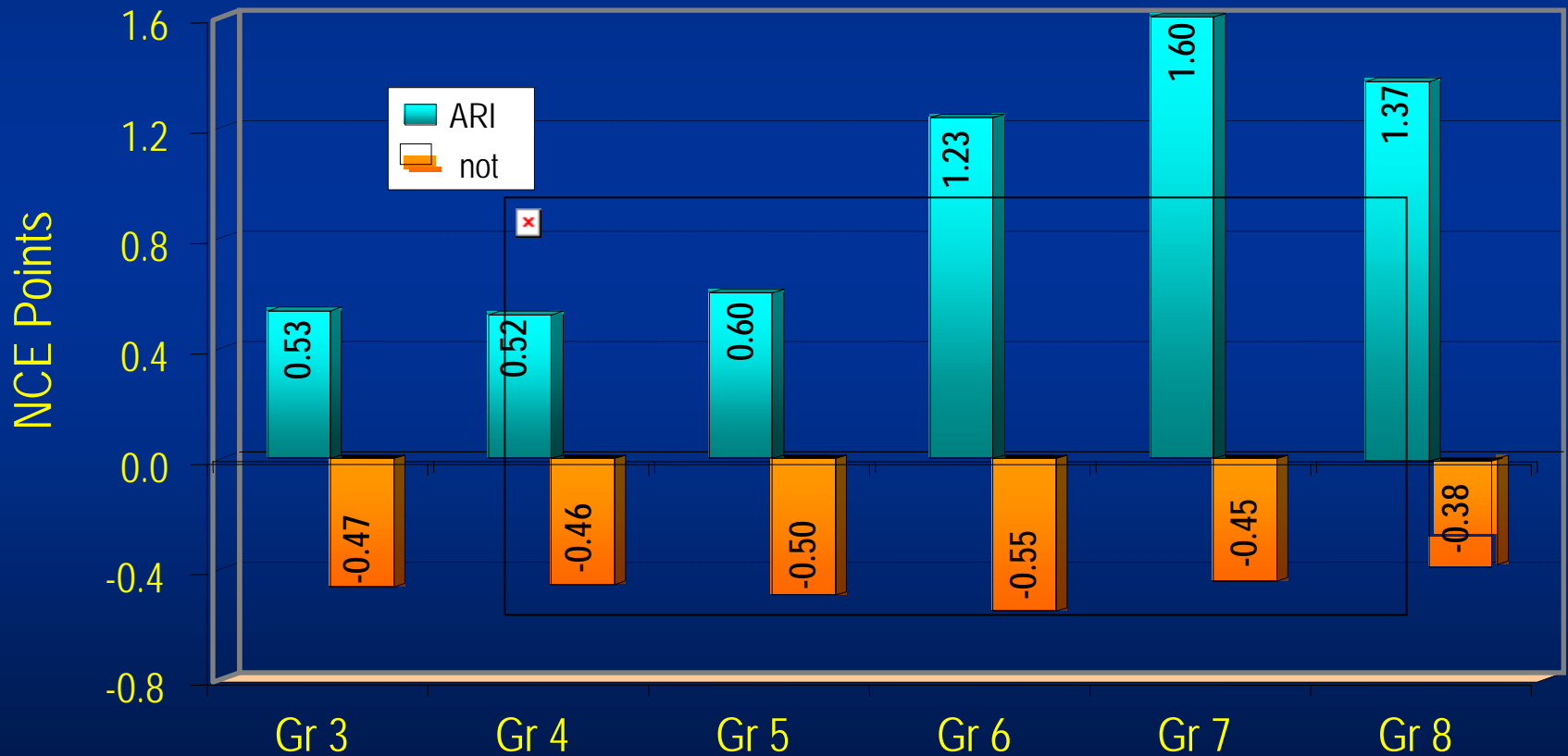
OTHER HIGHLIGHTS FROM SPECIFIC EVALUATIONS

- Year 2 - Population of “struggling readers” decreased by 10%
- Year 2 - Discipline referrals decreased
 - 67% after two years
 - 23% in first year
- Year 2 - Special Education referrals decreased
 - by 28% over two years
 - by 14% in one year
- Year 4 - Cohorts 1, 2, and 3 are still faring well. Gains are not yet visible in Cohort 4.

YEAR 5 EVALUATION

Value-Added by Grade

ARI Schools vs. Non-ARI, 2003 - Reading Comprehension



HOW WE ARE WORKING FOR IMPROVEMENT

- Take variability seriously
(The “retooling” and recertification process)
- Put more emphasis on accountability
(The “recertifying” process)
- Emphasize leadership development

RECERTIFICATION CONTENT

SECONDARY SCHOOLS

COMPONENT 1

Assessment/Fluency

COMPONENT 2

Intervention

COMPONENT 3

Reading/Writing Connection

COMPONENT 4

Comprehension Instruction

COMPONENT 5

Vocabulary Development

FORMAT OF EACH DAY:

- **Content study**
- **Demonstration lesson**
- **Teacher practice**
- **Faculty meeting**

A CROSSROADS

- Much is riding on the ARI
- A new governor wants to expand the ARI statewide
- We need to expand to new schools
- Governor's package will expand the ARI to K-3 schools first

SCHOOLS VISITED BY AMERICAN INSTITUTE OF RESEARCH

Middle Schools

March 1-4, 2004

Cohort	LEA	School	Grades	Poverty Level (%)
3	Sumter Co.	Livingston Jr. High	K-8	95
4	Birmingham City	Center Street	6-8	68
3	Birmingham City	Daniel Payne	6-8	76
4	Birmingham City	Kirby	6-8	86
5	Shelby Co.	Montevallo	6-8	55
2	Decatur City	Brookhaven	6-8	63
2	Mobile Co.	E. T. Belsaw	K-8	91

SCHOOLS VISITED BY AMERICAN INSTITUTE OF RESEARCH

High Schools

March 29-April 1

Cohort	LEA	School	Grades	Poverty Level (%)
2	Madison Co.	Buckhorn	9-12	16
3	Alexander City	Ben Russell	9-12	30
3	Perry Co.	Robert C. Hatch	7-12	96
1	Lowndes Co.	Central High	7-12	87
6	Chambers Co.	LaFayette	9-12	91

CONTACT INFORMATION

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