

Connecticut Association of Boards of Education Webinar



February 7, 2023

Connecticut State Department of Education



Introductions and Welcome



- [Irene Parisi](#), Chief Academic Officer, CSDE
- [Melissa K. Wlodarczyk Hickey](#), Ed.D, Director of the Center for Literacy Research and Reading Success, CSDE



Every Connecticut student has the right to read at or above grade level by the end of third grade.



Model Curricula



Questions:

- At any point is the state going to be offering an approved curriculum model as opposed to just programs since the legislation says an approved curriculum or program not just an approved program? The words seem to be being used synonymously and they are very different.
- When will K-3 state model curriculum be completed and how will it align with this current initiative?



Model Curricula



- The CSDE Open Review Process provides the opportunity for districts or publishers to submit their curriculum models and or programs. The submissions determine what has been and will be reviewed for approval and inclusion on the statewide list of approved curriculum models and or programs
- The difference between a model curricula and curriculum models or programs is that **model curricula** provides guidance to local educators as they teach to the approved standards and create lessons, tasks, and assessments. CSDE Model Curricula is guided by the K-12 Model Curricula Design Principles and *developed with CT educators*.
- Curriculum Models or programs are the concrete published materials and instructional resources *aligned* to SBE approved standards for educators to use as they implement local curricula



Assessments



Questions:

- Is there a list of all considered reading programs and universal screeners that have been evaluated and specific information about why certain ones were not on the final list?
- Not directly related to the waiver, but is there an ongoing process to review newer assessment tools and/programs that should be available to districts?



Research-based Universal Screening Reading Assessments for Grades K-3



Pursuant to Section (Sec.) 10-14t(a) of the Connecticut General Statutes (C.G.S.), the Connecticut State Department of Education has approved reading assessments mandated for use by local and regional boards of education to identify students in kindergarten to Grade 3, inclusive, who are below proficiency in reading, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. These reading assessments have been approved for use by districts to “assist in identifying, in whole or in part, students at risk for Dyslexia, as defined in Sec. 10-3d of the C.G.S., or other reading-related learning disabilities.”



Research-based Universal Screening Reading Assessments for Grades K-3



- In order to remain current with the field of assessment, the CSDE established an open review period to include additional assessments in the menu.
- During an open review period, districts may submit assessment recommendations to the CSDE for consideration. Based on recommendations of the CSDE, the State Board of Education may approve any new K–3 reading assessments to include in the publication of the Approved Menu of Research-based Grades K–3 Universal Screening Reading Assessments.
- An open review period was held July 2021 through September 1, 2021, to include additional assessments in the menu for use by districts commencing July 1, 2023.
- The next open review period will open in late summer/early fall.



Research-based Universal Screening Reading Assessments for Grades K-3



Assessments under review must meet the following guidelines.

- Have a high degree of technical adequacy and be constructed to be administered three times per year (fall, winter, spring).
- Provide norm-referenced scores and/or benchmarks, and when available, norm-referenced scores and/or benchmarks for students who speak Spanish.
- Be proven to accurately and effectively measure students' reading skills in the areas of 1) phonemic awareness; 3) decoding/phonics; 4) reading fluency; 5) vocabulary; 6) rapid automatic name or letter name fluency; and 7) reading comprehension.
- Be constructed to monitor the development of early reading skills to support a comprehensive evaluation of these component skills.
- Meet standards for technical rigor (i.e., reliability in scoring, content and construct validity).
- Meet efficiency standards (i.e., standardization and efficiency of administration and scoring).



Connecticut Approved K–3 Reading Curriculum Models and Programs



Questions:

- What is the plan for funding?
- Will there be state level pricing consortiums?
- Are we starting with kindergarten and moving up or are we starting out with K-3?

[Connecticut Approved K-3 Reading Curriculum Models or Programs](#)



Connecticut Approved K–3 Reading Curriculum Models and Programs



C.G.S. Section 10-14hh(a) mandates that each local and regional board of education implement for the 2023–2024 school year and each school year thereafter a reading curriculum model or program for grades Pre-Kindergarten to three (PreK–3), inclusive, that has been reviewed and recommended pursuant to C.G.S. Sec. 10-14ii.

- American Reading Company – ARC Core (K-3), (2020);
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2022);
- Houghton Mifflin Harcourt – Into Reading;
- Imagine Learning – EL Education Grades K-3, (2017);
- McGraw Hill Education – Wonders, (2020);
- Open Up Resources – EL Education, (2017); and
- Savvas Learning Company – myView Literacy, (2020).



PreK–3 Reading Connecticut Review Process to Evaluate Curricula and Programs (Reading CORE)



Question:

- Are these reading programs phonics or Basil?



PreK–3 Reading Connecticut Review Process to Evaluate Curricula and Programs (Reading CORE)



Answer:

Per C.G.S. Section 10-14ii,

- evidence-based and scientifically-based; and
- focused on competency in the following areas of reading:
 - oral language;
 - phonemic awareness;
 - phonics;
 - fluency;
 - vocabulary;
 - rapid automatic name or letter name fluency; and
 - reading comprehension.



PreK–3 Reading Connecticut Review Process to Evaluate Curricula and Programs (Reading CORE)



Questions:

- Will the Center be sharing rubrics/documentation for each of the approved reading programs with details of how/why the Center found that the programs meet legislative requirements?
- Is there data available from districts who have employed the prescribed programs as to the level of achievement for all learners?
- Are you expecting other programs to be added to the approval list?



PreK–3 Reading Connecticut Review Process to Evaluate Curricula and Programs (Reading CORE)



Answers:

- Districts and publishers submitted curricula models and programs for review (May 4, 2022–May 25, 2022)
- Each of the 53 submissions was reviewed by at least two reviewers of the 16-member CORE Review Team (June 3, 2022–July 21, 2022)
- In total, 25 curriculum models and programs were reviewed on each of the 25 critical literacy indicators that are listed in the [2022 Guidelines for Open Review Period](#). Please email Melissa.Hickey@ct.gov to request review materials.
- Data were triangulated using other credible and comprehensive literacy material reviews and research findings, including CURATE, EdReports, and the Colorado Department of Education Advisory List of Instructional Programming.
- Audited and analyzed data collected (August-September 2022)



PreK–3 Reading Connecticut Review Process to Evaluate Curricula and Programs (Reading CORE)



Questions:

- Will the Center be sharing rubrics/documentation for each of the approved reading programs with details of how/why the Center found that the programs meet legislative requirements?
- Is there a list of all considered reading programs and universal screeners that have been evaluated and specific information about why certain ones were not on the final list?



Reading Curriculum Models and Programs Submitted for Review



- American Reading Company-ARC Core® K–3
- Amplify Education Inc.-Core Knowledge Language Arts (CKLA)
- Benchmark Advance (K-3)
- Benchmark Ready to Advance (PK) Collaborative Classroom-Being a Reader 2nd Edition (2021), Making Meaning and Being a Writer 2nd Edition Great Minds Wit & Wisdom with Geodes
- Great Minds, Wit and Wisdom
- Heggerty Phonemic Awareness Curriculum
- Heinemann-The Units of Study Reading and Writing from the Teachers College Reading and Writing Project
- Houghton Mifflin Harcourt-Into Reading
- Imagine Learning-EL Education Grades K-3
- Intalexia, USA, LLC-PAF Reading Program
- Just Right Reader, Inc. Decodables



Reading Curriculum Models and Programs Submitted for Review



- Lexia® Core5® Reading, Grades PreK-5
- McGraw Hill Education-Open Court
- McGraw Hill Education-Wonders
- McGraw Hill Education-World of Wonders
- Open Up Resources-Bookworms K-5 Reading and Writing
- Open Up Resources-EL Education
- Outskirts, Press-Letters are Characters
- Savvas Learning Company-myView Literacy
- Savvas Learning Company-Three Cheers for Pre-K
- Schoolwide, Inc.-Fundamentals of Reading, Writing, Grammar, Content Literacy, and Foundational Skills
- Teacher Created Materials-Exploring Reading
- Wilson Language Training- Foundations®



Do Not Meet Connecticut Expectations



- The Benchmark Advance (K-3) materials do not meet Connecticut’s expectations. Materials would not substantively help teachers and students meet Connecticut’s expectations for teaching and learning. Additionally, teachers would have to supplement texts representing various cultures and perspectives as well as provide varied means of accessing content and demonstrating learning to effectively meet the needs of all students.
- Benchmark Ready to Advance (PreK) materials do not meet Connecticut’s expectations. Materials would not substantively help teachers and students meet Connecticut’s expectations for teaching and learning. Additionally, teachers would have to supplement texts representing various cultures and perspectives as well as provide varied means of accessing content and demonstrating learning to effectively meet the needs of all students.



Do Not Meet Connecticut Expectations



- Bookworms K-5 Reading and Writing Open-Up Resources materials do not meet Connecticut's expectations. Materials are not strongly aligned to support comprehensive mastery of the Connecticut Core Standards. Additionally, Connecticut found the materials are lacking texts representing various cultures and perspectives, and evidence does not support varied means of accessing content and demonstrating learning to meet the needs of all students. Overall, these materials would make effective teaching and learning too difficult.
- Collaborative Classroom, Being a Reader 2nd Edition (2021), Making Meaning and Being a Writer 2nd Edition (2014) does not meet Connecticut's expectation. Materials would make effective teaching and learning too difficult. Materials lack texts representing various cultures and perspectives, and evidence does not support varied means of accessing content and demonstrating learning to meet the needs of all students. Teachers would need additional guidance and resources designed to build their knowledge and understanding of these materials and their use in instruction.



Do Not Meet Connecticut Expectations



- Foundations® Wilson Language Training materials do not meet Connecticut's expectations. Materials do not comprise a core comprehensive program explicitly teaching all areas of reading. They do not offer classroom tasks and instruction aligned to all elements of the Connecticut Core Standards. Use of these materials would not provide students with adequate, comprehensive instruction that meets grade level specific standards and expectations.
- Great Minds Wit & Wisdom with Geodes materials do not meet Connecticut's expectations. Materials lack texts representing various cultures and perspectives, and evidence does not support varied means of accessing content and demonstrating learning to meet the needs of all students. Teachers would need additional guidance and resources designed to build their knowledge and understanding of these materials and their use in instruction.



Do Not Meet Connecticut Expectations



- Heggerty Phonemic Awareness Curriculum materials do not meet Connecticut's expectation. Materials do not comprise a core comprehensive program explicitly teaching all areas of reading. They do not offer classroom tasks and instruction aligned to all elements of the Connecticut Core Standards. Use of these materials would not provide students with adequate, comprehensive instruction that would support them in meeting grade level specific standards and expectations.
- Just Right Reader, Inc. Decodables do not meet Connecticut's expectations. Materials do not comprise a core comprehensive program explicitly teaching all areas of reading. They do not offer classroom tasks and instruction aligned to all elements of the Connecticut Core Standards. Use of these materials would not provide students with adequate, comprehensive instruction that would support them in meeting grade level specific standards and expectations.



Do Not Meet Connecticut Expectations



- Letters are Characters – Outskirts Press – PreK, K Curriculum does not meet Connecticut’s expectations. Materials do not comprise a core comprehensive program explicitly teaching all areas of reading. They do not offer classroom tasks and instruction aligned to all elements of the Connecticut Core Standards. Use of these materials would not provide students with adequate, comprehensive instruction that would support them in meeting grade level specific standards and expectations.
- McGraw Hill Open Court materials do not meet Connecticut’s expectation. Materials would make effective teaching and learning too difficult. Materials lack texts representing various cultures and perspectives, and evidence does not support varied means of accessing content and demonstrating learning to meet the needs of all students. Teachers would need additional guidance and resources designed to build their knowledge and understanding of these materials and their use in instruction.



Do Not Meet Connecticut Expectations



- PAF Reading Program-Intelexia, USA, LLC materials do not meet Connecticut's expectations. Materials do not comprise a core comprehensive program explicitly teaching all areas of reading. They do not offer classroom tasks and instruction aligned to all elements of the Connecticut Core Standards. Use of these materials would not provide students with adequate, comprehensive instruction that would support them in meeting grade level specific standards and expectations.
- Teacher Created Materials Exploring Reading materials do not meet Connecticut's expectations. Materials do not comprise a core comprehensive program explicitly teaching all areas of reading. They do not offer classroom tasks and instruction aligned to all elements of the Connecticut Core Standards. Use of these materials would not provide students with adequate, comprehensive instruction that would support them in meeting grade level specific standards and expectations.



Do Not Meet Connecticut Expectations



- The Units of Study Reading and Writing, grades K-3, from the Teachers College Reading and Writing Project (published by Heinemann) do not meet Connecticut's expectations. Evidence indicates low quality across all indicators and criterion. Materials are not cohesive and would not be of benefit to Connecticut teachers and students. Materials focus on students using the three-cueing system for solving unknown words rather than focusing on students utilizing scientifically validated, evidence-based literacy strategies. Materials lack texts representing various cultures and perspectives, and evidence does not support varied means of accessing content and demonstrating learning to meet the needs of all students.



Cultural Responsiveness



Questions:

- How were the curriculum model/programs that are on the “approved” list vetted for equity and cultural responsiveness?
- There was an NYU study that identified three of these programs as having concerns re: race. Did the state review this information when making recommendations?



Cultural Responsiveness



Answers:

- The [Reading CORE District and Publisher Proposal Template](#) purposely includes the provision of evidence that the materials submitted for review include texts representing various cultures and perspectives as well as include questions and tasks that promote cultural affirmation and value diverse identities, backgrounds, and perspectives in alignment with the [Connecticut State Board of Education Position Statement on Culturally Responsive Education](#) (adopted February 3, 2021).
- Connecticut Reading CORE Reviewers found some evidence indicating high-quality of questions and tasks that promote cultural affirmation and value diverse identities, backgrounds, and perspectives. This means that while *some evidence* indicates high quality, there were also some insufficiencies, which reviewers determined would require supplementation by districts and highlighted the importance of high-quality professional learning that provides educators with the tools necessary to address inclusiveness and culturally responsive representation.
- It is imperative that local and regional boards of education design and implement a professional learning system grounded in the [Connecticut Standards for Professional Learning](#) and support educators in choosing and utilizing coherent, culturally responsive, evidence-based, scientifically-based literacy curriculum models, programs, practices, strategies, and structures.



Waiver Process



Questions:

- Who will review the waiver submissions? How long after submission will the review process take before districts are informed if their waiver is accepted? If a district's waiver is not accepted, what will be next steps?
- If the review process extends past June, will there be an extension of one year for implementation of a program if the waiver is then denied? This would allow for the review of other programs and training of teachers to implement something different.
- If the waiver is approved, will there be a "waiver renewal process" or is the waiver approval a one-time event?
- If granted the waiver, how long is it valid and will we be expected to submit additional data to verify continued success and fidelity?
- If a waiver is denied, will districts be given feedback on areas of literacy that are lacking in the district's plan, so that districts can revise plans to improve that area?
- If a waiver was previously submitted and denied, can a district reapply for the waiver?
- Is approval of a waiver based on the "Success" of the program as shown with the data?
- Will there be a scoring rubric that will be used/released for waiver applications?



Waiver Process



Answer:

[2022 Application Requesting a Waiver of Connecticut Approved K–3 Reading Curriculum Model or Program](#)

- Process:

- Submit a detailed description that may include a compendium of documents, to demonstrate that the curriculum model or program is evidenced-based and scientifically based and focused on competency in the following areas of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name, or letter name fluency and reading comprehension (C.G.S. Sec. 10-14hh).
- Upload the completed K-3 Reading Data Template (C.G.S. Sec. 10-14hh).
- Upload the strategy created to address reading achievement gaps as defined in C.G.S. Sec. 10-14u, in the academic performance of students among and between (A) racial groups, (B) ethnic groups, (C) socioeconomic groups, (D) genders, and (E) English language learners and students whose primary language is English (C.G.S. Sec. 10-14hh).



Complying with Legislation



Question:

- What are the consequences for districts that cannot or will not comply with mandate? How will you track and enforce compliance?



Complying with Legislation



Answer:

- Per C.G.S. Sections 10-220 and 10-4a, every local or regional board of education member and superintendent has a duty to comply with the law.
- The Center for Literacy Research and Reading Success at the CSDE is legislated to collect and publicly report the curriculum or program chosen by each district not later than September 1, 2023, and biennially thereafter, and conduct independent, random reviews of district implementation of approved Reading Curricula/Programs and Universal K-3 Reading Assessments
- Under Connecticut law, if there is an indication that there is reasonable cause to believe that a local or regional board of education has failed or is unable to make reasonable provisions to implement the educational interests of the state as defined in C.G.S. Sec. 10-4a or that a local governmental body or its agent is responsible for such failure or inability, the CSDE shall investigate and make recommendations to the Connecticut State Board of Education (Board).
- Additionally, when submitting grant applications to the CSDE regarding allocation of federal and state funds, districts attest to following all applicable statutes, regulations, program plans, and applications.



CSDE Professional Learning for Educators



Questions:

- How will you address the root of the problem- teacher knowledge and training in reading instruction?
- Will there be coaching support offered for non-alliance districts?
- What PD from the state is available?



CSDE Professional Learning for Educators



Connecticut's Literacy Model Strategy

- Partners: University of Connecticut, Hill for Literacy, and Literacy How
- Audience: Alliance Districts and Opportunity Districts
- Purpose: Build district and school culturally responsive, scientifically-based, evidence-based literacy structures and practices

ReadConn

- Partner: Public Consulting Group (PCG)
- Audience: All Districts/School-based Teams (e.g., literacy leaders, teachers, administrators)
- Purpose: Increase teachers' expertise in identifying and providing instruction in the necessary foundational reading skills, spotting student skills gaps, and monitoring students' progress to create a solid foundation in early literacy skills

Science of Reading Masterclass

- Partner: Connecticut Association of Public School Superintendents
- Audience: All District-based Teams (e.g., superintendent, district literacy lead, administrators, teacher leaders)
- Purpose: Develop local capacity for science of reading and components of comprehensive K-3 literacy instruction

WestEd Networked Improvement Community

- Partner: Comprehensive Center Network, WestEd
- Audience: Somers, Hampton, Brooklyn, Clinton, East Hampton
- Purpose: Engage in school improvement processes to increase K-3 literacy instruction



The Center's Why, How, and What



Why: Every Connecticut student has the right to read at or above grade level by the end of third grade.

How: By leading through change and bridging research to support Connecticut educators, families, policy leaders, and community members in increasing effectiveness of literacy teaching and learning.

What: Build comprehensive local and regional literacy educational systems based on culturally-responsive, evidence-based literacy teaching and learning practices, strategies, and structures.





*Thank
You*