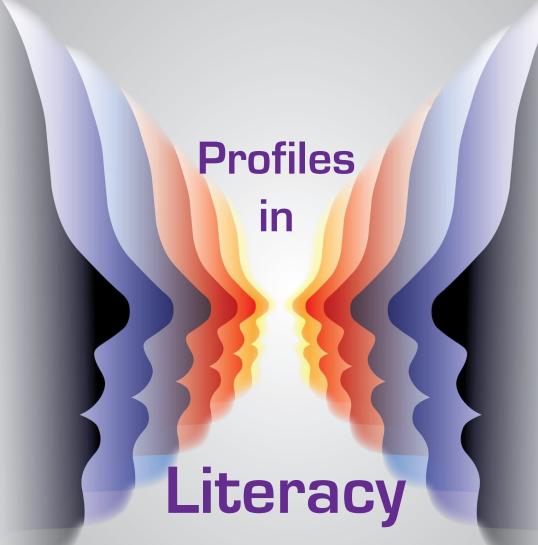


Annual Report 2015



A COLLABORATION AMONG:

COLLABORATIVE CENTER FOR LITERACY DEVELOPMENT: Early Childhood

Through Adulthood

EASTERN KENTUCKY UNIVERSITY
KENTUCKY STATE UNIVERSITY
MOREHEAD STATE UNIVERSITY
MURRAY STATE UNIVERSITY
NORTHERN KENTUCKY UNIVERSITY
UNIVERSITY OF KENTUCKY
UNIVERSITY OF LOUISVILLE
WESTERN KENTUCKY UNIVERSITY
and the

NATIONAL CENTER FOR FAMILIES LEARNING





Collaborating Partners



















Executive Summary

Profiles in Literacy Improvement: Intensity and Duration Make the Difference

Welcome to the Collaborative Center for Literacy Development's Annual Report for 2015. In these pages you will encounter profiles on the programs and the people we rely on to improve literacy achievement across the Commonwealth, early childhood through adulthood.

The Collaborative Center for Literacy Development (CCLD) was established by the Kentucky General Assembly in 1998 in a bi-partisan and unanimous vote for the value of high quality teacher professional development. CCLD currently includes such programs as the Kentucky Reading Project, Kentucky Reading Recovery, Adolescent Literacy Project, Kentucky Adult Literacy Education, Kentucky Literacy Celebration, Kentucky Reading Research, Read To Achieve Program Evaluation, and Culturally Responsive Instruction Observation Protocol Evaluation.



George Hruby

We also have partnered with such groups as the National Center for Families Learning, the Kentucky Center for Mathematics, the Kentucky Department of Juvenile Justice, the Kentucky Reading Association, the Kentucky Council of Teachers of English, the Kentucky Chamber of Commerce, Arby's Foundation-Feed the Mind, Early Intervention in Reading, Strong Start, and the Governor's Early Childhood Task Force, to reach ever more thoroughly across the state on behalf of improved literacy, learning, and productivity.

By "high quality professional development," we at CCLD mean teacher support for more effective instruction of sufficient **intensity** and **duration** to warrant granting 3-18 hours of graduate school-level course credit to teachers who successfully complete our 9-12 month programs. We are able to do this in accordance with the requirements set by the Education Professional Standards Board because we rely on the literacy faculty at all eight of Kentucky's state universities to provide this professional support. In addition to the considerable expertise of Kentucky's literacy professors, collaboration with the state universities allows CCLD greater outreach through the universities' respective service regions and integration with Kentucky's best teacher preparation and advanced degree programs.

CCLD believes in putting the needs and strengths of students, teachers, and schools first. We do not advance any particular philosophy, ideology, program, or product. Instead, we take our direction from the Kentucky Department of Education, the Council for Postsecondary Education, and from the legislation passed and signed into law and regulatory statute by the General Assembly and the Governor's Office.

The success of Kentucky's efforts has been manifest. CCLD's *Impact Report Addendum for 2015* notes the positive results of our approach to professional development, including as measured by **improved student test scores**. And no other state in America has had the long-term success with improving the literacy achievement of our public school students than Kentucky. This is something of which we can all be justifiably proud.

But there is much more work to be done. CCLD's financial support has been severely curtailed over the past six years even as our costs and public expectations have risen. This perhaps has contributed to the erosion of Kentucky's ranking on the National Assessment of Educational Progress for elementary and middle school reading achievement.

We hope this report, in combination with Kentucky's currently positive economic outlook, helps demonstrate why CCLD deserves increased funding for its research-based and uniquely powerful approach to improved literacy instruction.

Good reading,

Dr. George G. Hruby Executive Director

Collaborative Center for Literacy Development



MISSION

The mission of the Collaborative Center for Literacy Development (CCLD) is to promote literacy and address the diverse needs of all learners through professional development for Kentucky educators and research that informs policy and practice.

VISION

As a dynamic leader in literacy development, we envision a future in which CCLD:

- Is a nationally renowned center dedicated to the promotion of literacy in Kentucky and beyond
- · Provides a national model for professional development, research, and statewide collaboration
- Increases the literacy levels of all learners in the state while fostering a culture that values literacy
- Empowers educators to develop literacy expertise so that all learners achieve their full potential

CORE VALUES

Collaboration: We are committed to shared knowledge, expertise, and effort with diverse partnerships dedicated

to common goals.

Diversity: We value diversity of thought, culture, and experience and are committed to equity in serving the

literacy needs of a diverse society.

Empowerment: We believe in the power of literacy and lifelong learning to remove barriers and to transform

people's lives.

Excellence: We value quality programs, rigorous research, and data-driven decision making.

Integrity: We believe in honesty, openness, and accountability to ourselves and to our constituents.

Service: We are committed to listening to educators and to responding to their needs related to literacy

instruction and practice.

CCLD Advisory Committee Constituents

The Advisory Committee shares insight and provides guidance to further the work of CCLD.

Adult Educators

Association of Kentucky Independent Colleges

and Universities Businesses

Community - Charities/Foundations

Community - Family/Workplace

Council on Postsecondary Education Early Childhood Advisory Council

Eastern Kentucky University

Education Professional Standards Board

Kentucky Adult Education

Kentucky Community and Technical College System

Kentucky Department of Education Kentucky Education Media (KET/KYVU) Kentucky Reading Association Kentucky State Legislature
Kentucky State University

Kentucky Writing Project

Morehead State University

Murray State University

National Center for Families Learning

National Literacy Researcher(s)

Northern Kentucky University
School Administrators - Elementary

School Administrators - Middle/High

School Administrators - Superintendents

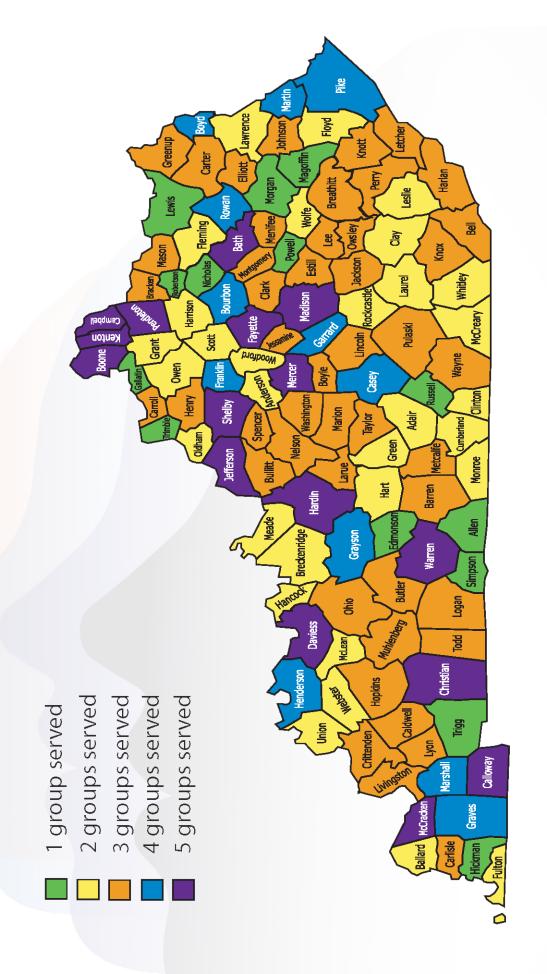
Southern Regional Education Board University of Kentucky

University of Louisville

Western Kentucky University

CCLD Presence in 2014-2015 by Group Served

Groups: Early Childhood, Elementary, Middle & High, Adulthood, Community* Kentucky Literacy Celebration events counted as community events





Local, State, and National Engagement

he Collaborative Center for Literacy Development (CCLD) is at the forefront of professional development and research in literacy education. CCLD also advances literacy in numerous other ways: through support for high quality literacy research; through the use of new communication technologies to provide resources and information to practitioners, families, and the general public; through quality research published in highly competitive, peer-reviewed publications; and through efforts to raise public awareness about the general importance of literacy.

CCLD Website and Video Series. The CCLD website continues to highlight recent headlines in the world of literacy and provide resources for educators, administrators, and policymakers. A new video series has been added to the website called In Their Own Words: Reflections and Interviews from Experts in Literacy. This series, produced in collaboration with the Kentucky Reading Association, highlights influential researchers and current topics in literacy. New episodes will be released throughout the year.



www.kentuckyliteracy.org

- CCLD Develops a Voice for Literacy in the Business Community. Over the past few years, CCLD has participated in the Kentucky Chamber of Commerce's Education Committee and other chamber-related activities. This work group focuses on education issues related to business and economic impact, policy, and the prosperity of Kentucky and its citizens.
- CCLD Crafts Fifth Annual Kentucky Literacy Celebration (KLC) Week. In collaboration with First Lady Jane Beshear's office, CCLD partnered with other literacy and education organizations to create a statewide event focusing on literacy. Schools, libraries, adult/family education centers, communities, and businesses hosted various literacy activities for the fifth annual celebration in March, highlighting achievements and increasing awareness of challenges to literacy for Kentucky's citizens. Unique community and business partnerships formed to develop special literacy-related events.
- CCLD Joins in Civic Activities with Book Donations. CCLD participated in multiple events through sponsorships and donations of books to children and families through opportunities offered by the Toy Chest Children's Charity project, Arby's Foundation Feed the Mind event, and JumpStart Read for the Record activities.
 - CCLD Participates in National Higher Education Community Engagement Consortium. CCLD participated in The Research University Civic Engagement Network (TRUCEN) event focused on university endeavors in their surrounding and global communities. Roles, responsibilities, relationships, and ideas were discussed to initiate and/or enhance academic involvement on a broader scale. The annual event, led by Campus Compact, was held on the University of Notre Dame campus in March. CCLD will continue to participate in the ongoing discussions resulting from the meeting to explore opportunities to expand the literacy efforts to impact the state's local communities in which it serves in expanded capacities.

CCLD Builds Marketing and Communication Efforts. CCLD has striven to increase its overall visibility. This year's annual Share Fair included participants from the Kentucky Reading Project and the Adolescent Literacy Project, making it the state's only K-12 educator-led professional development event focused on literacy. Interest in the Kentucky Literacy Celebration Week resulted in multiple national presentations. CCLD also hosted several literacy experts with the purpose of providing quality, insightful professional development through various venues. Presentations, exhibits, demonstrations, and discussions about CCLD's work are occurring statewide and across the nation.

Increasing outreach efforts maintain CCLD's role as a literacy leader. Continued endeavors in providing quality professional development and research expand the opportunities to serve in more relevant, diverse ways leading to a stronger future for Kentucky's citizens and economy.



Keith Lyons



Zac Combs









n collaboration with First Lady Jane Beshear and her staff, the Collaborative Center for Literacy Development (CCLD) partnered with other literacy and education organizations to host the fifth annual Kentucky Literacy Celebration (KLC) Week. The intent of the statewide literacy event is to designate an annual period to highlight literacy in Kentucky, celebrating accomplishments and focusing on challenges still faced as a state.

Since 2011, the Governor and First Lady have committed to this annual event to highlight literacy and the impact it has on our education, economy, and culture. As part of the festivities, Ms. Beshear embarks on numerous journeys across the state, visiting schools and education centers, participating in activities, and inviting communities and businesses to engage in the overall literacy achievement of our citizens, from birth to adulthood. Literacy is vital to learning in all content areas. Students must be able to read and comprehend in order to understand and excel in all areas of learning (math, science, history, etc.). Inclusivity is an emphasis of KLC.

This year's events were held March 16-20, 2015. KLC visits included an early childhood center, several schools, public libraries, and school-community events across the state. One of the highlights included a visit to a family engagement event at an elementary school that brought together learners, families, school staff, and community partners for the purpose of promoting literacy within and outside school structures. The spirited event included book dissemination activities for all ages of family members.

In accordance with the 2015 central theme "Rising to Literacy," individuals and organizations were encouraged to submit photos of stairwells to demonstrate how literacy promotes rising achievement and growth. The goal of KLC is to invite as much participation as possible, from simply following the Facebook postings or reading a book to hosting community events.



DEVELOPMENT

Initiative Profiles

mpact of initiatives and professional development is not always measured in numbers and statistics only. Testimonials from participants, as well as administrators, families of students, and learners themselves speak of the impact and connection to achievement. Below is a sampling of the myriad of statements of feedback profiling some of the Collaborative Center for Literacy Development's initiatives.

"Our school has been fortunate to have a Reading Recovery teacher in our school for more than 15 years. The strategies and techniques acquired through the Reading Recovery training are used beyond just those serviced in the intervention; our Reading Recovery (RR) teacher works with our classroom teachers to help them use the same language and practices for all of their students."

- Principal from Bourbon County Schools

"I was a Reading Recovery teacher before I became a principal. What I learned in that training influences my decisions more than anything I've ever done. I am empowered as a principal because I have a clear understanding of teaching and learning, especially for hard to accelerate students. Whenever I see Continuing Contact or a training class session, I realize how unique and special that experience is. There is no other community of learners like Reading Recovery and I miss it every single day."

- Principal from Madison County Schools

"Reading Recovery has been amazing! This program has allowed my child to flourish and be very successful this year. It was really a partnership where we felt involved in her progress."

- Parent from Fayette County Schools

"I am a much stronger and knowledgeable reading teacher. I have learned many new strategies (the correct way) for teaching and reading and diagnosing reading problems. I have a renewed spirit for teaching reading because of Reading Recovery."

- In-training RR teacher from Perry County

"This was my first year as a classroom teacher and my mentor was one of our Reading Recovery teachers. Wow! That's all I can say. I learned more from her this year than I thought I could learn in an entire career! She taught me that learning to read is not a set of stages that students pass through at a predictable rate and there are lots of routes to being a good reader."

- Classroom teacher from Madison County Schools

"I received many wonderful strategies to use with my students. I will use these strategies to strengthen foundational skills and enhance and challenge my students. This process has made me examine my teaching and find areas that I can improve in, so that my students benefit and achieve more."

- Murray State University Kentucky Reading Project (KRP) participant

"I really enjoyed KRP. Even though I've taught for 16 years, this gave me fantastic ideas on teaching reading to all children."

- Western Kentucky University KRP participant

"The Kentucky Reading Project was hands down the best move I have made in my teaching career. In just two weeks, I already feel so empowered to teach reading and literacy to young minds. I look forward to the follow up sessions so I can reflect upon tried practices and learn more with my amazing cadre. The KRP has given me a network in which I can collaborate with reading teachers across the region (and state!) so that we can all work together to ensure our students succeed."

- Murray State University KRP participant

"[The Adolescent Literacy Project] ALP has made me more keenly aware of how big an influence literacy has on achievement across content areas. It has given me the skills, resources, network and courage to teach literacy in my science room."

- University of Louisville ALP participant

"I love it (ALP). I always thought vocabulary, writing, and such were 'the English teacher's job'. I now see how I can team up and how using vocabulary skills can improve my own teaching/impact."

- Northern Kentucky University ALP participant

"I benefited from sharing ideas and insight with like-minded educators. The information (links, articles, et al) offered was interesting and worth reading. I gained lots of new ideas through this study circle."

- Kentucky Adult Education Project participant

"[The benefits in participating in a study circle were] the collaboration and feeling of safety. It was okay to admit when you were stymied or uncertain. I liked the openness that came through in the responses to other members contributions. I am especially pleased that the course reinforced many of my personal insights and values with regard to teaching."

- Kentucky Adult Education Project participant



Comprehensive Intervention Model Initiative

he Comprehensive Intervention Model (CIM) is a systemic approach to literacy improvement. Reading Recovery Teacher Leaders/CIM Coaches are viewed as agents of system change. CIM Coaches provide specialized training and ongoing professional development for intervention teachers/CIM Specialists, who work with struggling readers in the primary grades, including Reading Recovery in first grade. The Comprehensive Intervention Model recognizes that reading and writing are complex, meaning-making processes. The goal of each intervention is to develop self-regulated, strategic readers and writers who are able to solve literacy problems with flexibility, efficiency, and understanding. The various components of the intervention groups are designed to promote the following literacy processes:

- oral language development
- concepts about print
- phonemic awareness
- phonics
- problem-solving strategies
- comprehension strategies
- fluency

- word-solving strategies
- reading and writing reciprocity
- writing process (including composing, transcribing, revising strategies, and crafting techniques)
- knowledge of text structures
- · task persistence

The Reading Recovery University Training Center (UTC) has supported CIM training for both CIM Coaches and CIM Specialists across Kentucky. In September 2014, the UTC kicked off a statewide celebration for all CIM Coaches and CIM Specialists with a Comprehensive Intervention Model Institute under the leadership of Dr. Linda Dorn (University of Arkansas-Little Rock) for over 305 attendees. The CIM participants were provided five of Dr. Dorn's books for professional development throughout the school year: Apprenticeship in Literacy, Scaffolding Young Writers: A Writer's Workshop Approach; Shaping Literate Minds: Developing Self-regulated Learners; Teaching for Deep Comprehension; A Reading Workshop Approach; and Interventions That Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3.

During the 2014-2015 school year, CIM small group intervention services were provided by 19 CIM Coaches and 269 CIM Specialists to 4,649 primary children (K-3) in 203 schools within 59 school districts. Dr. Dorn's latest professional book, *Changing Minds, Changing Schools, Changing Systems: A Comprehensive Literacy Design for School Improvement* (2015) with a chapter written by Drs. Amy Smith, Judy Embry, and George Hruby on "Comprehensive Intervention Model as a Systemic Design," was presented to the CIM Coaches in March 2015.





At the Comprehensive Intervention Model Institute: (left) Drs. George Hruby, Lindy Harmon, Linda Dorn, and Judy Embry; (right) Kentucky Reading Recovery Teacher Leaders with Dr. Linda Dorn





Reading Recovery® in Kentucky

Reading Recovery is an intense, short-term, early intervention designed to support classroom instruction for struggling, young literacy learners in the first grade. Students receive daily 30-minute lessons taught by a highly-trained teacher as a supplement to comprehensive classroom literacy instruction for 12-20 weeks. The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. This supplemental instruction continues until students can function independently within the average reading range of their peers.

During the 2014-2015 school year, intervention services were provided by 384 Reading Recovery teachers and 22 Reading Recovery Teacher Leaders to 3,203 first-grade children in 293 schools in 82 school districts. The number of students that reached the average reading range of their classrooms was 1,915. There were 595 students that were recommended for further instructional support. Marie Clay, the founder of Reading Recovery, stated, "If the child is a struggling reader or writer, the conclusion must be that we have not yet discovered the way to help him learn."

Advocacy

The Reading Recovery University Training Center (UTC) continues its endeavor with the Reading Recovery/Comprehensive Intervention Strategic Plan. The Statewide Strategic Plan includes growth in the four main areas of concentration: Comprehensive System of Interventions, Technology, Diversity of Funding, and Advocacy.



Judy Embry

and statewide Teacher Leaders planned an advocacy day in Frankfort to visit 15 Senators and 32 Representatives at the State Capitol.

Leadership

Kentucky is well represented at the national level in Reading Recovery/Comprehensive Intervention Model. Dr. Judy

Kentucky is well represented at the national level in Reading Recovery/Comprehensive Intervention Model. Dr. Judy Embry and Dr. Lindy Harmon belong to the North American Trainers Group (NATG) which serves as the academic repository of Dr. Marie Clay's research in Reading Recovery. Dr. Embry currently serves on the Research Committee and Dr. Harmon serves on the Implementation Committee of NATG. Dr. Harmon is currently President Elect of the Reading Recovery Council of North America. Drs. Embry and Harmon presented at several Reading Recovery conferences in the US: University of Arkansas at Little Rock, Illinois Reading Recovery Conference, and the Teacher

During 2014-2015, as part of the Reading Recovery University Training Center (UTC) Strategic Plan, many parents, teachers, and administrators observed Behind the Mirror lessons with children. Behind the Mirror lessons were also observed by Senator R.J. Palmer and State Representative Sannie Overly in Bourbon County, Senator Jared Carpenter in Madison County, and Senator C.B. Embry in Muhlenberg County. In March, the Reading Recovery UTC

Leader Institute in Kansas City, MO.



Lindy Harmon

The University of Kentucky Reading Recovery UTC provides Literacy Leadership training to Teacher Leaders who then provide leadership training and support for their teachers. Across the Commonwealth, Reading Recovery Teacher Leaders and teachers are collaborating every day with classroom teachers, specialist teachers, and administrators on literacy learning in their schools and districts. They are providing professional development on literacy, serving on Response to Intervention teams, presenting at state and national literacy conferences, supporting parental involvement activities, and collaborating with universities.

Technology



Investing in Innovation Grant (i3) and Research

The University of Kentucky's (UK) i3 Grant has trained 245 Reading Recovery teachers and 5 Reading Recovery Teacher Leaders in 223 schools in 118 school districts over the past five years. The UTC partnered with The Ohio State University to expand implementation of Reading Recovery to reach more struggling students. The grant provided the opportunity by scaling up Reading Recovery to meet the goal of full implementation in breaking the cycle of literacy failure for primary students in Kentucky. It also provided six graduate credit hours of tuition from the UK, books,



Susan Lewis

materials, supplies, and a small stipend to assist with educational expenses related to Reading Recovery training. Upon UK's completion of the fifth and final year of the grant, the Reading Recovery UTC will continue to provide training and support.

The Consortium for Policy Research in Education (CPRE) and Henry May at the University of Delaware were contracted to conduct an independent evaluation of the i3 scale-up of Reading Recovery over the course of five years. "The standardized effect sizes, between 0.36 and 0.42 standard deviations, are large relative to typical effect sizes found in educational evaluations, and represent an extra 1.4 months of learning. Even when benchmarking the impacts on [Iowa Test of Basic Skills] ITBS scores relative to the full population of first graders in the nation,...(they) represent a growth rate that is 27% greater than the national average for first graders. These findings are consistent across student subgroups, including students in rural schools and English language learners." (Year Two Report, 2012-2013)

Recent studies outlining the effectiveness of Reading Recovery as an intervention include:

- Dougherty Stahl, K. A. (2008). The effects of three instructional methods on the reading comprehension and content acquisition of novice readers. *Journal of Literacy Research*, 40(3), 359-393.
- Florida Center for Reading Research: Reading Recovery. (June 19, 2008). http://fcrr.org/FCRRReports/PDF/Reading_Recovery.pdf
- May, H., Goldsworthy, H., Armijo, M., Gray, A., Sirinides, P., Blalock, T. J., Anderson-Clark, H., Schiera, A. J., Blackman, H., Gillespie, J. N., Cecile, S. (2014). Evaluation of the i3 Scale-up of Reading Recovery Year Two Report, 2012-13. http://readingrecovery.org/reading-recovery/research/effectiveness/i3-scale-up-evaluation
- May, H., Gray, A., Sirinides, P., Goldsworthy, H., Armijo, M., Cecile, S., Gillespie, J. N., Tognatta, N. (2015). Year one results from the multisite randomized evaluation of the i3 scale-up of Reading Recovery. *American Educational Research Journal*, *52*, 547-581.
- Schwartz, R. M., Schmitt, M. C., & Lose, M. K. (2012). The effects of teacher-student ratio in response to intervention approaches. *The Elementary School Journal*, 112(4), 547-567.



Clockwise from top left: Frankfort visit with Representative Derrick Graham;
2015 Teacher Leaders' (TL) visit to state Senate Floor with Senator David Givens;
Reading Recovery (RR) TLs and trainers at Teacher Leader Institute;
TLs and RR teachers at Reading Recovery Council of North America Conference;
RR TL retirees Joy Mayfield, Sherry Sharp, and Vickie Slone with Drs. Harmon and Embry





or more than 16 years, the Kentucky Reading Project (KRP) has provided high caliber professional development to teachers at eight university sites across the state. KRP is one of the hallmark initiatives of the Collaborative Center for Literacy Development (CCLD) that was established by state legislation in 1998. KRP continues to offer high quality, intensive professional development in literacy instruction, intervention, and integration of family engagement to public elementary (K-5) teachers in the state. Hosted by the eight state universities, literacy faculty members at each institution deliver the instruction and conduct the coaching visits made to each participant's classroom during the school year. The National Center for Families Learning, a collaborative partner of CCLD based in Louisville, provides additional training to KRP participants in how to engage families in literacy instruction.

The yearlong, graduate-level course focuses on the knowledge and application of research-based instructional practices. Eleven key concepts support the balanced literacy approach that is the cornerstone of KRP:

- Applying theory and research to meet the needs of all students
- Addressing equity and diversity issues and their impact on literacy instruction
- Providing assistance to struggling readers
- Using phonemic awareness, phonics, and word recognition strategies to develop fluency
- · Identifying processes and strategies for teaching reading comprehension using a variety of texts and technologies
- · Integrating and understanding the relationship of reading and writing
- · Teaching reading and writing across the curriculum using a variety of texts and technologies
- Using formal and informal assessments to inform instruction
- Designing and managing a comprehensive literacy approach
- · Emphasizing family engagement in literacy
- Focusing instruction on literary, informational, persuasive, and practical/workplace reading as identified in the Kentucky Program of Studies and Kentucky Academic Standards

KRP participants may receive three graduate credit hours, tuition, a stipend, and professional resources - all at no cost to schools or districts. During the 2014-2015 academic year, KRP trained 114 teachers in 59 schools and 29 districts.

Needs Assessment and Literacy Action Plan (LAP)

Before the KRP training takes place, each participant takes an online needs assessment developed by the KRP directors to determine both their level of knowledge and implementation of the following areas:

- Comprehension strategies
- · Phonics/phonemic awareness/word recognition/vocabulary
- · Reading and writing across the curriculum
- Differentiated design and management of literacy instruction
- Equity and diversity
- Assessment to inform instruction

Practitioners use this information to determine areas of strength and perceived need for the LAP, which they develop and implement during the yearlong course. The objectives for completing this plan include:

- Using formal and informal assessments to determine school's priority needs
 - Implementing a balanced reading approach during the entire school year
 - Applying new knowledge in the classroom
 - Reflecting on the implementation of the LAP as the focus for coaching visits by a KRP mentor

Throughout the school year, teachers revisit the LAP at the follow-up sessions and during the coaching visit. They revise and modify it to adapt to the needs of their students and the attainment of their literacy goals in their classrooms.

Family Engagement

Since its inception, the Kentucky Reading Project has partnered with the National Center for Families Learning (NCFL) to provide a day of training on family engagement at each of the KRP sites. As part of this work, NCFL and KRP are piloting an online parent data sharing course. The purpose of the course is to help prepare teachers for sharing student data with parents. Some issues that will be addressed include discussing the contexts for sharing both positive and negative feedback with parents and identifying strategies for data sharing based on national experience

and best practices from the field. The Eastern Kentucky University and Morehead State University KRPs will roll out the course with their participants and make any needed revisions before it goes statewide.



Cary Pappas

Outreach

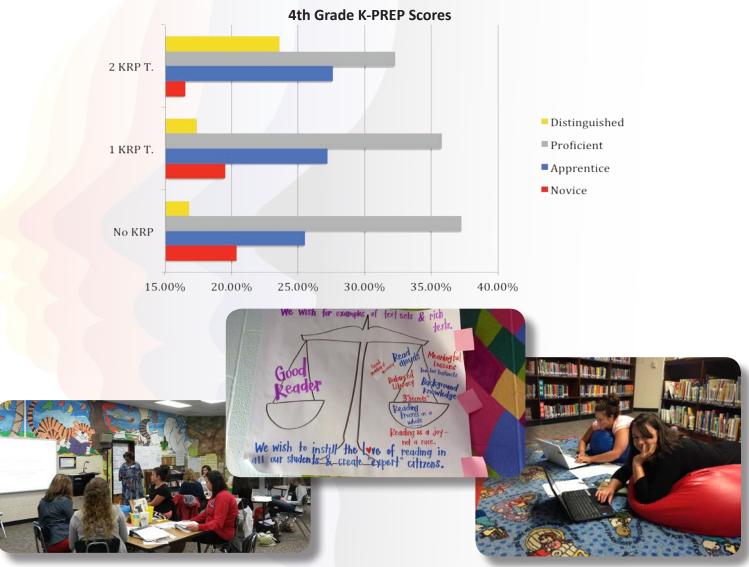
In a continuing effort to make KRP accessible to all teachers who wish to participate and in response to districts who want all teachers in their schools to participate, several universities moved their KRPs to off-campus locations. Eastern Kentucky University had its KRP at Waco Elementary in Waco, and Morehead State University had its KRP at Summit Elementary in Ashland. Kentucky State University held its KRP at Blue Lick Elementary in Louisville to accommodate the large number of teachers who wanted to participate from Jefferson and surrounding counties. The University of Louisville KRP was held at one of its partnership schools, Atkinson Elementary, in Louisville, the Northern Kentucky University KRP was held at Collins Elementary in Florence, and the Western Kentucky University KRP was held at Cumberland Trace Elementary in Bowling Green.

Other Highlights

Sharon Draper, a professional educator and best-selling author, was the keynote speaker at the annual Share Fair, the culminating event of KRP, in Louisville. The Share Fair is the state's only K-12 educator-led literacy-focused professional development event. Teachers participating in KRP joined with teachers from the Adolescent Literacy Project (ALP) to present their Literacy Action Plans in poster and roundtable sessions, sharing the successes and challenges of implementing them in their classrooms. Ms. Draper also conducted a writing workshop, which was open to all educators and was co-sponsored by KRP, ALP, the Kentucky Reading Association (Greater Louisville Council), and the Kentucky Writing Project.

Figure 1: Effect of number of KRP teachers a student has had over six years.

One teacher in six years decreases likelihood of Novice (bottom) ranking and increases the likelihood of Distinguished (top) ranking. Two or more teachers (T) in six years increased this effect. Drop in Proficient ranking demonstrates that students who would be at this ranking otherwise were assisted into the Distinguished ranking, while increase in Apprentice ranking shows students who would be at Novice otherwise were moved to Apprentice.





Adolescent Literacy Project

Adolescent Literacy Project

or the 2014-2015 academic year, close to 90 middle and high school educators and administrators participated in the Adolescent Literacy Project (ALP). ALP had representation from 41 schools in 29 districts across the Commonwealth. In addition to ALP at six of the state universities, Western Kentucky University extended its Summer Reading Academy with Glasgow Independent Schools for a second year, and a new partnership with the Department of Juvenile Justice emerged.

Summer Academies

ALP groups met for their summer academies in June and July 2014. Topics of study included the Kentucky Academic Standards for disciplinary literacy on behalf of college and career readiness, the Professional Growth and Effectiveness System, and numerous reading, writing, listening, and speaking strategies. Participants developed action plans to apply during their school year. In addition to virtual contact throughout the school year, they met with university faculty periodically for additional follow-up, co-teaching, and mentoring, as needed.

Responding to repeated requests from ALP practitioners for administrative support, Eastern Kentucky University's ALP directors collaborated with Paul Prater, principal of Bath County High School, to host an Administrator/Teacher Leader ALP Academy in Summer 2014. During this half-day session, the directors presented an overview of the information shared with teacher participants during the two weeks of the summer academy and offered suggestions as to how principals and teacher leaders might successfully and systematically initiate and/or support this new learning in their schools. Mr. Prater shared ways he has used the knowledge and thinking skills gained through ALP to build a school-wide literacy focus and the impact this focus has had, "not only on test scores within (his) building, but also on students' and teachers' motivation to learn from one another."

ALP Highlights

Northern Kentucky University ALP Director, Dr. Tammie Sherry, and Connor Middle School ALP participant, Dorothy Meyers, presented at the Kentucky Council of Teachers of English Conference in Lexington in February. Their presentation highlighted the impact that Ms. Meyers' participation in ALP had on her students' ability to find and show evidence in writing. Morehead State University's ALP focused on Social Studies and Language Arts educators and included a partnership with the Kentucky Historical Society where students engaged in regional and state Kentucky History Day activities.

ALP's yearlong professional development culminated with the annual Collaborative Center for Literacy Development Share Fair, the state's only K-12 educator-led literacy event. Held in Louisville in March, over 180 educators presented. ALP participants shared the strategies they implemented in their classroom throughout the year. Through poster sessions and roundtable discussions, educators shared successes, challenges, data, and outcomes in their literacy instruction that resulted directly from ALP.



Erin Wobbekind





ALP participants at the annual CCLD Share Fair

WKU Summer Reading Academy

Western Kentucky University's (WKU) Summer Reading Academy (SRA) partnered with Glasgow Independent School District again in 2014-2015. The SRA provides a clinical setting whereby teachers could focus exclusively on literacy instruction. The academy began with three days of teacher professional development and extended to a three week program for both intervention instruction and enrichment instruction groups. Each week, teachers met with the whole group, including WKU faculty, to debrief and share successes. Data was collected through pre- and post-Gates MacGinite Reading Tests® and showed an impressive bump in literacy scores. The SRA was then followed up throughout the year with sustained support in the classrooms.

Department of Juvenile Justice

CCLD began work on a partnership with the Kentucky Department of Juvenile Justice (DJJ). Several preliminary meetings took place this year to discuss concerns about literacy instruction in juvenile justice settings. During a think-tank session in Frankfort, DJJ facilities' representatives from all over the state met with CCLD staff and faculty to discuss the obstacles they face with assessment, literacy skills, and transitions. Six sites in five school districts volunteered as possible pilot sites for a CCLD designed and implemented literacy professional development throughout the 2015-2016 school year. The goal is to scale up and expand this professional development to additional sites in future years.

In early June, CCLD was invited to facilitate a Literacy Day at the annual DJJ Transition Summit in Louisville, that included sharing basic literacy principles and strategies. The afternoon consisted of a brainstorming session with the potential pilot sites to open communication focused on their greatest needs and concerns about literacy instruction at their facilities.



Literacy Day at the Department of Juvenile Justice's Transition Summit





Kentucky Adult Education

he Collaborative Center for Literacy Development (CCLD) is contracted by Kentucky Adult Education (KYAE) to improve teacher quality in adult literacy education through effective professional development. CCLD has been providing services to KYAE adult education instructors in English Language Arts (ELA) since 2002.

CCLD partnered with KYAE this past year to provide standards-based professional development offering adult literacy practitioners the opportunity to acquire instructional knowledge and skills that may be transferred to the workplace in order to advance skills for adult education students. CCLD bases the professional development on the latest research and best practices in the field of literacy as well as results from needs assessments gathered from Kentucky Adult Education.

Under the direction of KYAE deliverables, CCLD developed and implemented professional development activities assisting adult education instructors in implementing the College and Career Readiness Standards (CCRS) for Adult Education developed by the Department of Education Office of Career, Technical, and Adult Education.

KYAE contracted with CCLD to deliver five major services:

- Based on effective teaching and learning practices, CCLD developed and delivered online study circles in three areas: Aligning
 Curriculum Content to the Standards, Aligning Cognitive Level of Learning Activities to the Standards, and Formative Assessment.
 Practitioners engaged virtually in interactive exercises exploring evidence-based best practices and research and discussed how
 the research can inform their classroom practice. CCLD facilitated 28 study circles serving 180 participants.
- CCLD developed and delivered ten one-day, face-to-face collaborations for KYAE language arts instructors to develop lesson plans for evidence-based reading and writing instruction based on CCRS for Adult Education and the 2014 GED® Test Assessment Targets. Instructors participated in the process of working together as equal partners with shared vision, goals, and guiding principles towards the development of a sustainable curriculum that can be replicated across institutions. CCLD facilitated 10 collaborations throughout the state serving 162 instructors.
- CCLD piloted a College and Career Readiness Standards-in-Action Initiative developed by the Department of Education Office of Career, Technical, and Adult Education. Instructors were given the opportunity to further understand and apply the key advances reflected in the ELA Common Core Standards. CCLD facilitated two workshops for seven adult education counties.
 - CCLD provided instructional support and coaching visits, as well as online resources and tools, to adult
 education instructors.
 - CCLD reviewed and provided coaching and feedback on development of lesson plans submitted by adult
 education instructors.



Dawn Hanzel



Debbie Thurmond





Adult Education Summer Project

2015 Impact Report: Impact of Professional Development for Improved Literacy Instruction

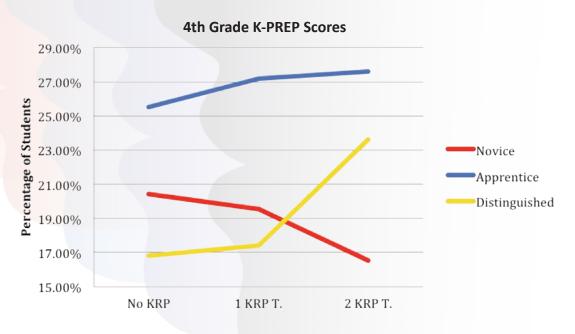
he Collaborative Center for Literacy Development's (CCLD) 2015 Impact Report was released June 30, 2015. This update presents evidence of the impact of CCLD's teacher professional development (PD) for improving literacy instruction and student literacy achievement. It stands as an addendum to CCLD's four-year impact and achievement report, released January 2014 (available on CCLD's website), and to this annual report.

This impact report presents four sets of findings, all of which are positive:

- The first set presents teacher survey data on the professional development experience through both the Kentucky Reading Project (KRP, for K-5 teachers) and the Adolescent Literacy Project (ALP, for middle and high school teachers). This data demonstrates a highly favorable response to KRP and ALP professional development, in excess of that typically found through student surveys of post-graduate education courses at state universities.
- The second set presents open response data on teachers' experiences of CCLD's PD. This qualitative data is presented to share the flavor of participants' experience and includes recommendations for improvement of the programs. The responses are both insightful and powerfully positive.
- The third set of indices tally and report the result of the KRP-ALP Principals and School Leaders Survey results. These, too, are highly positive.
- The fourth set of indices presents a quantitative data analysis of KRP effects on students' Kentucky Performance Rating for Educational Progress (K-PREP) reading scores in grades 3, 4, and 5 for 2015. The data indicates a positive impact for KRP on both 4th and 5th grade scores, demonstrating a decrease in percentage of students at the novice level and an increase in percentage of students at the distinguished and apprentice level. The analysis has been calculated in such a way as to guarantee statistical reliability, and the result is of practical significance.

Figure 1: Effect of number of KRP teachers a student has had over six years

One teacher in six years decreases likelihood of Novice (bottom) ranking and increases the likelihood of Distinguished (top) ranking. Two or more teachers (T) in six years increased this effect. Drop in Proficient ranking demonstrates that students who would be at this ranking otherwise were assisted into the Distinguished ranking, while increase in Apprentice ranking shows students who would be at Novice otherwise were moved to Apprentice.





Read to Achieve Evaluation 2013-2014

he Kentucky Read to Achieve (RTA) program was created by the General Assembly in 2005 to support schools in implementing a reading diagnostic and intervention program for struggling readers in the primary grades. The Collaborative Center for Literacy Development was charged with creating and implementing a comprehensive research agenda to evaluate the impact of intervention programs on student achievement in reading for RTA participants.

The 2013-2014 RTA evaluation report addressed both implementation and achievement and was the culmination of a three-year plan to gather broad information about statewide implementation of RTA in all RTA schools along with deeper information about implementation of RTA at the local level. The implementation study included two components: (a) survey and student attendance data gathered from all RTA schools and (b) observations and interviews in eight RTA schools and six comparison non-RTA schools. The achievement study involved two sets of data: (a) 2012-2013 state reading assessment data Kentucky Performance Rating for Educational Progress (K-PREP) from all 321 RTA schools and (b) Spring 2013 and Spring 2014 scores on Measures of Academic Progress (MAP, reading) for 175 RTA schools that administered MAP in their districts.

Key Findings and Recommendations

During 2013-2014, 11,802 students were served in RTA intervention programs for an average of 59.6 days during the school year. Classroom teachers and administrators viewed the RTA intervention program as a vital component of the literacy program at their

school. Educators noted the wide influence of RTA beyond the teachers and students who directly participated in RTA. Figure 1 summarizes aspects of reading intervention systems in which RTA site visit schools demonstrated higher implementation than non-RTA comparison schools during the 2013-2014 academic year.

The 2013-2014 RTA evaluation study identified the following characteristics of high implementing RTA teachers and schools:



- Have a strong background in literacy, are well prepared to teach their interventions, and participate in continued
 professional learning. They increase their impact by sharing knowledge with other teachers.
- Maintain a full and active caseload that enables them to serve relatively large numbers of students effectively.
- Spend the majority of their time working directly with students and use evidence-based practices in their instruction.
- Have strong collaborative relationships with classroom teachers and serve as powerful literacy resources in their schools.
- Assume many literacy roles in their schools. They are an integral part of the intervention decision-making process and take on literacy leadership responsibilities in their schools and districts.

High implementing RTA schools:

- Have flexible interventions and change instruction for students, as needed, based on assessment data.
- Have data-driven decision-making teams with the RTA teachers serving as team leaders. These strong
 collaborative literacy teams are essential components to establishing successful systems of interventions.
- Have an organized and clearly defined exiting process. This helps them serve more students and be more intentional about supporting students within the intervention system.
- Strengthen their program and intervention system by involving parents in the RTA process.

In terms of reading achievement, at most grade levels, 50% or more of RTA students achieved at or above expected growth across the year on MAP. More specifically, among students who received the RTA services, 51% of the students in first grade exceeded expected growth; 29% of the students in second grade exceeded expected growth; and 60% of the students in third grade exceeded expected growth (Figure 2).

These implementation and achievement findings suggest the following considerations for implementing RTA in schools:

- RTA funding should be expanded.
- Regulations and practices around RTA teacher hiring should ensure RTA teachers are highly qualified in literacy and well prepared to teach the intervention.
- Emphasize RTA within the context of a strong multi-tiered system of interventions.
- Focus implementation assistance on influential leverage points, such as the literacy team, RTA teacher leadership, and collaboration.
- Support new schools and new personnel as they implement RTA.



Jo Davis



Letao Sun

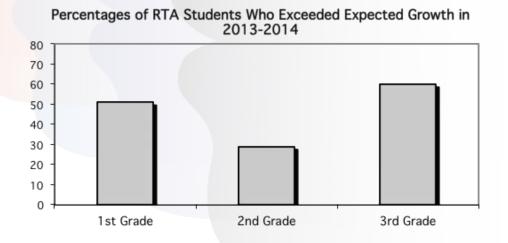


Qi Xiaoliang

Figure 1. Aspects of reading intervention systems in which RTA site visit schools demonstrated higher implementation than non-RTA comparison schools during the 2013-2014 academic year



Figure 2. Percentages of RTA students who exceeded expected growth during 2013-2014





Culturally Responsive Instruction Observation Protocol (CRIOP)

n May 2012, the Collaborative Center for Literacy Development (CCLD) was awarded a grant from the U.S. Department of Education Office of English Language Acquisition as part of a National Professional Development Program Grant through Georgetown College. The project focuses on the Culturally Responsive Instruction Observation Protocol (CRIOP), a professional development framework and research tool used to support teachers' use of practices designed to improve the learning of students from culturally and linguistically diverse backgrounds. In partnership with Georgetown College's Center for Culturally Responsive Pedagogy (CCRP), CCLD has studied the ways in which intensive professional development helps teachers close achievement gaps.

The CRIOP Model

CCLD and CCRP developed the CRIOP model in collaboration with literacy faculty from four Kentucky institutions of higher education. The model focuses on six elements:

- classroom relationships
- · family collaboration
- · assessment practices
- instructional practices
- discourse
- socio-political consciousness

Over the first two years of the project, professional development that focused on CRIOP was provided for 55 classroom teachers in five elementary schools in central Kentucky. The yearlong professional development included school and project-wide training sessions, along with school- and classroom-based coaching. Effects of the evaluation were investigated through pre- and post-teacher surveys, classroom observations using the CRIOP, teacher interviews, and student assessments.

Effects of the Professional Development

- Student achievement in reading and math for students in participating teachers' classrooms, as measured by Measures
 of Academic Progress (MAP) and ThinkLink assessments, improved significantly from fall to spring of both project years.
 Reading and math scores for English Language Learners increased significantly, with many of these students gaining more
 than one year's growth (see Figures 1 and 2). Students of teachers identified as high CRIOP implementers scored significantly
 higher than students with teachers identified as low CRIOP implementers on spring MAP tests both study years.

Susan Cantrell

- Fall and spring classroom observations using the CRIOP as an evaluative tool to measure teachers' culturally
 responsive practices indicated that teachers' implementation of culturally responsive instruction was
 significantly higher as a result of participation in the professional development for each year of the program
 (see Figure 3).
- Teachers' self-efficacy for implementing culturally responsive instruction increased significantly during both
 project years, as demonstrated by participants' survey responses on the Culturally Responsive Teaching
 Survey (Siwatu, 2007; see Figure 4).
- Teachers who participated in the professional development reported that they observed improved student learning, sustained student engagement, stronger classroom relationships, and better student collaboration as a result of culturally responsive instruction in their classrooms. These teachers also expressed their own teaching practices were more effective, and they valued the professional learning that they experienced.
- Participating teachers described the following challenges with implementation: language barriers with students and families, limitations of curricular constraints, and understanding the complexity of culturally responsive instruction.



Pam Correll

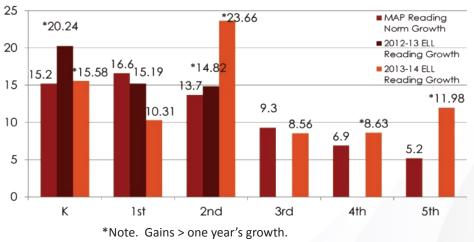


Figure 1. Reading Growth Gains for English Language Learners (ELLs)

Figure 2. Math Growth Gains for English Language Learners (ELLs)

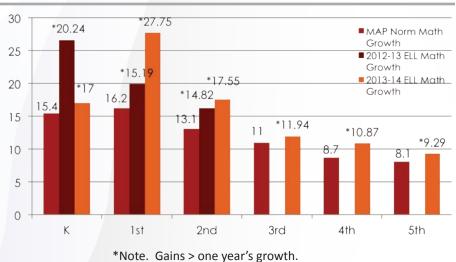
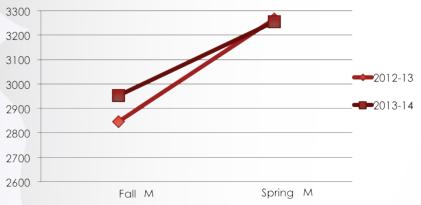




Figure 3. Teachers' Implementation of CRIOP from Fall to Spring Pre- and Post-Survey Results

Figure 4. Teachers' Self-efficacy for Culturally
Responsive Instruction
Pre- and Post-Survey Results 3



- *Change in 2012-2013 mean = 419.20, p < .001
- *Change in 2013-2014 mean = 302.33, p < .001

Faces of Literacy



Collaborative Center for Literacy Development (CCLD) 2014-2015 Budget

CCLD General Budget

Academic Professional Development and Initiative Development	\$60,874
Administrative Costs	94,000
Adolescent Literacy Project (formerly the Leveraged Adolescent Literacy & Learning Initiative)	312,100
CCLD Research	302,318
Clearinghouse & Communications	82,108
Kentucky Reading Project Funding Support for Eight Universities at Multiple Sites	506,740
National Center for Families Learning	43,853
Personnel Support	290,000
Physical Operations	<u>102,604</u>
Total CCLD General Budget	\$1,794,597
Total Reading Recovery General Budget	\$1,630,328
CCLD Grant Funded Initiatives	
Culturally Responsive Instruction Observation Protocol (CRIOP) Grant through Georgetown College	\$84,542
Investing in Innovation (i3) Grant through The Ohio State University (Reading Recovery)	428,573
Kentucky Adult Educators (KYAE) Grant	278,105

(Does not include encumbrances or late funding)

TOTAL CCLD 2014-2015 FUNDING

Total CCLD Grant Initiative Funding



Paul Brown

\$791,220

\$4,216,145



Serving Kentucky educators in literacy since 1998.







CCLD is housed and operated by the University of Kentucky College of Education