

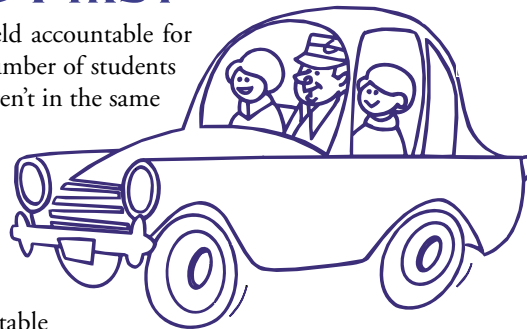
MICHIGAN READING FIRST NEWSLETTER

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STUDENT MOBILITY IN READING FIRST

Teachers and school administrators have expressed concern that they are being held accountable for improving students' proficiency in reading and math despite the fact that a large number of students in the school are not enrolled in the school for the entire school year. If students aren't in the same classroom for a school year, how can they benefit from the instructional program that teacher has to offer?

As the evaluators of Reading First in Michigan, we wondered how stable the populations actually are. We compared the students in Reading First districts from the winter of the 2003-2004 school year to the winter of the 2004-2005 school year. The following table shows the results for 15 districts. Owosso schools had the most stable population (86%), and Muskegon had the least stable population (46%).



This year, for the first time, we will report the progress in reading made by districts and schools in two ways: gains in reading made by all students in the school/district and gains made by just those students in the school/district who were enrolled in the school for most of the school year. Schools and districts can then compare these two numbers in order to understand their schools' progress more accurately.

District	Students in 03-04	Students in 04-05	% Remaining
Beecher Community School	531	348	66%
Benton Harbor Area Schools	995	695	70%
Dearborn Public Schools	638	415	65%
Detroit Public Schools	4537	2597	57%
Ferndale Public Schools	587	465	79%
Grand Rapids Public Schools	1224	783	64%
Kalamazoo Public Schools	1552	1192	77%
Lansing School District	1841	1345	73%
Muskegon Public Schools	1102	508	46%
Oak Park Schools	442	339	77%
Owosso Public Schools	681	585	86%
Pontiac School District	1223	882	72%
Port Huron Area SD	785	602	77%
Romulus Community Schools	966	767	79%
Ypsilanti Public Schools	901	465	52%

THANKS FOR A JOB WELL DONE!



The Reading First Evaluation team would like to thank the teachers and staff who have worked so hard to make Reading First a success this year. The Reading First evaluation team will be busy preparing reports for all Reading First schools. Reports will be ready in mid-August and literacy coaches will receive a copy of their school report. Best wishes for a wonderful summer.

DID YOU KNOW THAT...?

- 58% of Reading First teachers have a master's degree.
- 63% of Reading First teachers have completed MLPP training.
- 8% of Reading First teachers have completed Reading Recovery training.
- 61% have standard certification
- 22% have temporary or provisional certification
- 12% are certified in special education
- 48% of Reading First teachers use Houghton Mifflin's comprehensive program.
- 34% of Reading First teachers use Harcourt Brace's comprehensive reading program.
- 18% of Reading First teachers use Open Court's comprehensive reading program.

TEACHERS' QUEST FEEDBACK



Last fall, over two thousand teachers throughout the state of Michigan completed the fall Teachers' QUEST. Teachers' responses to questions about literacy instruction in their classroom offered some interesting insight into the use of instructional materials in Reading First classrooms. For example, teachers' responses suggest that use of a comprehensive program is almost universal but that use of supplemental programs is much less widespread. This may be because the comprehensive program adequately covers phonics and fluency or it could be that it is too difficult to integrate a supplemental program into an already jam-packed comprehensive program. What do you think is the reason? Below is a summary of Reading First teachers' responses to seven questions about literacy instruction in their classrooms.

	TRUE	FALSE
At least 75% of the literacy instruction in my classroom is guided by a commercially produced reading program (such as Open Court or Houghton Mifflin).	93%	7%
In addition to a commercially produced reading curriculum, I use a supplemental program to teach phonics.	38%	62%
In addition to a commercially produced reading curriculum, I use a supplemental program to teach fluency.	29%	71%
I don't know how to change the reading curriculum in order to meet the needs of the children in my classroom.	7%	93%
A majority of the materials that I use come from materials that I have used in previous years of teaching.	39%	61%
It is difficult to individualize instruction because of the wide range of reading abilities in my classroom.	37%	63%
At least 75% of the small group activity and instruction in my classroom occurs during literacy centers or literacy work stations.	72%	28%

NOTEWORTHY PROGRESS FOR HISPANIC STUDENTS

Reading First legislation requires the Reading First evaluation team to disaggregate data by various subgroups such as race, poverty, disability, and low English proficiency. Hispanic students in Reading First schools, many of whom are also English language learners, are showing significant gains in reading proficiency. The table on the right summarizes the progress of Hispanic students in three districts.

Percentage of Hispanic Students Meeting Grade Level Expectations (At or Above the 50th Percentile)		
	2003	2004
District	Reading Total	Reading Total
Dearborn	46%	67%
Detroit	23%	29%
Holland	18%	20%



DROP US A LINE

If you have any questions or concerns about DIBELS, ITBS results, or Teachers' QUEST, please contact RFEval@isr.umich.edu.