DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

Elevating Structured Literacy Instruction Through Clinical Practicum Trainings

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

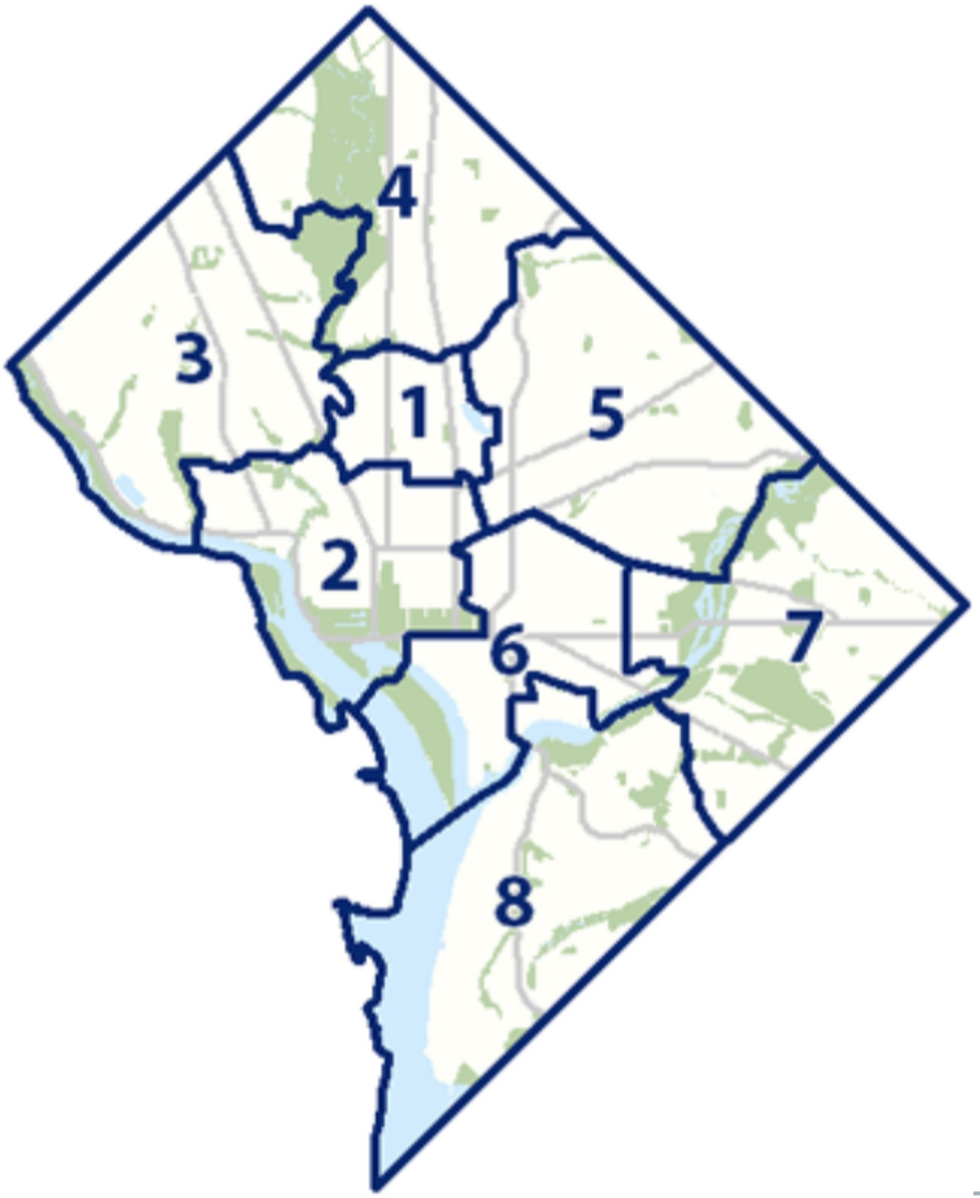
DC READING CLINIC

District of Columbia Public Schools 1200 First Street, NE Washington, DC 20002 T 202.442.5885 F 202.442.5026 dcps.dc.gov

Agenda

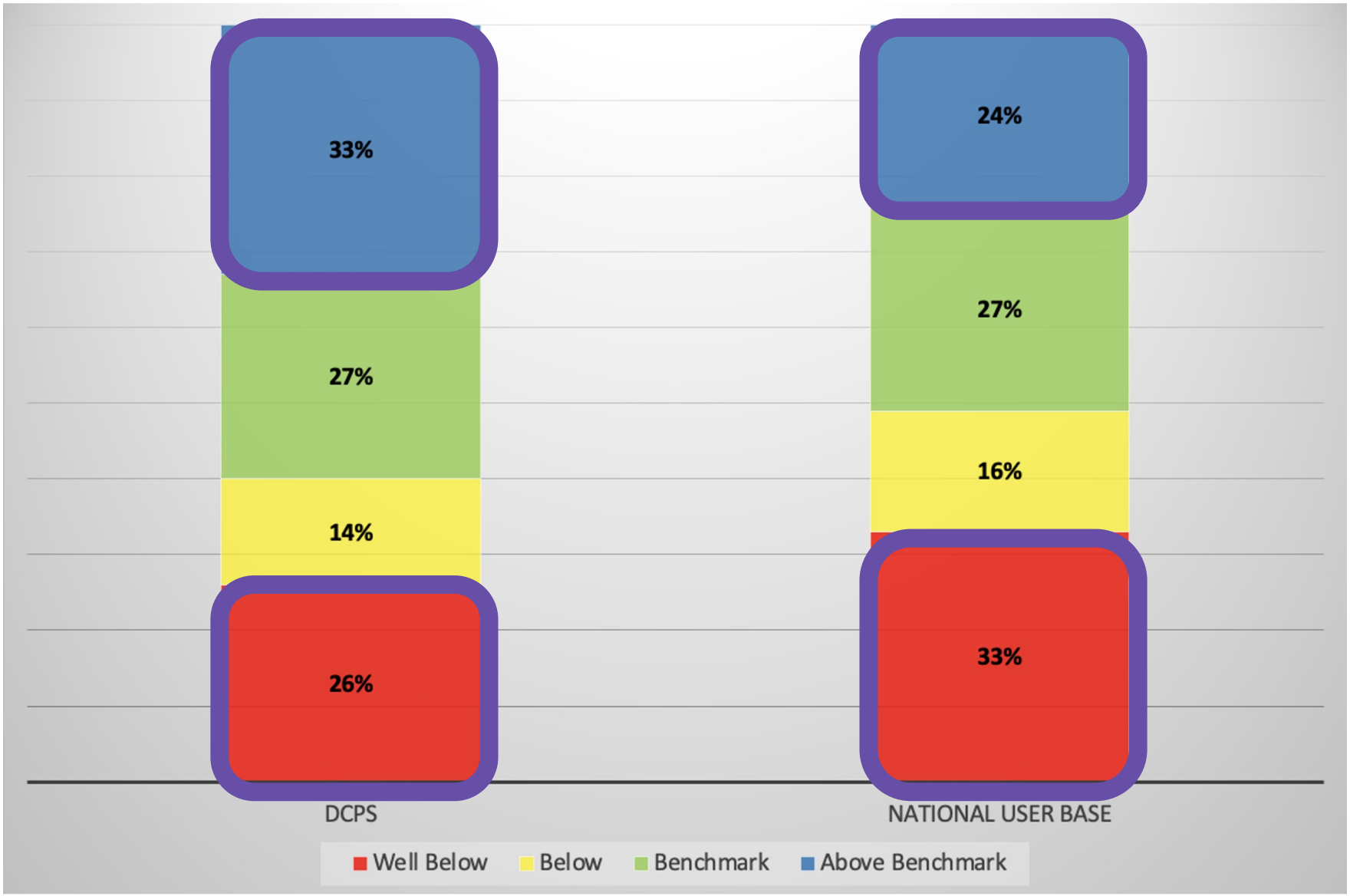
- Our Origin Story
- The Citywide Program
- The In Schools Program
- Challenges and Success
- Q & A

DC Landscape



Source: DC Office of Planning (2022)

DIBELS 8 Composite Scores: K-2, SY 22-23 (MOY)



Source: Amplify MOY Data Review (2023)

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

Our Origin Story

DC Landscape: Student Demographics SY 2017-2018

Total Students: 48,622

Category	Percentage of Students
Black	60%
Hispanic	21%
Asian	2%
Multi-Racial	2%
Native Hawaiian, Pacific Islander	<1%
American Indian, Alaska Native	<1%
White	15%

Source: https://dcps.dc.gov/page/dcps-glance-enrollment

DC Landscape: Student Demographics SY 2017-2018

Category	Percentage of Students
Special Education	14%
English Language Learner	14%
Students experiencing poverty	77%
At-Risk	44%

Source: https://dcps.dc.gov/page/dcps-glance-enrollment

DCPS Landscape

A CAPITAL COMMITMENT
Strategic Plan 2017-2022

GOALS

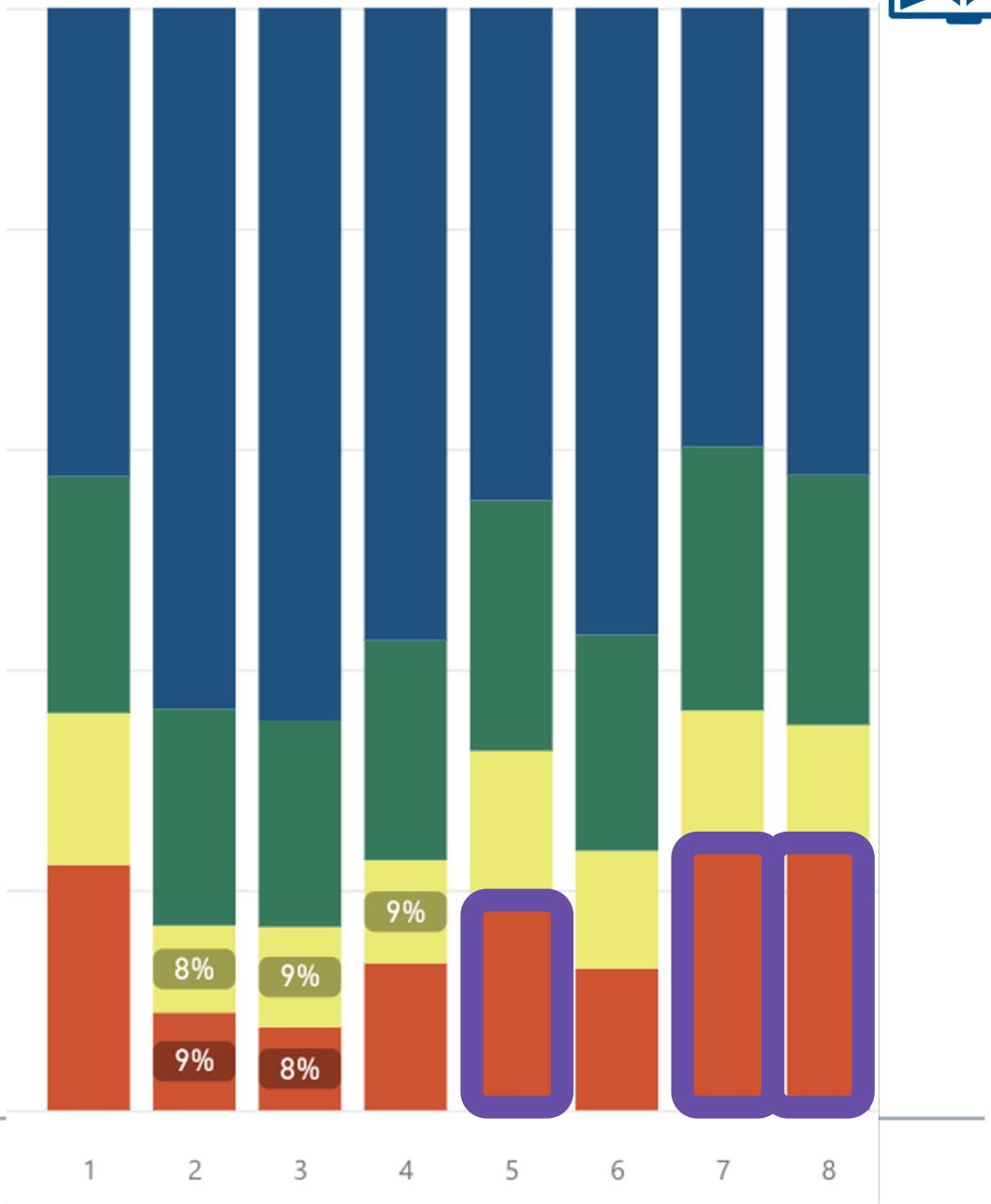
2

100 PERCENT of K-2 students are READING ON OR ABOVE GRADE LEVEL.

Source: dcps.dc.gov/capitalcommitment

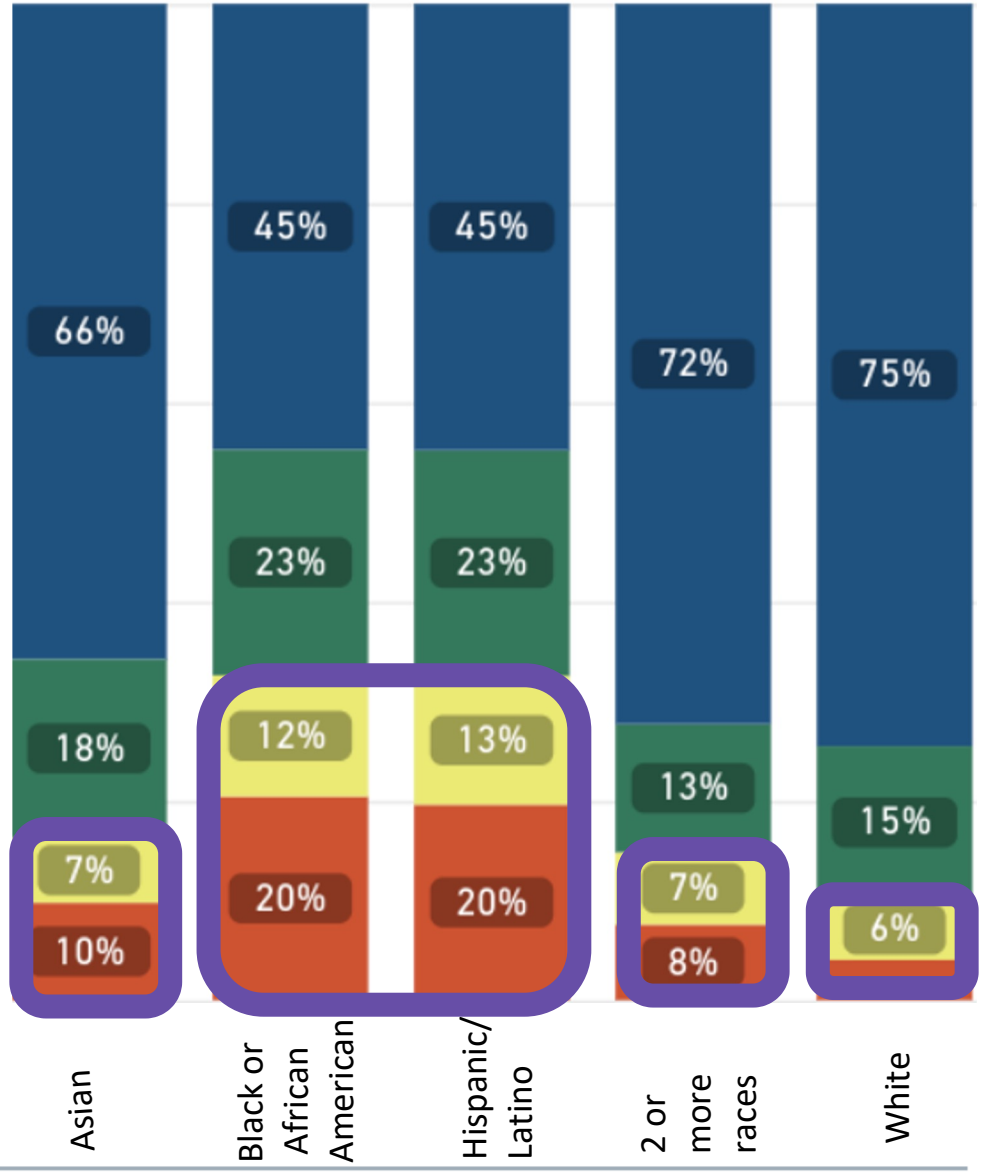
DIBELS Scores K-2: End of Year 2018

- K-2 composite scores
- Wards 5, 7, and 8 - largest number of students scoring WBB



DIBELS Scores K-2: End of Year 2018

- K-2 composite scores
- Disaggregated by race



Gallery Walk

1. Choose a paper and read the quote.

2. Write a reaction on the blank paper.

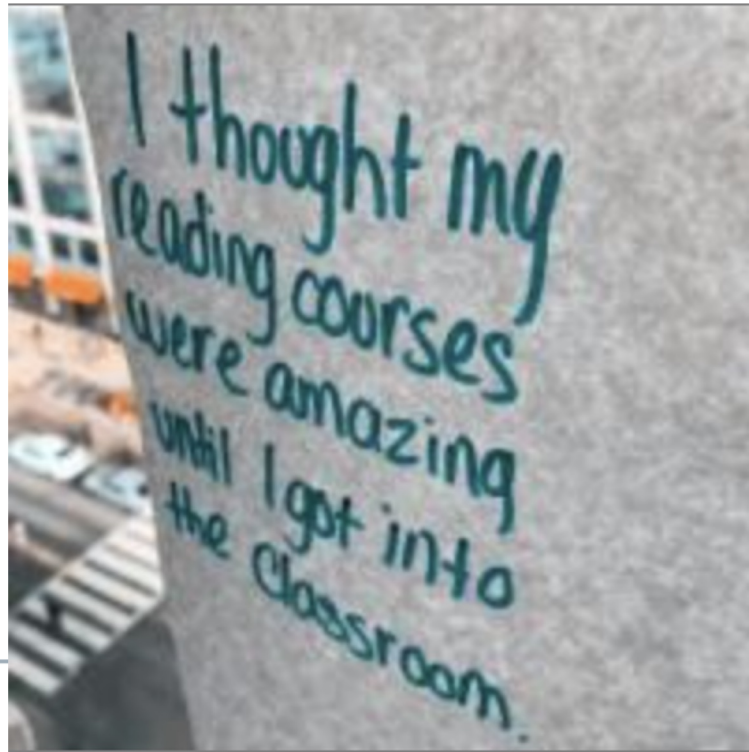
3. Repeat with remaining papers.

4. Walk back through and read others' reactions.

DC Reading Clinic

Fill specific gaps:

- Create a learning opportunity for teachers and aspiring Reading Specialists
- Implement SL instruction
- Deepen teacher knowledge
- Advance students' reading



Vision:

Teachers are empowered by knowledge of research-based literacy development to implement instruction that ensures all students learn to read.

Mission:

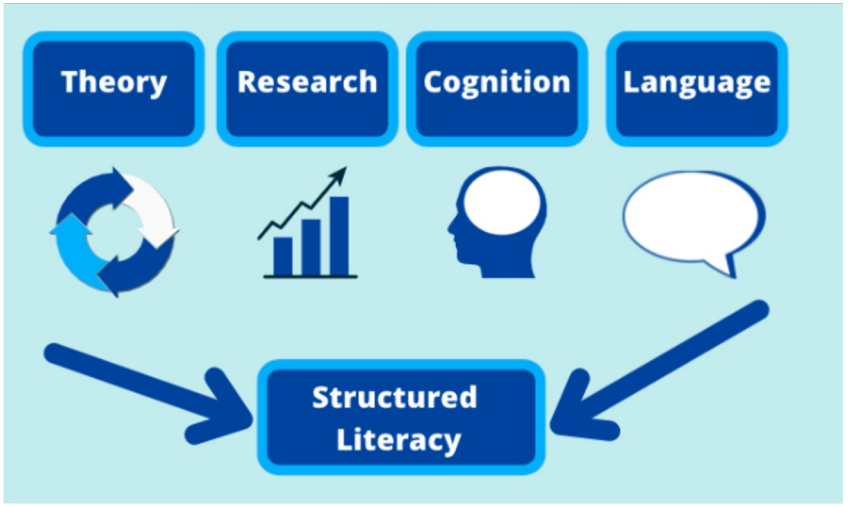
As part of DCPS, we provide educators with professional development and embedded coaching so they can implement research-based Structured Literacy instruction to readers learning to decode.

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

The Citywide Program

DC Reading Clinic Course



International DYSLEXIA Association®

the Center for Effective Reading Instruction

DC Reading Clinic Course

Theory, Research	• The Simple View of Reading • The Reading Rope • Stages of Reading Development
Research, Cognition	• The Reading Brain • Orthographic Mapping • Dyslexia
Language	• Phonology • Orthography • Syllables • Features of Black English and Spanish
Structured Literacy	• Principles • Scope and Sequence • Techniques: i.e. Successive Blending • Lesson Planning • Data Analysis and Goal Setting
Word and Sentence Level	• Morphology • Semantics • Syntax • Fluency

Pause and Ponder

Reflect on a professional development experience that most changed your practice.

What made the PD so impactful?

Coaching and the Science of Reading

PROFESSIONAL DEVELOPMENT ELEMENTS	KNOWLEDGE LEVEL (Estimate percentage of participants understanding content)	SKILL ATTAINMENT (Estimate percentage of participants demonstrating proficiency in the instructional practices)	TRANSFER TO PRACTICE (Estimate percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains content—what it is, why it is important and how to teach it)	**10%**	**5%**	**0%**
Demonstration (e.g., presenter models instructional practices)	**30%**	**20%**	**0%**
Practice (e.g., participants implement instructional practices during the session())	**60%**	**60%**	**5%**
Coaching (e.g., participants receive ongoing support and guidance when they return to the classroom)	**95%**	**95%**	**99%**

Source: Joyce & Showers (2002)

Citywide Coaching Model

Mentor

- ongoing PD
- stipend

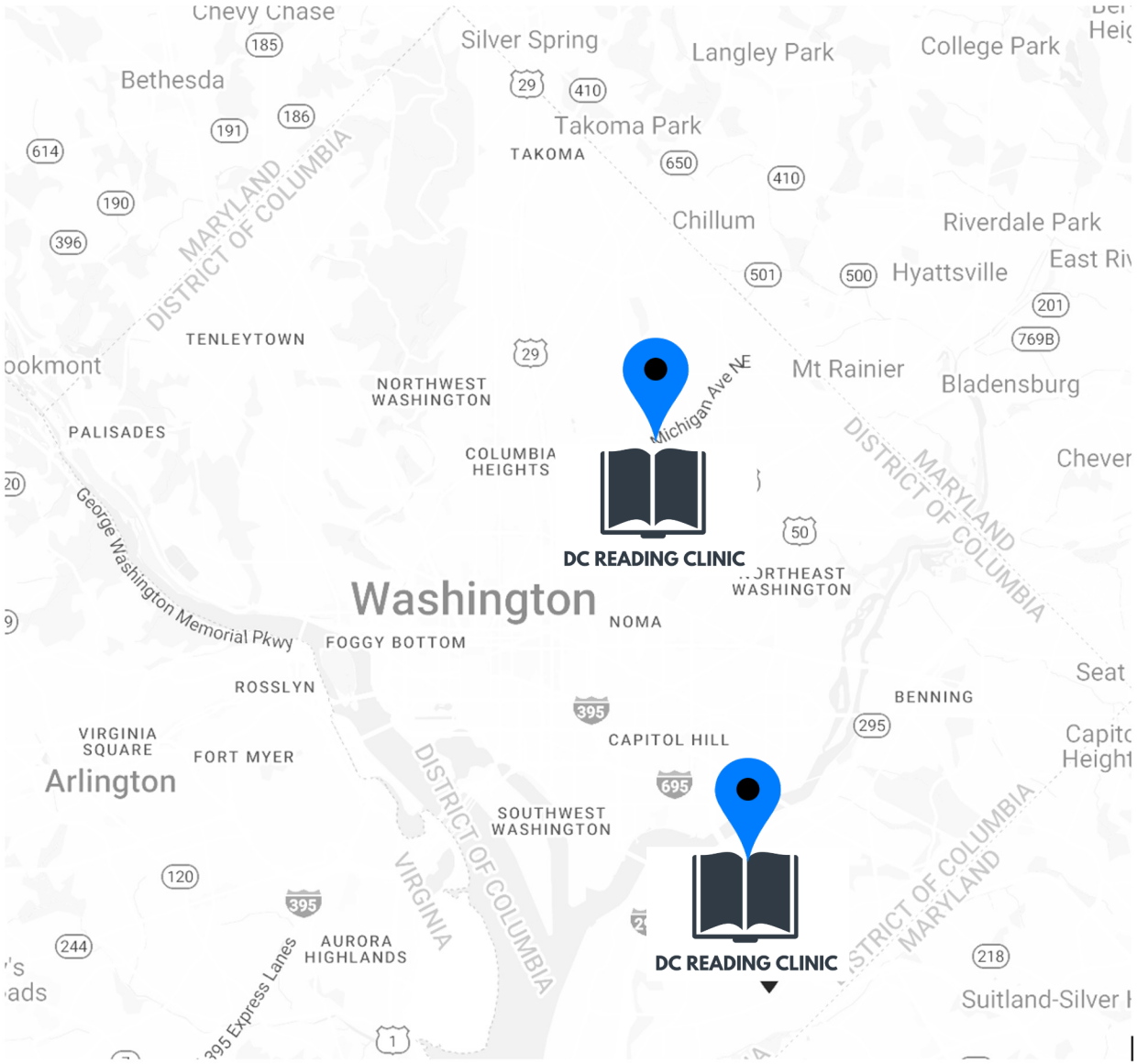
Teacher

- course
- tutor a student
- stipend

Student

- 1:1 tutoring
- 60m sessions
- 2-3x week
- free

DC Reading Clinic: Citywide Locations



Honoring Feedback and Demand

How can I be more strategic about bringing what I've learned into my classroom for all my students?

How can I SUPPORT My teachers to get more students reading on grade level?

Guided reading isn't working for most of our students!

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

The In Schools Program

In Schools Program: Evidence for Needs Based Small Groups

IES Practice Guide Recommendations

1 Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. ▾ Show More	MODERATE EVIDENCE
2 Provide time for differentiated reading instruction for all students based on assessments of students' current reading level. ▾ Show More	MINIMAL EVIDENCE
3 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. ▾ Show More	STRONG EVIDENCE
4 Monitor the progress of tier 2 students at least once a month. ▾ Show More	MINIMAL EVIDENCE
5 Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3). ▾ Show More	MINIMAL EVIDENCE

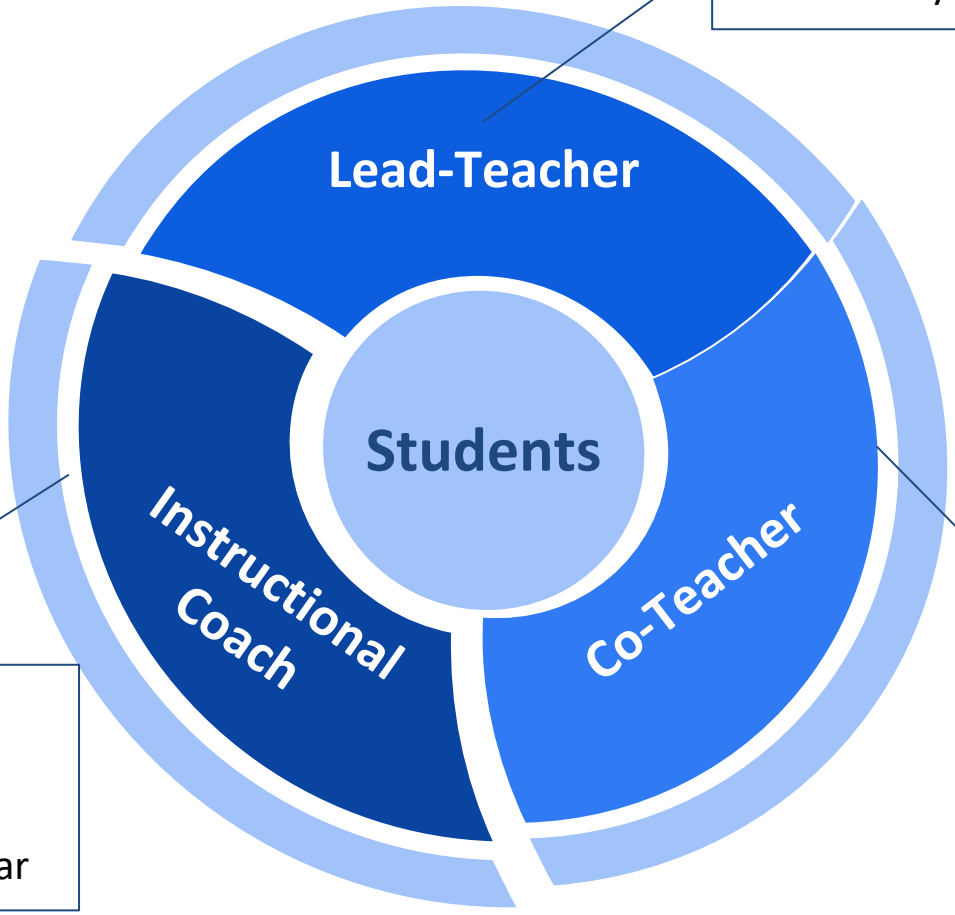
Source: Gersten, et al., (2008)

DC READING CLINIC
IN SCHOOLS

Train Educators	Teach Students	Progress Toward Goal
Science of reading	**Needs-based small group instruction**	**100% of K-2 students reading on or above grade level**
Structured literacy techniques	**Word recognition focused**	
Data analysis		

In Schools Program: Three Training Audiences

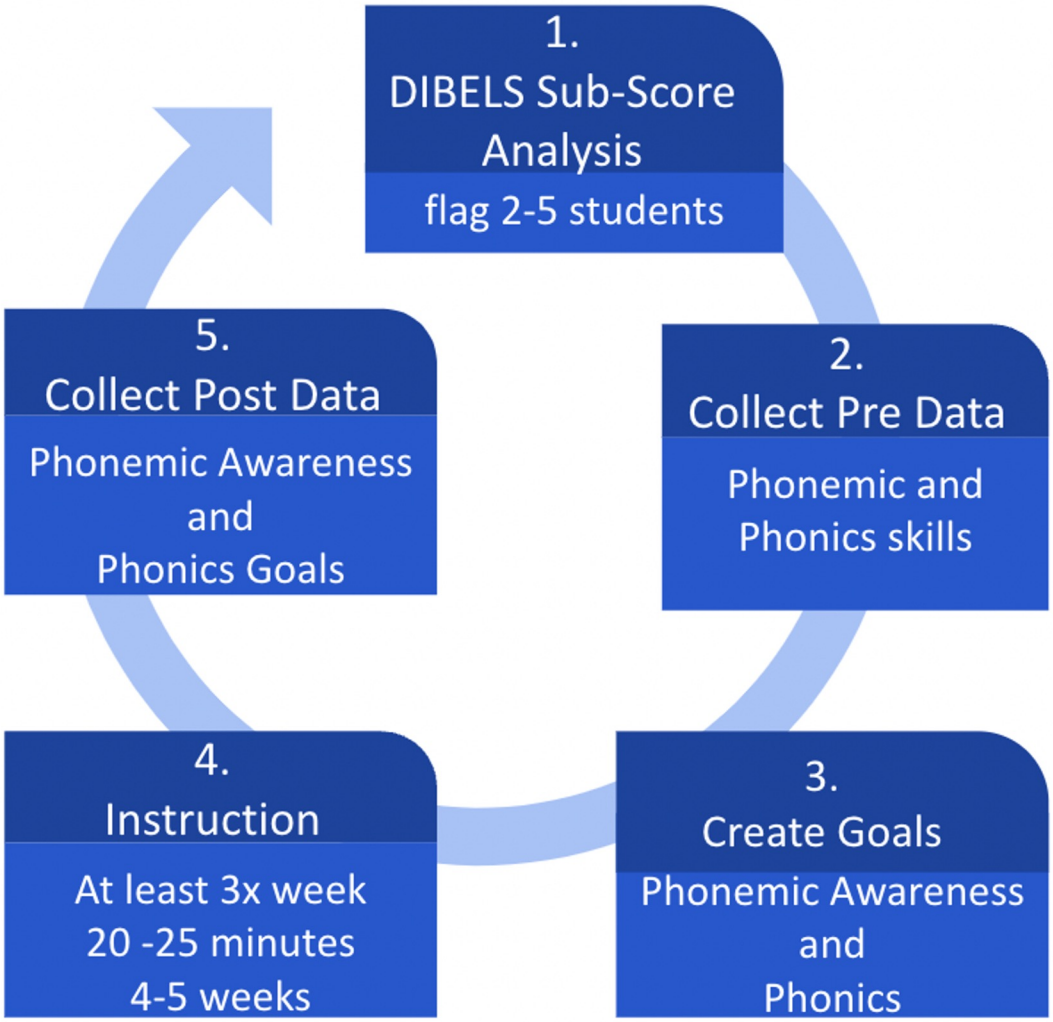
- year-long course, 1x week evening class
- weekly coaching school-year



- 4 days summer training
- 5 school-year PD

- 8 days summer training
- 2+ coaching touchpoints school-year

In Schools Program: Instructional Cycles



In Schools Program: Needs-Based Small Group (Word Recognition) Lesson Plan

Phonemic Awareness Goal(s): ***Phonics Goal(s):***

Materials/Prep:

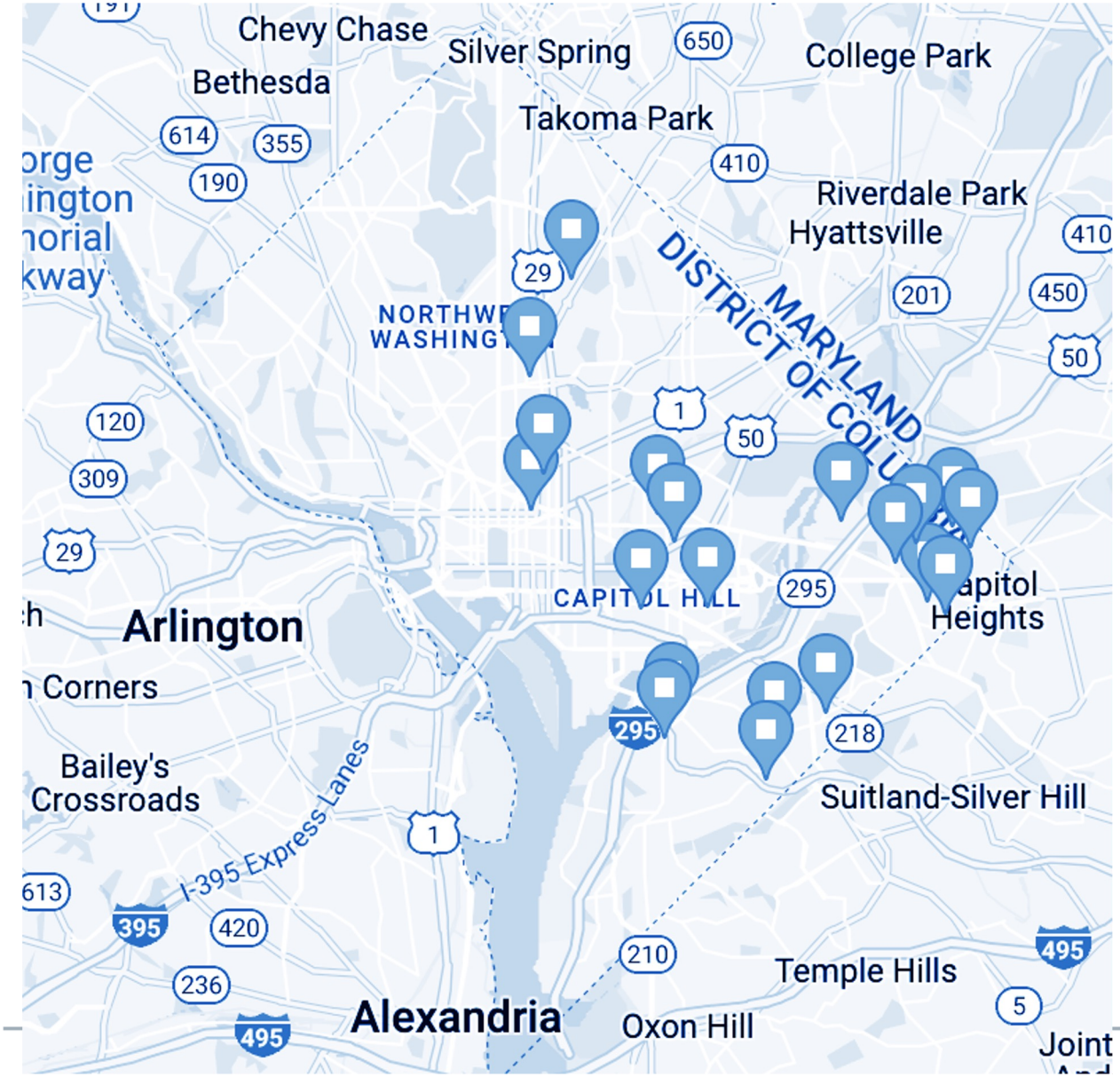
	Day 1	Day 2	Day 3	Progress Monitoring
Preview-It (<1m) *Expectations, Goals, Schedule*				*Jot down progress monitoring notes and/or data, with reflections for next week's lessons:*
Hear-It (4 min):				
Review-It (3 min):				
Decode-It (4 min): ***Teaching New Concept*** ***Word Reading***				
Spell-It (3 min):				
Read-It (4 min):				
Comprehend-It (1 min):				

Phonemic Awareness

Phonics

Sources: Letter Lessons and First Words (Mesmer, 2019), DC Reading Clinic (2020)

Yearlong Instructional Coaching Embedded in 15 Schools



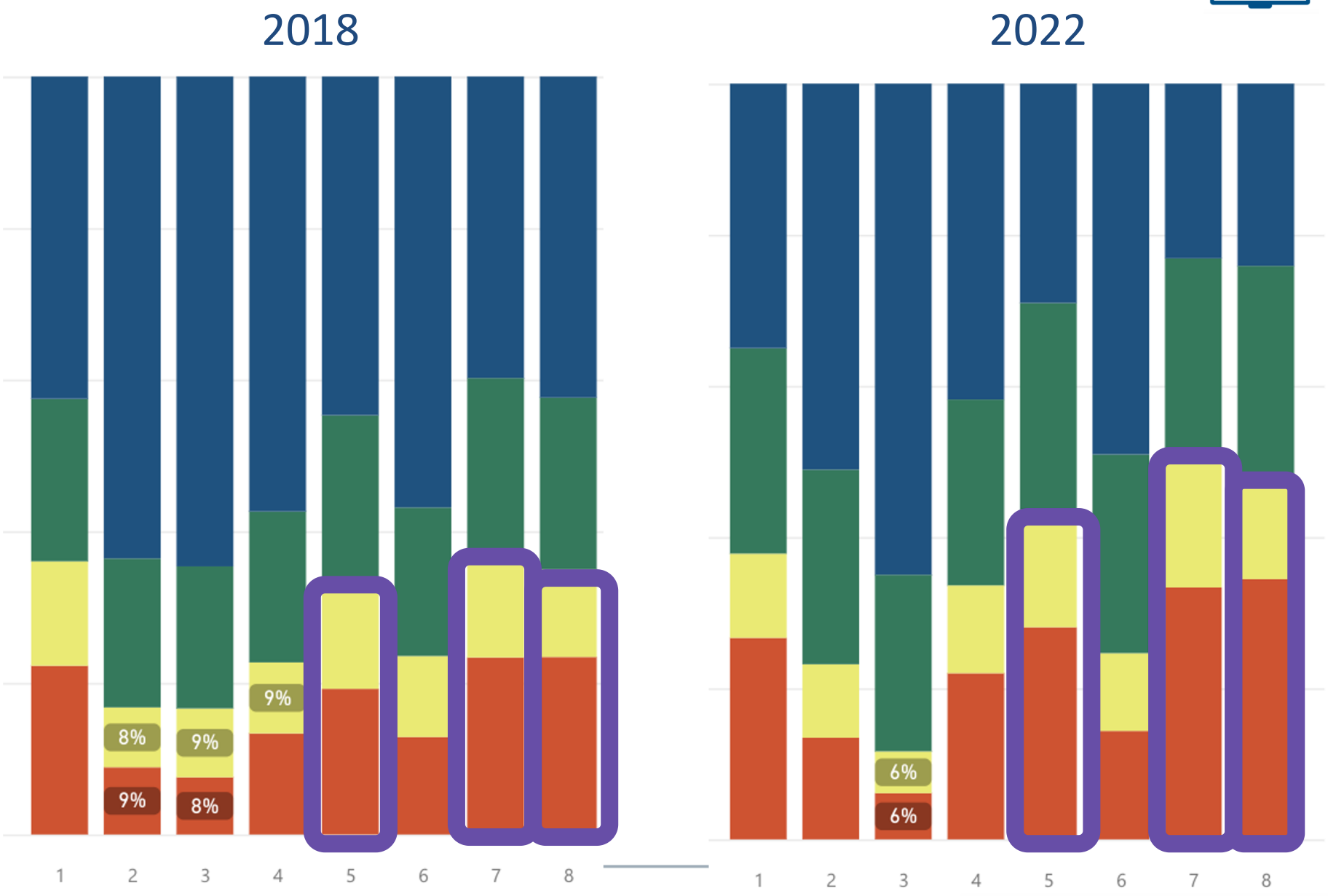
DC READING CLINIC
IN SCHOOLS

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

Our Challenges

DIBELS Composite Scores K-2: End of Year



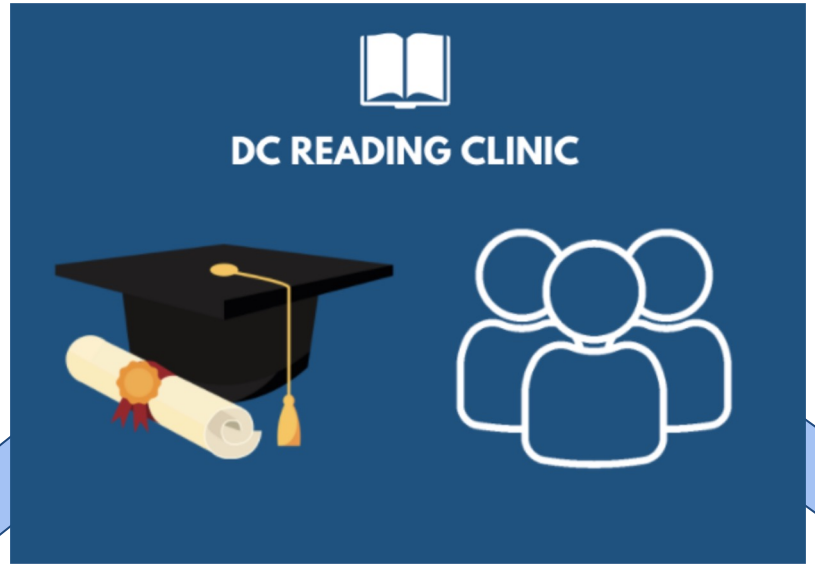
Our Challenges

- Pandemic
- Systems Change
  - Scalability
  - Supporting All Educators

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

Our Successes



DC READING CLINIC

DC READING CLINIC
IN SCHOOLS

Participant Data

- 183 students received tutoring
- 367 educators received training
  - 240 educators trained by Citywide across 75 schools
  - 127 educators trained by In Schools across 19 schools

Development of Teacher Knowledge

Tested Domains
Foundations of Literacy Acquisition
Dyslexia and Disabilities
Structured Literacy Techniques

Average 34% growth on post-test

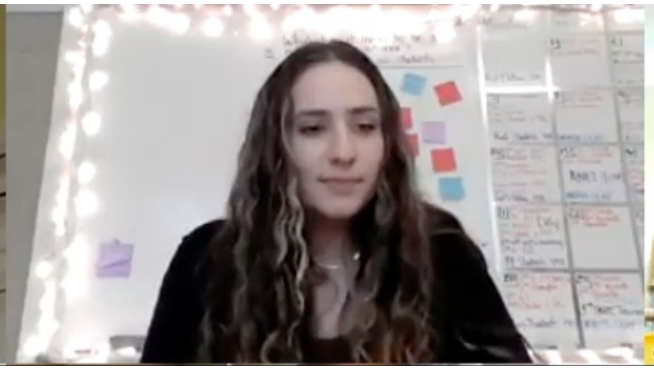
Thinking about your learning in the course, what was your "aha" moment when working with students?

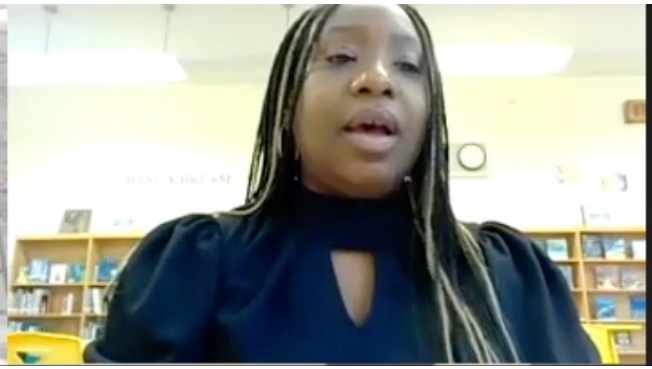
Erica Hardy
First Grade
C.W. Harris

Anne Galligan
Kindergarten
Stanton ES

Lakisha Scarlett
Kindergarten
Browne EC

Development of Teacher Knowledge





Citywide Student Data

What reading skills do you believe your child has gained by participating in tutoring?

My son went from not knowing how to read at all to now reading very well in such a short period of time.

She is much better at sounding out words, breaking words into syllables, many other things. Most importantly, she is SO much more confident about trying to read. Thank you, thank you, thank you.

Source: DCRC Family Survey - Post Participation (Spring & Summer 2022)

Class Progress: Kindergarten BOY to MOY

August 2022

	Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC
Well Below Benchmark	31% 4 Students	23% 3 Students	38% 5 Students	0% 0 Students
Below Benchmark	15% 2 Students	8% 1 Student	0% 0 Students	77% 10 Students
At Benchmark	15% 2 Students	38% 5 Students	31% 4 Students	23% 3 Students
Above Benchmark	38% 5 Students	31% 4 Students	31% 4 Students	0% 0 Student

23%

69%

January 2023

	Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC
Well Below Benchmark	8% 1 Student	8% 1 Student	8% 1 Student	8% 1 Student
Below Benchmark	0% 0 Students	0% 0 Students	0% 0 Student	
At Benchmark	15% 2 Students	0% 0 Students	15% 2 Students	15% 2 Students
Above Benchm		92% 12 Students	77% 10 Students	77% 10 Students

92%

92%

What do you want to say about your training with DCRC?

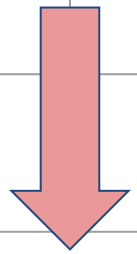
Jordan Wideman
Paraprofessional
Excel Academy

Diane Jordan
Paraprofessional
J.O. Wilson

Jason Harris
Kindergarten Teacher
Brent

In Schools saw **double the average reduction of K-2 students scoring Well Below Benchmark at End-of-Year.**

In Schools	DCPS Average
25%	12%



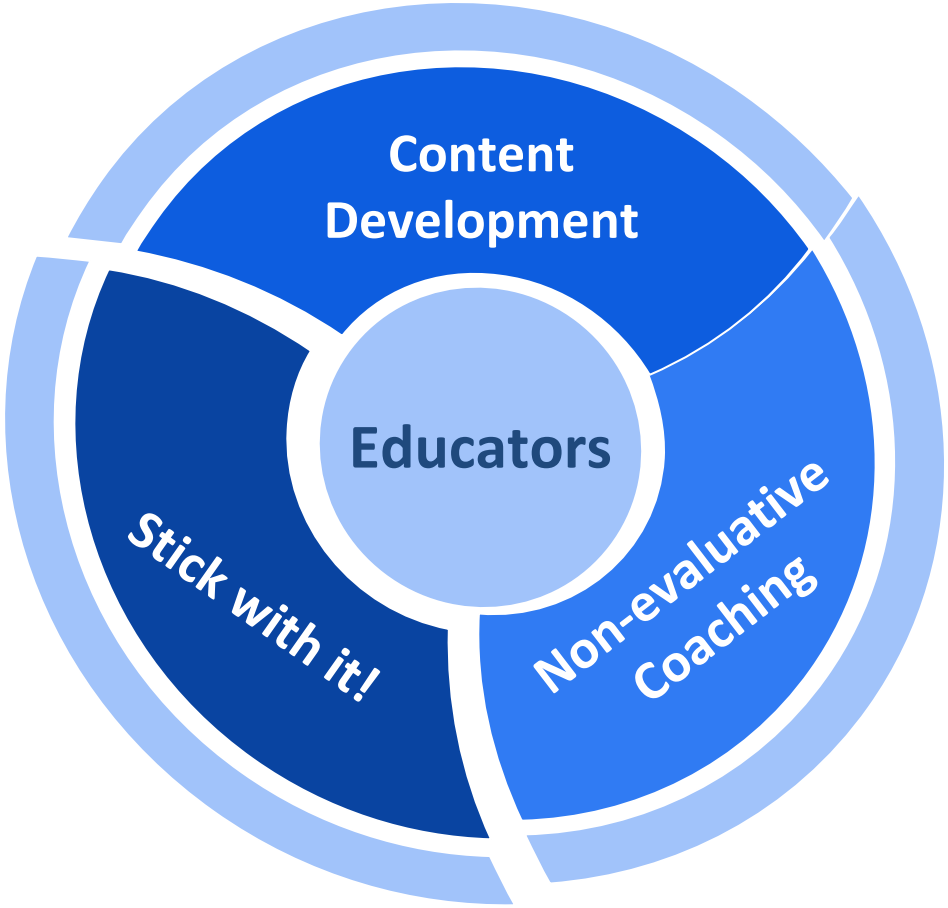
In Schools Current MOY DIBELS

Phonemic Segmentation	In Schools	DCPS Average
Kinder reduction WBB	11%	9%
First reduction WBB	13%	11%
Kinder increase At or Above	17%	14%
First increase At or Above	27%	22%

In Schools Current MOY DIBELS

NWF-WRC	In Schools	DCPS Average
First reduction WBB	12%	8%
Second reduction WBB	11%	9%
First increase At or Above	14%	11%
Second Increase At or Above	20%	11%

Invest in Educators!



"My students have never grown as fast or as far as these students have. This is because of what I learned in the program and through the coaching."

- 2021-2022 In Schools Teacher

"This course on using effective teaching strategies to teach reading has been the most important professional development I have had. I only regret that it didn't happen at the beginning of my career because it could have saved so many students from reading failure."

Source: Klein data on Sharing our Learning Program (2021); Clayman Spring 2019 data (2019)

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC READING CLINIC

Thank you!

dcreadingclinic.org
abigail.klein2@k12.dc.gov
jacqueline.roche@k12.dc.gov

References

A Capital Commitment Strategic Plan 2017-2022 . 2017, https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCPS%20Strategic%20Plan%20-%20A%20Capital%20Commitment%202017-2022-English_0.pdf.

Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/ publications/practiceguides/.

Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (Vol. 3). Alexandria, VA: Association for Supervision and Curriculum Development.

Kilpatrick, D. A. (2020). *Equipped for reading success: A comprehensive, step-by-step program for developing phoneme awareness and fluent word recognition*. Casey & Kirsch Publishers.

Knowledge and Practice Standards for Teachers of Reading—International Dyslexia Association. (n.d.). Retrieved July 7, 2021, from https://dyslexiaida.org/knowledge-and-practices/

Mesmer, H. A. (2019). *Letter lessons and first words: Phonics foundations that work* (N. K. Duke, Ed.). Heinemann.

Milner, R.H. IV. (2020). Disrupting racism and whiteness in researching a science of reading. *Reading Research Quarterly* 55 (S1), S250-S251. doi:10.1002/rrq.347

Moats, L. C. (2020). Teaching Reading" Is" Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do. *American Educator*, *44*(2), 4.

Narrowing the Third-Grade Reading Gap Research Brief | EAB. (n.d.). Retrieved July 7, 2021, from https://eab.com/research/district-leadership/study/narrowing-the-third-grade-reading-gap-research-brief/

Piasta, S. B., Connor, C. M., Fishman, B. J., & Morrison, F. J. (2009). Teachers' knowledge of literacy concepts, classroom practices, and student reading growth. *Scientific Studies of Reading*, *13*(3), 224-248.