

Welcome to the Center!



August 2023

Connecticut State Department of Education



Call to Action: Right to Read Act (P.A. 21-2)

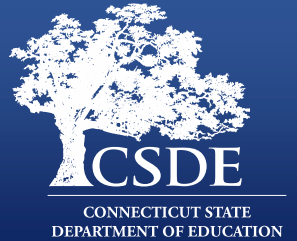


Right to Read Act (P.A. 21-2)

- Students who are not reading by the end of first grade are at significant risk for continued reading difficulties throughout school and beyond.
- The impact of low literacy is seen at many levels including absenteeism, school retention, special education, drop-outs, unemployment, and crime.
- Learning to read is not natural and students must be taught explicitly and systematically applying research-based components (Moats, 2020).
- Scientists estimate that reading is teachable to 95 percent of our students (Fletcher & Lyon, 1998).
- If schools and districts incorporate the science of reading into teaching and learning, then they will provide an essential foundation for each student to achieve early reading success (National Reading Panel, 2000).



Connecticut Grade 3 Achievement



- Prior to the pandemic, only around 54% of Connecticut public school students in Grade 3 were proficient in English language arts (ELA). Meaning, approximately 17,000 students in Connecticut public school districts were not proficient.
- After the pandemic, the proficiency rate declined to 47 percent. As a result, nearly 19,000 students now are not proficient in ELA in Grade 3.



Connecticut Grade 3 Achievement



- Of these 19,000 students who are not proficient in Grade 3:
 - Over 11,600 students are in our 36 Alliance Districts of whom 5,000 are students with disabilities or English learners, while the remaining 6,600 are identified as neither.
 - Around 7,200 students are in non-Alliance districts of whom over 2,700 are students with disabilities or English learners, while the remaining 4,500 are identified as neither.
- Thousands of students in Grade 3, regardless of disability or English language proficiency or district, annually do not achieve minimal proficiency in ELA.
- This pattern existed prior to the pandemic and has been exacerbated by the pandemic.



The Connecticut State Department of Education (CSDE)



- Legislation drives the work of the CSDE and the Center.
- The “Right to Read” legislation charged the CSDE with establishing the [Center for Literacy Research and Reading Success](#).
- After being codified, legislation can be found at the [General Statutes of Connecticut – Titles](#) website. Prior to going here, legislation is found in bills and public acts. The newest public act and bill that ties to the Center are [AN ACT CONCERNING TRANSPARENCY IN EDUCATION](#). And [C G A - Connecticut General Assembly](#).



The Center's Why, How, and What




Why: Every Connecticut student has the right to read at or above grade level independently and proficiently 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.




Summary of the Legislative Mandates of the Center: Green check accomplished, Yellow check developing

Establish a Center for Literacy Research and Reading Success under the direction of a director who shall, in consultation with the Reading Leadership Implementation Council be responsible for overseeing all activities of the center (Sec. 10-14gg) 


Develop an Intensive Reading Intervention Strategy (Sec. 10-14u) 


Review and Approve Reading Curriculum Models or Programs (Sec. 10-14ii) 

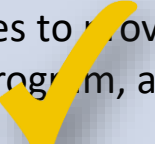
Receive & publicly report Connecticut's PK-3 Core Comprehensive Reading Curricula/Programs implemented by district (Sec. 10-14gg)

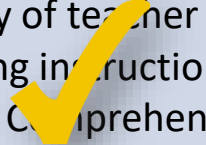
Universal K-3 Reading Assessments and provide guidance (Sec. 10-14t) 

Conduct independent, random reviews of district implementation of approved Reading Curricula/Programs and Universal K-3 Reading Assessments (Sec. 10-14gg)

Provide support to districts (e.g., coaching, leadership training, professional development, family engagement, technical assistance) and oversee an intensive reading instruction program & provide K-3 supports upon request/within appropriations to Alliance Districts (Sec. 10-14u, 10-14y, 10-14gg) 

Serve as collaborative center for institutions of higher education (Sec. 10-14gg) 

Engage external literacy coaches to provide professional learning, support intensive reading instruction program, and participate in family engagement activities (Sec. 10-14u, 10-14y) 

Make available to faculty of teacher prep the science of reading, intensive reading instruction program, and Connecticut's PK-3 Core Comprehensive Reading Curricula and/or Programs (Sec. 10-14gg) 

Develop & implement a state-wide reading plan for K-3 students (Sec. 10-14v) 

Review and publicly report progress made by teacher prep programs to include Connecticut's PreK to Grade Three Core Comprehensive Reading Curricula and/or Programs (Sec. 10-14gg)



CSDE Professional Learning for Educators



Current Supports for Districts

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: 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: 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



ARPA Right to Read



ARPA Right to Read Grant

- To assist Connecticut local and regional boards of education in addressing educational disparities and increasing their investment in scientifically based, evidence-based literacy teaching and learning.
- The ARPA resources were proportionally distributed among local and regional boards of education based on their individual weighted student enrollment in Grades K-3 in the October 2022 collection. The weighting of student enrollment is based on socioeconomic status (i.e., a weight of 2 for students eligible for free meals, a weight of 1.3 for student eligible for reduced-price meals, and a weight of 1 for students not eligible for free- or reduced-price meals
- May be used to purchase:
 - Connecticut approved, evidence-based, scientifically based Kindergarten to grade three (Grades K-3) universal screening reading assessments, Grades K-3 Reading curriculum models and programs, and associated professional learning provided by the vendors of the approved assessments, curriculum models and programs
 - professional learning and in-service training aligned to Connecticut approved Grades K-3 universal screening reading assessments and reading curriculum models and programs; and
 - purchase technology-related supplies, supplies, and books (e.g., Connecticut approved Grades K-3 universal screening reading assessments and Grades K-3 reading curriculum models or programs).



ARP ESSER Small Town Grant



ARP ESSER Small Town Grant

- To assist Connecticut local and regional boards of education with total enrollment of under 1000 students in addressing educational disparities and increasing their investment in Grades K-3 scientifically based, evidence-based literacy teaching and learning.
- When calculating this grant, the CSDE proportionally distributed \$4,539,000 ARP ESSER Small Town funds to small towns utilizing the weighted Grades K-3 student enrollment from the ARPA Right to Read grant calculations.
- May use to support:
 - Connecticut approved, evidence-based, scientifically based Kindergarten to grade three (Grades K-3) universal screening reading assessments, Grades K-3 Reading curriculum models and programs, and associated professional learning provided by the vendors of the approved assessments, curriculum models and programs;
 - professional learning and in-service training aligned to Connecticut approved Grades K-3 universal screening reading assessments and reading curriculum models and programs; and
 - purchase technology-related supplies, supplies, and books (e.g., Connecticut approved Grades K-3 universal screening reading assessments and Grades K-3 reading curriculum models or programs).
 - substitute teacher fees associated with staff attending professional learning provided by the vendors of the approved assessments, curriculum models, and programs; and
 - positions, substitute teacher coverage, or stipends regarding the implementation of the Grades K-3 universal screening reading assessments, Grades K-3 Reading curriculum models and programs.

Websites

- [Center for Literacy Research and Reading Success \(ct.gov\)](#)
- [EdSight Home Page \(ct.gov\)](#)