

New Haven Public Schools

February 29, 2008

*TESTIMONY BEFORE THE EDUCATION COMMITTEE
AN ACT CONCERNING EARLY READING SUCCESS GRANTS, H.B. 5593*

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Senator Gaffey, Rep. Fleischmann, Members of the Education Committee, I am Imma Canelli, Assistant Superintendent of Schools for the New Haven District. I am here to speak in favor of the bill regarding the Early Reading Success Grant – along with providing the funding to go with the program.

HB No. 5593, An Act Early Reading Success Grants, provides a critical foundation for students success in early literacy which leads to success in later years.

This fiscal year, New Haven has received \$2,329,722 for the Early Reading Success Program. Of that, we have used \$143,696 for materials, \$2,170,526 for personnel, and \$6,500 for professional development.

We have used this funding to send Literacy Coaches to 19 schools, hire 10 paraprofessionals to support classroom instruction in grades K – 1, pay part time employees to work on creating new K – 3 curriculum, revise curriculum tasks, revise district assessments, work on data analysis, provide parent workshops, and hire a Reading Coordinator to focus on K – 3 literacy.

Our **Literacy Coaches** have been an instrumental part of all their schools. There is a detailed job description attached of all of their responsibilities but I just want to highlight a few:

- **Work cooperatively with teachers to support literacy development and curriculum implementation**
- **Develop and lead professional development (in various formats) to staff for the purpose of improving literacy instruction for all students**
- **Demonstrate for teachers effective instructional and assessment strategies for literacy development**
- **Develop and implement reading intervention plans for all students**
- **Provide intensive assistance to at risk students**
- **Confer with parents and staff on student literacy achievement matters**
- **Assist parents in improving home-school connections in literacy**
- **Collect data and keep comprehensive records on student progress. Meet with Data Teams and Grade Level Teams to assess student progress and set targets for all students.**

The results are clear. Grade 3 CMT literacy scores rose 7%, and made double digit gains in nine participating schools. There has been substantial growth in DRA scores of proficient and above. The Phonological Awareness Assessment scores for kindergarteners has increased by nearly **25% in the goal range.**

An analysis of the Oral Language Assessment for the eight schools participating in a Sequoia Grant shows **double digit increases in grades K-3 at goal level, and the same for proficient in grad**

Public Hearing Testimony Speaker: *Imma Canelli*

Date: *2/29/08* Bill Number: *5593*

An analysis of the Comprehension Text Level Assessment for the eight schools participating in the Sequoia Grant show **increases in goal between 33.1% to 42.2%** for comprehension in grades K – 3.

The Early Reading Success Grant has made it possible for New Haven to expand the successes we have seen to another 17 schools in the district this year. We have provided intensive on-site professional development and purchased additional materials for these schools.

We believe this program provides the foundation for our students, to succeed at every grade level, to meet anticipated high school graduation requirements, and to flourish in higher education and vocational settings.

Without this critical foundation, reaching students at a critical age, other interventions are not enough.

We believe we are making progress, in no small part due to this program. We urge you to restore the funding for the Early Reading Success Grant so we can continue to see a rise in student achievement in New Haven.

Thank you for the opportunity to speak on this most important program.

Attached is further information that addresses its positive impact in New Haven.

If you have any questions, please feel free to contact me at 203-530-6692.



The Positive Impact of the Early Reading Success Grant In New Haven Public Schools

Imma Canelli

Assistant Superintendent
New Haven Public Schools

Total of Early Reading Success Grant Allocated to New Haven	\$2,320,722
Expenditures	
Salaries	\$ 2,170,526
Materials (such as) <ul style="list-style-type: none"> ✓ DRA2 Assessment Kits ✓ Big Books and Tradebooks for new Curriculum ✓ Resource books for Coaches' Professional Development ✓ Leveled Books to Support Differentiation in the K-3 classroom ✓ Intervention Materials ✓ Materials to support NCLB: Comprehension, Phonological Awareness, Phonics, Fluency, Vocabulary 	\$ 143,696
Other Including Administrators' Professional Development	\$ 6500

**Reading Department Salaries Paid from the
Early Reading Success Grant**

	<i>School</i>	<i>K-3 Reading</i>
1.	<i>Reading Supervisor</i>	<i>Patricia D'Amore</i>
2.	<i>Reading Coordinator</i>	<i>Elaine Parsons</i>
3.	BARNARD	Christine Elmore
4.	BEECHER	Cathy McCann-Miller
5.	CELENTANO	Linda Vessicchio
6.	CLEMENTE	Barbara LeBlanc
7.	CLINTON AVE.	Megan Bryan
8.	COLUMBUS	Maria Nunez
9.	DANIELS	James Kenney
10.	DAVIS	Mary Derwin
11.	DWIGHT	Kimberly Cudworth
12.	EAST ROCK	Lynn Kelly
13.	EDGEWOOD	Selah Nobles
14.	FAIR HAVEN	Jennifer Walsh
15.	HALE	Raeanne Reynolds
16.	HILL CENTRAL	Paige Golden
17.	KING/ROBINSON	Christina Sagnella
18.	LINCOLN-BASSETT	Yolanda Jones-Generette
19.	MAURO	Judith Nacca
20.	ROSS/WOODWARD	Jennifer Kalitan
21.	WEXLER/GRANT	Shannon DeGrand

Support Staff

- **10 ParaProfessionals to Support Classroom Instruction in Kindergarten and Grade One**
- **Approximately 1950 hours of part-time employee hours for the following:**
 - ✓ **Data Analysis**
 - ✓ **Creating new k-3 Curriculum**
 - ✓ **Revising Curriculum Tasks**
 - ✓ **Revising k-3 District Assessments**
 - ✓ **Parent Workshops Presentations**
 - ✓ **Facilitating the organization and distribution of Materials and Assessments**
 - ✓ **Technical Support for BtL**
 - ✓ **Materials for the integration of Literacy with Science and Social Studies**

Total Amount of Salaries (Including Contracted Salaries) =
\$2,170,526 [94% of the Grant]

Celebrations

- Conte-West Hills selected by Commissioner to present and share successes at his annual Opening Meeting
- Grade 3 - CMT Literacy Scores on the Rise: **7% increase**
 - 9 schools with double digit gains (Lincoln-Bassett, Conte West-Hills, East Rock, Mauro, Edgewood, Columbus, King Robinson, Davis, Nathan Hale)
- New Curriculum in K-3 based on Marzano's Effective Practices and Squires "A Balanced Curriculum"
- Recipient of K-3 Sequoia Grant for the 8 BEL Schools
- Kindergarten Students' Accomplishments:
 - Comparison of Phonological Awareness Assessment Scores 2006-2007:
24% increase in students scoring in the GOAL range and **23% decrease** in the number of K students scoring in the BASIC score
 - From 2004-2007: **Substantial Growth in DRA scores** of Proficient and Above
- BEL schools: Positive Growth in K-3 (see charts)
- Implementation of MONDO Bookshop in remaining 17 K-3 schools
- Integration of some Science and Social Studies concepts with Literacy Curriculum



***New Haven
Public Schools***

Job Description for Literacy Coach

Responsibilities:

- ✓ Work cooperatively with teachers (inclusive of Special Education and Bilingual) to support literacy development and curriculum implementation
- ✓ Develop and lead professional development (in various formats) to staff for the purpose of improving literacy instruction for all students
- ✓ Demonstrate for teachers effective instructional and assessment strategies for literacy development
- ✓ Develop and implement reading intervention plans for students
- ✓ Conduct intensive instruction in all the comprehensive literacy components
- ✓ Assess and provide intensive assistance to students who are at risk
- ✓ Confer with parents, teachers, administrators and other appropriate staff on all matters related to student achievement in literacy
- ✓ Assist parents in improving home-school connection in literacy
- ✓ Collect data and keep comprehensive records on student progress
- ✓ Assess classroom needs for instructional materials, focused student support, and professional development
- ✓ Assist administrators, teachers and appropriate staff in effectively implementing the CSDE Language Arts Frameworks and New Haven Literacy Curriculum and actively participate in all literacy program and curriculum development activities
- ✓ Assist teachers in effectively using educational technology for literacy instruction
- ✓ Facilitate the acquisition of literacy materials for primary teachers
- ✓ Provide professional development and classroom support on lesson design and best practices for literacy
- ✓ Maintain a daily coaching log and correlate plans to School wide Tier 2
- ✓ Facilitate Professional Development Communities
- ✓ Meet regularly with Administrators to discuss literacy practices, goals and outcomes
- ✓ Work to stay current in best literacy practices
- ✓ Collaborate closely with other Elementary Reading Personnel in school and district
- ✓ Perform other duties as required by the Supervisor

Inferences and Conclusions

Analysis of the Phonological Awareness Assessment for the two school years, 2005-6 and 2006-7, illustrates a:

- *23% DECREASE in the number of K students scoring in the Basic Range*
- *24% INCREASE in the number of K students scoring in the Goal Range*
- *4% INCREASE in the number of K students scoring in the Proficient Range*

Inferences and Conclusions

Analysis of the Oral Language Assessment for 8 BEL schools in 2006-7

<u>KINDERGARTEN</u>	
Basic	7% DECREASE
Proficient Range	7% INCREASE
Goal	12% INCREASE
<u>Grade ONE</u>	
Basic	7% DECREASE
Proficient Range	12% INCREASE
Goal	14% INCREASE
<u>Grade TWO</u>	
Basic	7% DECREASE
Proficient Range	12% INCREASE
Goal	14% INCREASE
<u>Grade THREE</u>	
Basic	7% DECREASE
Proficient Range	12% INCREASE
Goal	14% INCREASE

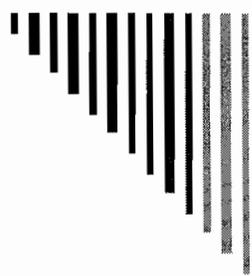
(Schools: Barnard, Celentano, Clemente, Clinton, East Rock, Nathan Hale, Truman, Wexler Grant)

Inferences and Conclusions

*Analysis of the Comprehension Instructional Text Level Assessment for
8 BEL schools in 2006-7*

<u>KINDERGARTEN</u>	
GOAL	33.1% INCREASE
<u>Grade ONE</u>	
GOAL	37.1% INCREASE
<u>Grade TWO</u>	
GOAL	42.2% INCREASE
<u>Grade THREE</u>	
GOAL	41.8% INCREASE

(Schools: Barnard, Celentano, Clemente, Clinton, East Rock, Nathan Hale, Truman, Wexler Grant)



Comprehension Text Level

K Minimum Standard = A Target = D

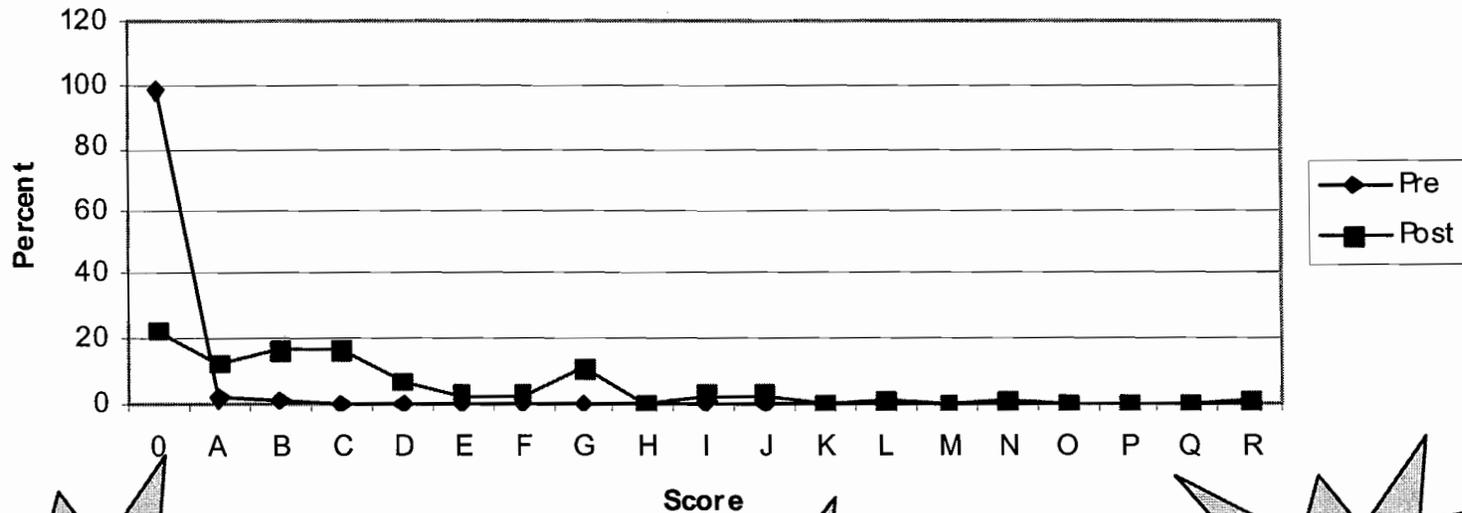
1 Minimum Standard = I Target = K

2 Minimum Standard = M Target = N

3 Minimum Standard = P Target = Q

Comprehension Text Level

New Haven: Grade K - Comprehension Benchmark
Text Level Pre v Post-Test 2006/2007



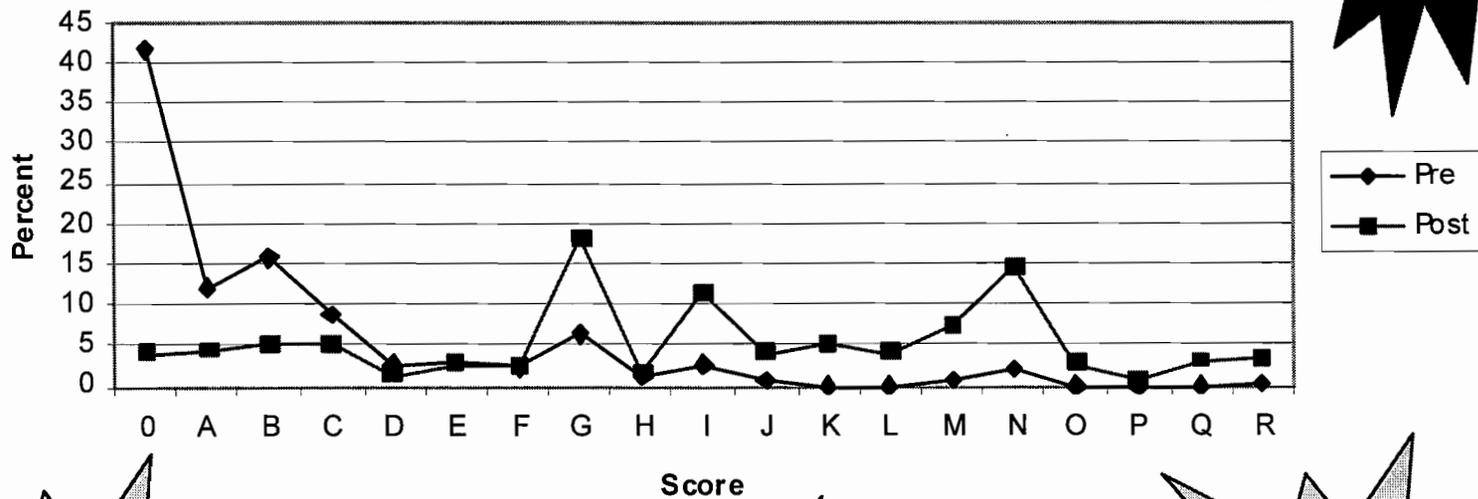
A
-75.3%

A+
+75.1%

D+
+33.1%

Comprehension Text Level

New Haven: Grade 1 - Comprehension Benchmark
Text Level Pre v Post-Test 2006/2007



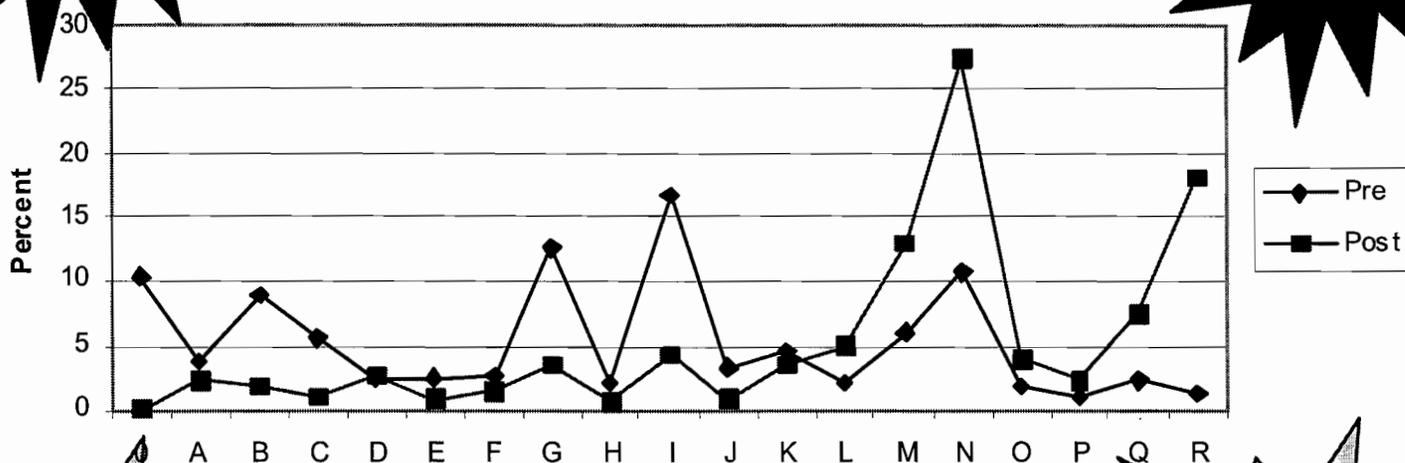
I
-49.2%

I+
+50.8%

K+
+37.1%

Comprehension Text Level

New Haven: Grade 2 - Comprehension Benchmark
Text Level Pre v Post-Test 2006/2007



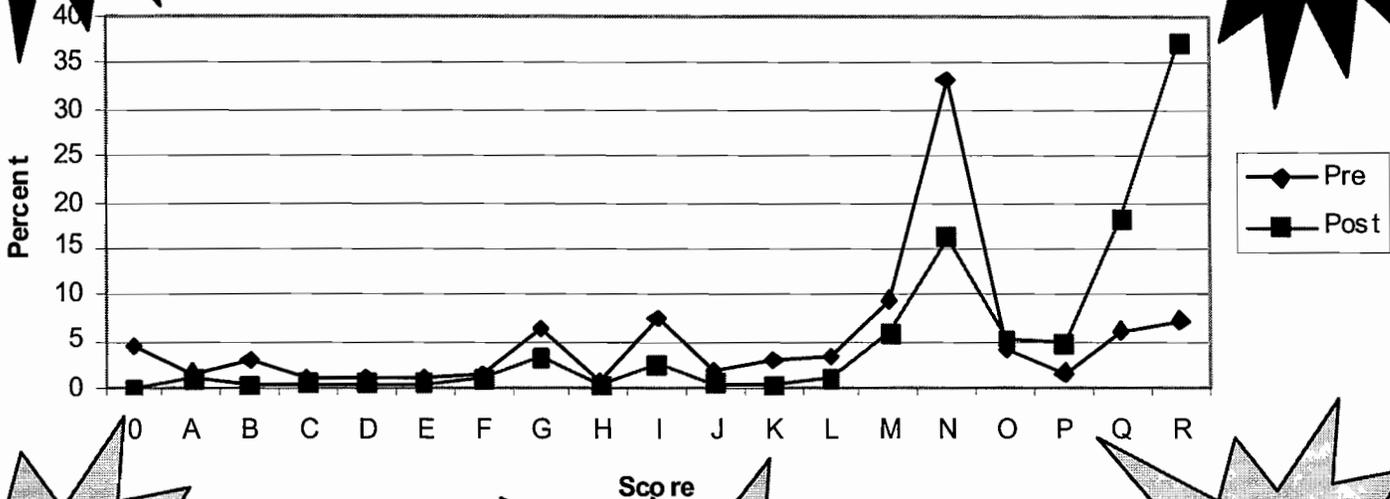
M
-49.2%

Score
M+
+59.2%

N+
+42.2%

Comprehension Text Level

New Haven: Grade 3 - Comprehension Benchmark
Text Level Pre v Post-Test 2006/2007



<P
-44.8%

P+
+44.8%

Q+
+41.8%