

## OPPORTUNITY

### How Connecticut Can Close the Reading ^ Achievement Gap

#### Formula for Educational Success\*

**Effective Innovations** (Evidence-based practices)

X **Effective Implementation** (At all levels—teaching, leadership & organizational)

X **Supportive Contexts** (State leadership, funding, accountability, transparency, civic canopy & family engagement)

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= **Educationally Significant Outcomes** (Closing the Reading Achievement Gap)

#### Creating Model Reading Legislation Since 1997

Connecticut has a rich history of promoting and passing legislation that acknowledges an extensive body of reading research, much of it conducted at Haskins Laboratories. In the last three years, the Black and Puerto Rican Caucus, in partnership with the State Department of Education, the Commission on Children, CBER at the University of Connecticut, the Grossman Family Foundation and Literacy How, sought to pilot, learn from, and grow an intentional set of literacy reforms to significantly narrow the achievement gap in reading.

#### From Connecticut's Blueprint to Lessons Learned to Systems Change—What's Missing?

**Effective Innovations** Literacy How has collaborated with these and other partners in successful, evidence-based efforts to *empower teaching excellence* at every level, including:

- The Connecticut Foundations of Reading Test (pre-service teachers and reading specialists)
- Turning the Curve, the mClass Reading 3D assessment pilot
- Early Language and Literacy Initiative (ELLI) pre-K lab school

- [Connecticut K-3 Literacy Initiative \(CK3LI\)](#)
- Teacher Knowledge Survey (in-service teachers).

**Effective Implementation** is driven by: competency (selection, training, coaching); leadership (technical, adaptive); and organization (systems intervention, facilitative administration, decision support data system). Despite legislative inroads in each area, Connecticut has seen uneven implementation because of a lack of leadership and accountability.

**Supportive Contexts—The Missing Piece** At the 4/8 Reading Forum, guest speakers from [Colorado](#) and [Florida](#) stated that districts are most successful when they work in close partnership with an adequately staffed, highly skilled Office of Literacy or Reading Department within the State Department of Education.

**Learn more** about implementation science: [\\*Smartt, S. \(Winter 2014\). Beyond literacy legislation: Implementation is key. Lessons from Colorado, Connecticut and Minnesota. Literate Nation Board of Directors and Core Science Group: A Literate Nation White Paper.](#)

[www.literacyhow.com](http://www.literacyhow.com)

203-239-7323

[Send us an Email](#)

Literacy How, Inc., 100 Broadway, North Haven, CT 06473

100 Broadway 2nd Floor | North Haven, CT 06473 US

