

Reading

LAB

HINDMAN
SETTLEMENT
SCHOOL

&

KNOTT
COUNTY
SCHOOL
DISTRICT

PARTNERSHIP



First year of pilot program shows progress, yields lessons

Knott County elementary schools demonstrate results

It was an experiment that involved some risk: pulling students out of the regular classroom in order to provide specialized reading instruction. Fortunately, the experiment appears to be paying off.

Knott County Superintendent, Kim King, says the introduction of Reading Labs into three Knott County elementary schools has gone much more smoothly than she expected. King says she's heard nothing but positive comments about the Reading Labs and the staff who are operating them.

According to Ola Pigman, director of Hindman Settlement School's dyslexia program, and supervisor of Knott County's

three Reading Labs, the program is showing progress. However, Pigman says the program was limited this year by the amount of student contact time.

Unfortunately, due to scheduling conflicts, students only spend about 30 minutes a day at the Reading Lab. "Ideally, we would have a full 55-minute period," says Pigman, "but we are working within the confines of the system."

As a result of the limited contact time, the teaching staff has focused primarily on improving each student's "Word Attack" skills.

During November, the Reading Labs used the Woodcock Reading Mastery Test to determine each student's reading ability. In June, students were tested again in Letter Identification, Word Identification, Word

Attack and Passage Comprehension. On average, students gained 0.8 grade levels in all four areas from December through early June. Because the teachers focused on Word Attack, those scores were highest, with an average gain of 1.3 grade levels. *See gains on page 3.*

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Pilot program launched in three elementary schools



09-10

The Reading Lab Partnership is a pilot program launched in the fall of 2009 by Hindman Settlement School and the Knott County school district as an intervention program aimed at improving reading proficiency for students enrolled in Kindergarten through 3rd grade.

During the 2009-2010 school year, the pilot program operated in three Knott County elementary schools. Each school established a Reading Lab, which provides one-on-one and small group tutoring. The program has served 138 students in grades K-3.

Woodcock Reading Mastery Test - Revised

A comprehensive battery of tests measuring several important aspects of reading ability

1. Letter Identification

Measures a student's ability to name a random selection of upper and lower case letters that are written in a variety of fonts.

2. Word Identification

Measures a student's ability to read words in a list format aloud. Students have five seconds to identify each word before they are prompted to move on to the next word.

3. Word Attack

Measures a student's ability to apply phonic and structural analytic skills in order to figure out what a word is.

4. Passage Comprehension

Measures a student's ability to comprehend what s/he reads by reading passages and filling in the blanks to demonstrate understanding.



Weather and schedule limit student contact time

The 2009-2010 school year was an unusually bad year for weather in Eastern Kentucky. From December 19 to March 2, the public schools were only in session for 20 days. As a result, everyone was working very hard to make up for missed time before testing began on May 10. The flurry of make-up activity had a negative impact on the Reading Labs. Regular classroom teachers altered the schedule for Reading Lab release in order to allow time to cover the material they needed to cover prior to testing.

The end result was that the Reading Labs were no longer able to serve all of the students that they were serving earlier in the school year and the amount of time each student spent in the Reading Labs decreased.

We started out the year with approximately 150 students and ended with 138 (43 at Beaver Elementary; 46 at Carr Creek Elementary and 49 at Hindman Elementary). Toward the end of the year, Reading Lab teachers averaged 30 minutes a day with each student they tutored.

In addition to weather and schedule conflicts, there are other programs operating in the schools that students get pulled out of class for, including other literacy programs. The competition for instructional time limited our ability to fully engage some of our students.

"Given all of the interruptions, we were pleased to see that our students still made substantive progress. If additional time could be found in the schedule, we are confident the progress would be significant," said Reading Labs director, Ola Pigman.

Expanding to other schools

Based on the experience with the pilot program, Knott County school district's Director of Federal Programs is very interested in expanding the Reading Labs partnership program to the other three elementary schools in Knott County. Because of weather-related calendar changes, Knott County schools did not let out until June 16, 2010. The Settlement School has yet to tally the full cost of operating the pilot program for the first year. Once we do this, we will be able to project what it would cost to expand the program and identify other potential sources of funding. Lessons learned during this first year will inform any future expansion of the program.



Heard in the halls:

"The Reading Lab is the best intervention program we have experienced at this school."

Bill Hall – Principal of Beaver Creek Elementary School



Reading Mastery Grade Level Gains 2009-2010

Beaver Creek Elementary				
	Letter Identification	Word Identification	Word Attack	Comprehension
K	0.7	0.8	1.6	0.6
1st	0.4	0.4	0.6	0.7
2nd	0.9	0.5	1.8	1.0
3rd	0.3	0.8	2.4	0.6
Avg	0.6	0.6	1.6	0.7
Carr Creek Elementary				
	Letter Identification	Word Identification	Word Attack	Comprehension
1st	0.2	0.6	0.9	0.5
2nd	1.1	0.3	1.3	0.9
3rd	0.0	0.8	1.9	1.2
Avg	0.4	0.6	1.4	0.9
Hindman Elementary				
	Letter Identification	Word Identification	Word Attack	Comprehension
K	0.5	0.7	1.2	0.5
1st	0.3	0.9	1.2	1.8
2nd	0.7	0.2	0.5	0.7
3rd	0.3	-0.1	0.5	0.0
Avg	0.5	0.4	0.9	0.8

2009-2010 Reading Lab Partnership Staff & Support

Carr Creek Elementary

Ola Pigman
Teacher & Program
Director

Melissa Blair
Teacher's Aide

Jaime Trapnell
Teacher's Aide

Beaver Creek Elementary

Trena Hotelling
Teacher

Jasmine Caudill
Teacher's Aide

Hindman Elementary

Melissa Pigman
Teacher

Angela Mullins
Teacher's Aide

Hindman Settlement

Lema Gibson
Office Manager/Dyslexia
Program

Mike Mullins
Executive Director

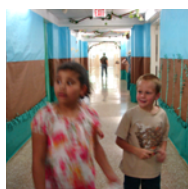
Knott Co School District

Kim King
Superintendent

Learning to read opens doors for students

Terra gets smart

Terra is a student at Beaver Creek Elementary. At the beginning of the school year Terra lacked self-confidence and showed little motivation to do much of anything.



She was often heard saying that she was dumb and was very quick to erect a wall to protect herself whenever forced to do something different or new.

She has now successfully completed level two of the Susan Barton Reading and Spelling System and is halfway through level three.

Upon finishing level two, she said, "I guess I really am smart."

She is showing much more confidence and is now even competing with another student to complete level three.

Terra now comes to class bouncing and eager to get started on the lesson. At times she even tries to be the teacher by teaching other children. Her new found confidence is reflected in her plan to be a cheerleader next year.

Brooke no longer hesitates

Brooke is a second grader at Carr Creek Elementary. She is very energetic and seems to enjoy school, but at the beginning of the school year, she had no confidence when it came to reading. She would often hesitate when she came to a new word and wait for another student to supply the word for her.

Now Brooke is much more self-confident and actually enjoys breaking words into syllables and sounding them out.

Christian wants to learn

Christian is a first grader at Hindman Elementary School, who at the beginning of the year was a nonreader. He never spoke in class and never answered a question. Now he volunteers to answer questions. He is reading at first grade level (not end of first grade, but getting close). He now wants to learn and is excited about reading.

Older students benefit too

During the school year a couple of older students also sought help with reading. The Reading Lab tutors were able to arrange their schedules to allow them to work with some of these students in between the K-3 student groups. The presence of the Reading Labs will likely help the Settlement School to identify older students who could benefit from After-School and Summer Tutoring Programs offered by the Settlement School.

Program Funding

The Reading Lab Partnership is funded by Hindman Settlement School and the Knott County school district.

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Additional information on this program and other Hindman Settlement School programs is available at:

www.HindmanSettlement.org

Teaching Methods:

The Orton-Gillingham method



Hindman Settlement School's approach to reading instruction is based on a multi-

sensory approach to teaching phonics called "Orton-Gillingham." We have used this teaching methodology quite successfully for 30 years.

The Barton Reading & Spelling System



The Barton Reading & Spelling System is a more recent approach to teaching reading that was developed by Susan Barton. It is designed for use by parents and tutors of children with dyslexia. It is based on the Orton-Gillingham method, but breaks down the lessons into 10 levels and includes detailed lesson plans and training materials for each level. We are using this method for some of our tutoring.

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