

FUSION READING: EVALUATING THE
EFFECTS OF A MULTI-COMPONENT
READING INTERVENTION ON
ADOLESCENT STRUGGLING READERS



**SCHOOL DISTRICT OF
PALM BEACH COUNTY**

**UNIVERSITY OF
CENTRAL FLORIDA**

UNIVERSITY OF KANSAS

**Janet Atallah, M. Ed.
Marsha Kufel, M. Ed.
Mary E. Little, Ph. D.
Debbie L. Hahs-Vaughn, Ph. D.
Mike Hock, Ph.D.**

Ultimate purpose of professional development and evaluation that takes place in schools is to improve student learning.

The purpose of school reform is to impact student learning.

All innovation should produce positive results.

Fullan, 2005



Session Outcomes

- ❖ Describe FUSION Reading Program;
- ❖ Describe planning of professional development and evaluation;
- ❖ Discuss research questions, methodologies, and results; and
- ❖ Share instruments, resources, etc.



Why is this Important?

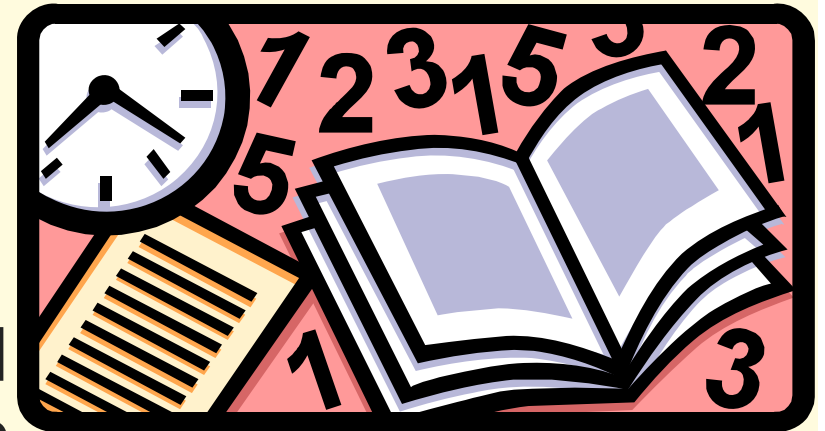


“Most systems have enacted accountability policies in the absence of conceptualizing and investing in policies that would increase the capacity of educators to perform in new ways. The system is crucial if we want large-scale, sustainable reform.”

(Fullan, 2003b, p. 25).

What instructional practices in reading meet the diverse needs of all students within Florida schools?

Given student performance data, research on reading practices and methods, and disaggregated local data of student performance, will specific, research-based instructional programs in reading effectively close the achievement gap for all students?



Purpose of the Study

- ❖ To evaluate the effects of instructional programs in reading (Fusion and typical practice-Read 180) for middle and high school students to close the achievement gap between current and expected performance measures in public schools in a large school district in south Florida.



Research Sponsorship

- ❖ This specific research is supported by funds received through a competitive grant from the ***Just Read, Florida!*** office with specific funding authority of the 2006 General Appropriations.
- ❖ **Funding Purpose:** To provide funding for districts to conduct research evaluating the impact of reading interventions in direct support of Florida's goal that all children will read on grade level or higher by 2012.



Description of the School District

- ❖ A large school district in south Florida (163 schools) expressed their interest in participating in having an external evaluator assist with evaluating the project.
- ❖ There were approximately 177,000 students enrolled in the district in fiscal year 2005-2006, with about 27,000 or 14.7% receiving services from programs in exceptional education.
- ❖ This school district employs about 11,600 teachers, 404 of which are National Board Certified.
- ❖ The average class size is 22 students in middle school and 25 students in high school.
- ❖ Six identified secondary schools targeted



Demographics of Identified Schools

- Title 1 schools-60%-80% Eligibility for Free-Reduced lunch
- Ethnicity-
 - ❖ Black-40%-70%
 - ❖ Caucasian-14%-20%
 - ❖ Hispanic-15%-40%
- Students with Disabilities-14%-20%
- ELL-11%-15%
- Teachers-85% and above-HQT



Literacy Needs of Secondary Students

- ❖ FCAT Level 1-32%-56%
- ❖ FCAT Level 2-25-31%
- ❖ School Grades-"B" and "C" 2005-2006
- ❖ All targeted schools did not meet AYP in multiple sub-categories-Reading-Grades 8 and 10.



Research/Program Development

- ❖ Established educational goals/objectives for district; developed research plan and implementation team
- ❖ Reviewed research re: research-based reading instruction/intervention programs as “experimental”
- ❖ Developed research plan; wrote grant application
- ❖ Appropriated personnel, budget, resources, and time
- ❖ Initiated research and professional development evaluation plan, as per funded grant, awarded through Just Read, Florida! office.
 - Typical/Traditional Practice: Read 180
 - Experimental: Fusion Reading



Fusion Reading University of Kansas



What it Means
for Your Child

Overview of Fusion Reading

- ❖ Developed and researched at the University of Kansas Center for Research on Learning
- ❖ Dr. Mike Hock and Dr. Irma Brasseur, developers and researchers at KU-CRL
- ❖ Early empirical research showed significant differences in small, urban sample
- ❖ Several components: prediction, summarization, goal, setting, comprehension, vocabulary, and testing strategies
- ❖ Narrative passages and books used for initial and generalization of reading components.



What are the differences?

Fusion Reading

- ❖ Reading, Aloud
- ❖ Active Participation
- ❖ Engaging Text
- ❖ Intensive Vocabulary
- ❖ Directed Instruction
- ❖ Required Reading Outside of Class

Traditional Programs

- ❖ Rotational Model
- ❖ Silent, Sustained Reading
- ❖ Varied Informational Text
- ❖ Required Reading Outside of Class



Program Expectations

- ❖ Direct affect on reading gap by introducing Tier 2 words and intensive vocabulary
- ❖ Improve high fidelity implementation of reading instruction
- ❖ Teaching strategies that will help readers outside of reading class—in places like biology, geometry and history—a more holistic approach to educating a child.
- ❖ Empowerment and increased active engagement of struggling adolescent readers in reading process.



Program Expectations

- ❖ Reaching hopes, dreams and expectations rather than just educational needs, so that student motivation to read is improved, as well.



Specific, Measurable Objectives

- ❖ To determine the effects of multi-component reading interventions when implemented over time and under optimal conditions on reading performance of adolescent struggling readers.
- ❖ To describe instructional conditions and examine their predictive relationship to reading comprehension



Ultimate Goal...

❖ FCAT success, but more importantly...

Skills that will last a lifetime and result in the accomplishment of the goals they set for themselves.



Research Question One & Data Sources

- ❖ **What are the effects of multi-component decoding and comprehension interventions on ASRs?**
 - FCAT Reading Data (multi-year)
 - School District Diagnostics
 - Group Reading and Diagnostic Evaluation (GRADE)
 - Student Motivation Survey (MRQ)
 - Hope Scale
 - Curriculum-based Progress Monitoring
 - Observational/Focus Group Data



Research Question Two & Data Sources

❖ **How is fidelity of implementation related to student performance on reading outcome measures?**

- Student engagement measures
- Attendance
- Class size
- Course schedule (dosage)
- Student satisfaction
- Teacher satisfaction
- Teacher level of use/fidelity of intervention



Initiating-Research Intervention Grant

- ❖ Continue collaboration/consensus across stakeholders (schools, districts, universities)
- ❖ Investigate alignment of data sources for comprehensive research
- ❖ Initiate management plan
- ❖ Collect ongoing data sources



Fidelity of Implementation

- ❖ Role of On-site Instructional Coaches
- ❖ Continuous Professional Development
- ❖ Resources
- ❖ Data Collection/Feedback
- ❖ Other



Results



Research Question One: Intervention on Student Performance

- ❖ **What are the effects of multi-component decoding and comprehension interventions on reading performance of Adolescent Struggling Readers?**
- ❖ Hierarchical linear modeling



Results



Research Question Two: Fidelity of Implementation on Student Performance

- ❖ **How is fidelity of implementation related to student performance on reading outcome measures?**
- ❖ Structural equation modeling



Implications



Implications for Practice

- ❖ This research supports current standards for effective professional development related to student outcomes (NSDC, 2002).
- ❖ Instructional changes and resulting student outcomes can be produced in schools. However, for such reforms to affect instruction in powerful ways, the instructional practices of school reforms must carefully address a core set of characteristics and consistently provide the varying degrees of supports for teacher learning and implementation to impact student learning.



Implications for Practice

- ❖ This research supports the need for continued research into the impact of innovative programs related to the conditions and context of classroom implementation (Bulgren, 2006; Correnti & Rowan, 2007).



"Never doubt that a small group of
thoughtful committed people can
change the world:
indeed it is the only thing
that ever has."



Margaret Mead

Contact Information

- ❖ **Mary E. Little, Ph.D.**
- ❖ **Debbie L. Hahs-Vaughn, Ph.D.**
University of Central Florida
PO Box 161250
Orlando, FL 32816-1250
- ❖ **Janet Atallah, M.Ed.**
- ❖ **Marsha Kufel, M.Ed.**
Palm Beach School District
3378 Forest Hill Blvd.
West Palm Beach, FL 33406

