

**2012–2025 Comprehensive
Summary Report:**

**Connecticut’s Partnership for
Literacy Success and Connecticut’s
Literacy Model (CTLM)**

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INTRODUCTION

Students who read independently and proficiently by third grade are better positioned for academic success, lifelong learning, and equal opportunities throughout their education and beyond. For more than a decade, Connecticut has demonstrated sustained leadership in advancing research-driven reading reform through decisive policy action, long-term investment, and deep cross-sector collaboration. At the center of this effort is the **Partnership for Literacy Success**, a statewide initiative that brings together the Connecticut State Department of Education (CSDE), the Neag School of Education at the University of Connecticut, and regional literacy organizations such as HILL for Literacy and Literacy How. This work was catalyzed by the visionary leadership of the Black and Puerto Rican Caucus of the Connecticut General Assembly (Caucus), whose advocacy for educational equity led to groundbreaking literacy legislation and continued support for statewide reading reform.

Since its inception in 2012, the Partnership has developed, refined, and implemented the **Connecticut Literacy Model (CTLM)**—a

comprehensive, evidence-based framework for improving reading instruction and outcomes in grades kindergarten through third (K–3) through Multi-Tiered Systems of Support (MTSS). This report documents the growth, evolution, and institutionalization of this work, from its initial pilot phase in five schools to its current role in supporting districts across the state through the “Right to Read” Act and the **Center for Literacy Research and Reading Success** at CSDE. This report highlights the research base, implementation supports, educator perspectives, and key policy milestones that have shaped Connecticut’s nationally recognized approach to ensuring that all children learn to read independently and proficiently.

LEGISLATIVE AND POLICY CONTEXT FOR THE PARTNERSHIP: AN HISTORICAL OVERVIEW

Connecticut has long been recognized as a national leader in advancing research-

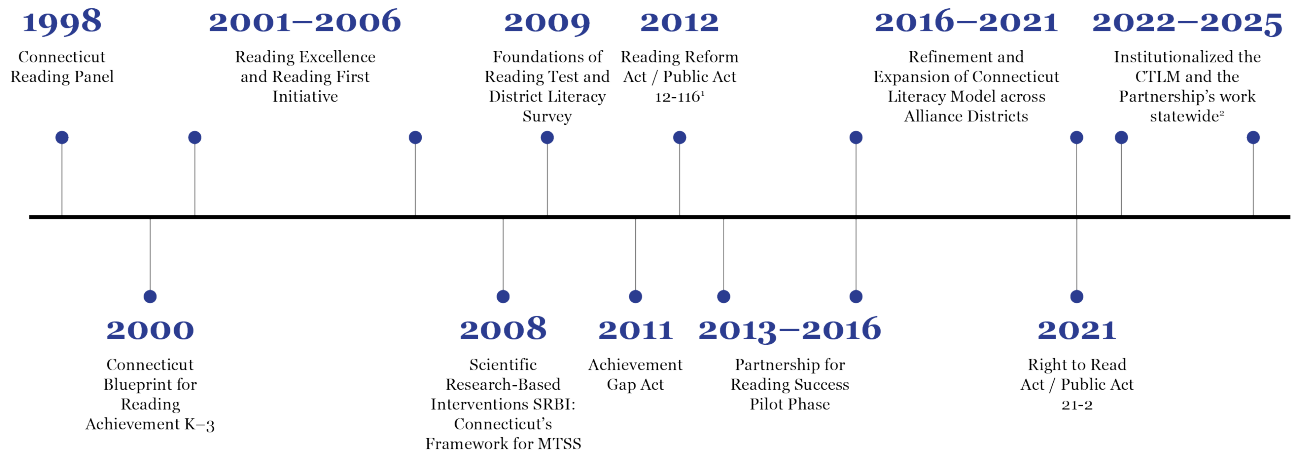
driven reading reform—distinguished by forward-thinking policies, sustained investment, and strong cross-sector partnerships among the state legislature, the CSDE, and university collaborators. **The Connecticut Partnership for Literacy Success emerged from a multi-decade trajectory shaped by both state and federal efforts to improve early literacy instruction.**

This foundation was laid in 1998, when Connecticut convened its own Reading Panel, concurrent with the National Reading Panel. The state subsequently developed the *Connecticut Blueprint for Reading Development K–3* in 2000. The Reading Excellence Act and the \$42 million federal Reading First grant supported widespread reading improvement efforts. Additional initiatives—such as *Beyond the Blueprint* (2006) and the development of Connecticut’s RTI/MTSS framework, *Scientific Research-Based Interventions (SRBI)* in 2008—further advanced literacy reform. A pivotal shift occurred in 2009 with the introduction of the *Foundations of Reading Test*, which published educator preparation program pass rates and marked an early step toward greater accountability.



© This report documents the growth, evolution, and institutionalization of this work, from its initial pilot phase in five schools to its current role in supporting districts across the state through the “Right to Read” Act and the Center for Literacy Research and Reading Success at CSDE. (Peter Morenus/UConn photo)

Figure 1. Timeline of Connecticut Literacy Milestones



¹ Championed by the Black and Puerto Rican Caucus; mandated the development of an intensive K–3 reading strategy to support high-need Alliance Districts.

² Required all districts to adopt evidence-based K–3 reading curricula and universal screeners; established the Center for Literacy Research and Reading Success within the Connecticut State Department of Education.

The policy landscape deepened in the 2010s with the passage of the *Achievement Gap Act* (2011) and the *Reading Reform Act* (Public Act 12-116) in 2012. Championed by the Caucus in response to persistent racial and ethnic disparities in reading outcomes, this legislation mandated the development of Connecticut’s intensive K–3 reading intervention strategy (CKLI). These policies led to the formal creation of the Partnership for Literacy Success in 2012, which was charged with supporting Alliance Districts in designing and implementing evidence-based, schoolwide reading plans to promote literacy success for all students.

Connecticut’s commitment to early reading was further codified with the *Right to Read Act* (Public Act 21-2), passed in 2021. This landmark legislation institutionalized the comprehensive statewide literacy strategy (CTLM) that had been developed through the Partnership. It established the *Connecticut Center for Literacy Research and Reading Success*—led by Dr. Melissa Hickey—and required all districts to adopt evidence-based reading curricula and universal screening tools approved by the state. The Act also expanded support for Alliance Districts and leveraged federal recovery funding to accelerate progress.

This legislative history underscores how Connecticut’s Partnership for Literacy Success has been grounded in both

rigorous research and equity-focused policy reform—positioning the state as a national exemplar in literacy leadership.

ADVANCING K–3 LITERACY THROUGH EVIDENCE-BASED REFORM: THE GROWTH OF CONNECTICUT’S PARTNERSHIP FOR LITERACY SUCCESS

Phase 1: Initial Pilot Implementation – Demonstrating Efficacy

Connecticut’s Partnership for Literacy Success (Partnership) began with a bold and innovative effort to develop and evaluate a comprehensive approach to early literacy grounded in the Science of Reading in Connecticut. A comprehensive K–3 school-wide literacy initiative (CT K-3 Literacy Initiative; CK3LI) was enabled through the visionary leadership of the Caucus, who championed Public Act No. 12-116 – An Act Concerning Educational Reform in 2012. This legislation mandated statewide improvements in early reading and authorized the launch

of CK3LI in select high-need schools, establishing the Partnership and its work as a legislatively supported priority.

The Partnership is a broad coalition that joined with the Caucus—including the CSDE, the University of Connecticut’s Neag School of Education, literacy organizations such as Literacy How and HILL for Literacy and the Connecticut Commission for Women and Children—to come together with a shared commitment to improving reading outcomes. This collaborative partnership developed an initial version of what would become the CTLM, integrating evidence-based practices in curriculum, assessment, instruction, intervention, and professional learning within a MTSS framework, supported by systems and infrastructure for sustainable implementation.

Pilot implementation occurred in five elementary schools across five Alliance Districts selected for their commitment to improving literacy. These schools received intensive, targeted professional learning and coaching to support high-fidelity implementation of CTLM. Rigorous evaluation using experimental and quasi-experimental designs generated compelling evidence of the model’s efficacy, demonstrating meaningful improvements in reading outcomes for all students as well as those at greatest risk for reading difficulties and dyslexia.

Findings from the CK3LI pilot offered a rare example of a state initiative with unequivocal evidence of positive student reading growth, supported by evidence that meets rigorous federal standards set by the Every Student Succeeds Act (ESSA; Coyne et al., 2018; Coyne et al., 2024). These early findings were shared through peer-reviewed publications, national conferences, local presentations, and legislative forums, laying the groundwork for statewide expansion.

Phase 2: Scaling and Refinement – Focusing on Implementation

Following the success of the pilot evaluation, the work of the Partnership entered a second phase focused on scaling and refining the CTLM model. In 2015, enabled by legislation supported by the Caucus, the state formalized its literacy leadership infrastructure by establishing a dedicated Director of Reading at the CSDE. Implementation of the CTLM expanded to a growing number of Alliance Districts, supported by a system of professional learning that included school leadership team development, sustained coaching, and strengthened family engagement. As implementation broadened, attention shifted to evaluating feasibility, fidelity, and the quality of implementation across diverse school contexts.

Data collected during this phase confirmed that schools could implement CTLM with high integrity when supported by embedded professional learning. Studies also identified critical barriers to successful implementation—including leadership turnover, scheduling constraints, and resource variability—as well as facilitators, such as leadership teams, data-based decision making, and structured routines (Coyne et al., 2016; Leonard et al., 2019). These findings informed refinements to the CTLM, notably the development of tools, routines, and guidance documents to support a comprehensive district-wide model, which features structured school and district self-assessments. Knowledge gained in this phase was shared widely through practitioner articles, videos, websites, national presentations, and resources tailored to school and district teams.

Phase 3: Sustainability and State Capacity – Institutionalizing the Work

In its current third phase, the Partnership’s work has focused on sustainability, institutionalization, and building long-term state capacity. Legislative momentum, championed by the Caucus, continued with the passage of the “Right to Read” Act in 2021, which codified Connecticut’s literacy priorities and authorized the creation of the Center for Literacy Research and Reading Success (Center) within the CSDE. This Center—staffed with its Director, Dr. Melissa Hickey, and a team of expert consultants—now leads the state’s literacy work, anchoring support for the CTLM across districts and serving as a permanent home for the Partnership and Connecticut’s K–3 literacy infrastructure. It also sustains the long-standing foundational collaborative partnership with the University of Connecticut’s Neag School of Education, HILL for Literacy, and Literacy How, ensuring the model continues to evolve with the support of researchers and expert practitioners, including

Phase 1: Initial Pilot Implementation – Demonstrating Efficacy

- Developed and rigorously evaluated Connecticut’s K–3 literacy model (CTLM), grounded in the Science of Reading and Public Act No. 12-116.
- Provided intensive professional learning and coaching in five pilot Alliance schools, significantly improving student reading outcomes.
- Produced strong experimental evidence meeting rigorous ESSA standards.

Phase 2: Scaling and Refinement – Focusing on Implementation

- Expanded implementation across additional Alliance Districts, embedding district-wide literacy supports
- Identified and addressed key implementation barriers through systematic data collection and continuous improvement processes.
- Created practical tools and resources, widely shared through practitioner articles, media, and national conferences.

Phase 3: Sustainability and State Capacity – Institutionalizing the Work

- Codified lasting literacy infrastructure through the passage of the Right to Read Act and the establishment of the Center for Literacy Research and Reading Success.
- Expanded state-developed resources—including Connecticut’s K–3 Literacy Strategy, approved lists of evidence-based curricula and assessments—and broadened professional learning networks.
- Deepened cross-sector partnerships, solidifying Connecticut’s role as a national leader in sustained, evidence-based literacy reform.

a dedicated seat for UConn Neag School of Education on the Center’s Reading Implementation Leadership Council.

State capacity was further institutionalized through the development of aligned state resources, including Connecticut’s K–3 Literacy Strategy, the K–3 Literacy Plan issued by the Center, the state’s approved list of K–3 Reading Curriculum Models, and the Connecticut Approved Research-Based Universal Screening Reading Assessments. Professional learning opportunities were expanded to reach a broader audience of educators and leaders, with continued emphasis on school and district leadership, coaching, and family engagement. Evaluation efforts in this phase have focused on the quality and usefulness of these professional learning activities and the degree to which they support effective implementation. Findings from this phase have been widely disseminated through webinars,

media, websites, legislative forums, and educator-facing resources, reinforcing the model's continued alignment with emerging legislative priorities and best practices in early literacy.

The Partnership's current phase is unique among state reading initiatives in several key respects. Its long-term commitment to reading improvement is codified in law; it is built upon a validated model developed and rigorously tested in Connecticut schools; and it continues to be guided by a cohesive, cross-sector coalition of partners. **This enduring Partnership—spanning state agencies, higher education, nonprofit literacy organizations, and legislative champions—brings together diverse expertise in research, policy, and practice, contributing to the initiative's strength, coherence, and adaptability over time.** Together, these elements position Connecticut and its Partnership for Literacy Success as a national leader in sustained, evidence-based literacy reform, with other states using Connecticut as a model (e.g., Massachusetts).

ESSENTIAL COMPONENTS OF THE CONNECTICUT LITERACY MODEL (CTLM)

Connecticut's Literacy Model (CTLM), the central focus of the Partnership's work, is a comprehensive, research-informed framework for supporting reading success for all students in grades K–3. It is grounded in the Science of Reading and research-proven practices for teaching reading (e.g., Foorman et al., 2016) and has been rigorously evaluated in Connecticut, providing a proven, evidence-based approach to early literacy instruction that meets rigorous ESSA standards. Importantly, the CTLM is intentionally aligned with Connecticut's K–3 Literacy Strategy, ensuring that the model's core principles and practices are integrated into the state's broader educational framework. The CTLM is

Components of the CT Literacy Model

Commitment to K-3 Literacy as a Top Priority

- Prioritizing early reading instruction as a foundational goal for schools and districts.

Comprehensive School- or District-Wide Reading Plans

- Developing and maintaining comprehensive, coherent tiered reading plans that address the full spectrum of literacy needs for all students.

Strong, Distributed Literacy Leadership

- Building leadership capacity at both the school and district levels, including principals and representative leadership teams, to drive continuous literacy improvement.

High-Quality Classroom Reading Instruction

- Delivering high-quality, research-informed Tier 1 reading instruction to all students, aligned with the Science of Reading and supported by structured, research-informed curricula and resources.

Intensive, Evidence-Based Reading Interventions

- Providing targeted, intensive support for students who need additional help to reach grade-level reading proficiency. This includes the strategic use of evidence-based interventions at Tiers 2 and 3 that are explicitly designed to address the specific skill needs of individual students.

Assessments to Inform Instruction

- Using a comprehensive, data-driven assessment system to monitor progress, identify student needs at each tier, and adjust instruction accordingly. This includes universal screening, ongoing progress monitoring, and targeted diagnostic assessments.

Ongoing Coaching and Professional Learning for Educators

- Supporting educators through regular, job-embedded professional learning, coaching, and mentoring to ensure effective, responsive reading instruction.

Strong Family Engagement

- Actively involving families as partners in the reading success of their children, empowering them to support literacy development at home.

designed to build sustainable, school- and district-level capacity for supporting all students through tiered systems of support (MTSS) that address the full range of literacy needs. **The CTLM is not an off-the-shelf program, but**

a flexible framework designed to support whole-district and whole-school literacy improvement. It draws on the lessons learned from over a decade of pilot studies and statewide scale-up efforts, making it

uniquely responsive to the needs of Connecticut's schools, teachers, and students.

CK3LI SERVICES AND SUPPORTS FOR DISTRICTS, SCHOOLS, AND EDUCATORS

Since 2013, the Partnership has collaborated with educators, schools, and districts across Connecticut, prioritizing support for Alliance Districts. Over this time, the Partnership has developed an expert team of reading coaches, trainers, professional developers, and evaluators drawn from the CSDE, the University of Connecticut's Neag School of Education, and literacy organizations including Literacy How and HILL for Literacy. Together, this interdisciplinary team has provided tailored support to help schools and districts build the capacity to implement effective, evidence-based literacy practices aligned with CTLM.

Comprehensive Supports and Services for Schools and Districts

Since its inception, the Partnership for Literacy Success has provided a comprehensive and flexible array of supports to schools and districts across Connecticut, with a primary focus on serving high-need Alliance Districts. These supports are grounded in the Connecticut Literacy Model (CTLM) and designed to build district and school capacity for implementing evidence-based literacy practices within an MTSS framework. **One of the Partnership's core strengths is its ability to tailor services to meet the unique priorities, structures, and contexts of individual districts—ensuring that support is both relevant and responsive.** While initial efforts were concentrated in Alliance Districts, recent years have seen an expansion of access, with supports increasingly available to all districts across the state seeking to strengthen K–3 literacy outcomes.

ALLIANCE DISTRICT SUPPORT

- **Needs Assessment:** Comprehensive evaluation of



Since 2013, the Partnership
Has Supported

128

CT school districts

385

CT schools

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district and school-level literacy needs and current practices to identify strengths and areas for improvement.

- **Development of District Literacy Plans:** Support for creating comprehensive, tiered literacy plans aligned to the Science of Reading and the CTLM framework.
- **Facilitation of District Leadership Team Meetings:** Guidance for district leaders on building strong, distributed literacy leadership teams to drive continuous improvement.
- **Facilitation of Data Team Meetings:** Support for establishing and running regular data meetings to analyze student progress and inform instructional decisions.
- **Targeted Professional Learning:** Customized training for educators, literacy coaches, and administrators on key components of the CTLM model, including assessment, intervention, and effective tiered instruction.

- **Expert Coaching:** Ongoing, job-embedded coaching for educators and leaders to support high-fidelity implementation of evidence-based literacy practices.

LEADERSHIP TEAM TRAINING SERIES

Intensive, multi-session training for school and district leadership teams, focused on building capacity for distributed leadership, data-informed decision making, and system-wide literacy improvement.

VIRTUAL SCIENCE OF READING AND STRUCTURED LITERACY PROFESSIONAL LEARNING SERIES

Ongoing professional learning series focused on cognitive science underlying the Science of Reading as well as the core principles of Structured Literacy including oral language, phonemic awareness, phonics, advanced code and morphology, vocabulary, syntax, writing, reading comprehension understanding narrative and informational text. Participants also learn about Multi-tiered Systems of Support as well as

characteristics of students with SLD/ Dyslexia and other language-based learning disabilities.

COACHING ACADEMY

Specialized training for literacy coaches and interventionists, including evidence-based coaching strategies, observation techniques, and feedback protocols to support high-quality instruction.

FAMILY ENGAGEMENT EVENTS

Workshops and events designed to empower families to support their children's reading development, including training on effective reading strategies and at-home literacy activities.

DISTRICT CORE PROGRAM ADOPTION SUPPORT

Guidance for districts in selecting and implementing high-quality core reading programs that align with the Science of Reading and support a tiered system of support.

REVIEW OF CT'S UNIVERSAL LITERACY SCREENERS

Comprehensive evaluation of Connecticut's approved universal literacy screening tools to ensure alignment with the Science of Reading and to support districts in selecting appropriate assessments.

DATA ANALYSIS AND REPORTING SUPPORT

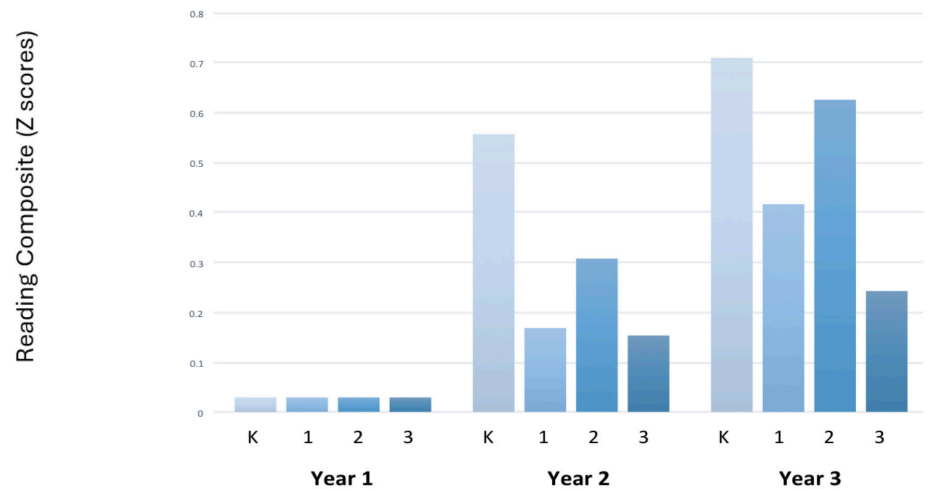
Assistance with collecting, analyzing, and interpreting literacy data to evaluate program effectiveness and guide continuous improvement.

CUSTOMIZED TECHNICAL ASSISTANCE

Tailored support for districts and schools facing specific implementation challenges, including help with resource alignment, scheduling, and professional learning plans.

EVALUATING THE IMPACT OF THE PARTNERSHIP: BRIDGING EVIDENCE AND PRACTICE

Figure 2. Growth in student literacy outcomes after one and two years of implementing Connecticut's Literacy Model (Coyne et al., 2024)



Evaluating Connecticut's Literacy Model: Rigorous Evidence from Connecticut Schools

Connecticut's Partnership for Literacy Success and the CTLM model has demonstrated strong evidence of effectiveness in improving early reading outcomes through rigorous, real-world evaluations conducted across a diverse range of Connecticut schools. **Unlike many state initiatives, the CTLM's impact has been validated through experimental and quasi-experimental studies conducted in applied school settings,** rather than solely relying on descriptive or correlational data. This approach allows researchers to directly attribute improvements in student reading achievement to the implementation of Connecticut's Reading Model, meeting the rigorous standards for evidence required by ESSA.

For example, one study (Coyne et al., 2024) using a successive cohort design found that schools implementing comprehensive, coordinated Tier 1 classroom reading instruction within CT's Literacy Model achieved accelerated literacy outcomes over multiple years (see figure below). Another study (Coyne et al., 2018) using a regression discontinuity design showed that students at risk for reading difficulties

who received supplemental Tier 2 intervention within CT's Literacy Model exhibited significantly greater growth in phonemic awareness and decoding skills compared to peers who did not receive these supports. These studies, which meet ESSA standards for strong and moderate evidence, provide robust, causal evidence of the model's impact in Connecticut, setting CK3LI apart from many other state initiatives.

Connecticut's commitment to rigorous, in-state evaluation across a range of diverse school contexts and student populations has made the CK3LI model a national example of successful state-led literacy improvement. **In fact, other states have looked to Connecticut's research findings to inform their own statewide reading improvement efforts, recognizing the unique strength of having high-quality, context-specific evidence to guide decision-making.**

Scaling Literacy Reform: Lessons from the Partnership's Implementation Research

After demonstrating the impact of Connecticut's Literacy Model on student reading outcomes, the Partnership's research focus shifted to studying implementation at scale using principles from implementation science. Early findings revealed that

schools could implement the CTLM with high levels of fidelity. However, achieving meaningful and sustained improvements in reading outcomes required schools to move beyond surface-level MTSS adoption and engage deeply with the systems, structures, and routines that support effective literacy instruction (Coyne et al., 2016). The Partnership identified a series of common implementation barriers, including underutilized literacy plans, fragmented leadership structures, and inconsistent use of data to guide instruction. These challenges, described as “stumbling blocks”, can significantly limit the impact of even well-designed reading initiatives if left unaddressed.

Unlike many broad reading initiatives that rely primarily on generic, one-size-fits-all supports, the Partnership was uniquely prepared to identify and respond to these challenges with comprehensive, context-specific supports. To overcome these barriers, the Partnership developed a range of customized tools and resources that enabled schools to align their efforts more effectively. These included a K–3 literacy activity timeline, instructional templates for whole- and small-group reading, and data grouping workbooks—tools designed to translate abstract MTSS principles into concrete, actionable practices embedded in daily routines (Leonard et al., 2019). These supports were developed through close collaboration with schools and district leaders, ensuring they were not only practical and scalable, but also responsive to the unique needs of individual schools and districts.

Additionally, successful CTLM implementation hinged on the presence of strong, distributed literacy leadership teams, consistent professional learning, ongoing coaching, and careful alignment across all tiers of instruction. Unlike more standardized approaches, the Partnership’s supports emphasized the importance of localized, context-driven planning and the strategic use of human and instructional resources. This included narrowing the focus to a few high-quality intervention programs and aligning instructional schedules to maximize opportunities for small-group reading support—a critical



📷 The Partnership has consistently gathered feedback from educators and administrators to evaluate and refine coaching and professional learning opportunities. (Bri Diaz)

consideration in high-priority schools with limited time and personnel.

SYNTHESIS OF FEEDBACK ON PROFESSIONAL LEARNING AND TRAINING OPPORTUNITIES 2024–2025

The Partnership has consistently gathered feedback from educators and administrators to evaluate and refine coaching and professional learning opportunities. The following synthesizes participant feedback from supports provided during 2023–2025, highlighting themes that underscore the effectiveness and impact of these professional learning experiences.

1. Practical and Actionable

Content: A large majority of participants appreciated the practicality of the professional learning, highlighting the value of clear frameworks, structured guidance, and practical tools. Professional learning opportunities that included templates, decision trees, and step-by-step action plans were particularly well-received, as they provided concrete resources that participants could immediately apply in their districts and schools. For example, the guidance on developing district literacy plans and data-driven decision-making routines and documents was frequently praised as “very helpful” and “highly relevant” for day-to-day instructional leadership.

2. Collaboration and Team-Based Learning: Participants

consistently highlighted the benefits of working collaboratively with their district teams during the trainings. Many found that the dedicated time for team discussions helped align their goals, clarify roles, and develop shared strategies for literacy improvement. This collaborative approach was seen as essential for building cohesive literacy plans that reflect the unique needs of each district.

3. Increased Confidence and Leadership Capacity: Participants indicated that the training greatly helped participants build confidence in their leadership roles. **Participants noted that the professional learning reinforced their understanding of effective literacy practices and provided them with the skills needed to guide their schools and districts through complex literacy challenges.**

This sense of increased capacity was often linked to the opportunity to practice leadership skills in a supportive, structured environment.

4. Alignment with State and District Goals: Participants especially appreciated that the professional learning content was closely aligned with Connecticut’s broader literacy goals and state mandates, including the Right to Read legislation. This alignment was seen as a significant advantage,

as it provided clear guidance on meeting state requirements, such as creating district literacy plans, while also supporting district-level literacy goals. Participants frequently mentioned that the trainings helped bridge the gap between policy and practice, making it easier to implement state-recommended literacy strategies.

Sample Voices from the Field: How the Partnership is Advancing Literacy and Equity

FEEDBACK FROM ALLIANCE DISTRICTS

“This partnership supports the advancement of equity and culturally responsive teaching that stimulates students’ cognitive development. I am grateful for the partnership. They have assisted with creating systems and structures to support teachers, leaders, students, and families. I see how to leverage continuous improvement on behalf of the community I serve.” (District Literacy Leader)

“Students receive explicit instruction that is systematic, and our data shows amazing growth as a result.” (Reading Interventionist)

“According to the data, students are making great gains from year to year in their early literacy skills. Fewer students are being referred to PPT in my building.” (Classroom Teacher)

“We have seen growth in the students Reading Foundational skills as well as in their self-confidence throughout the implementation of the Science of Reading initiative process.” (Classroom Teacher)

“Improved teacher knowledge of high-quality reading interventions/instruction has meant that students’ skills are improving at a faster rate than in previous years. Anecdotally, for special education students, I am seeing much more progress from their classroom instruction.” (Special Education Teacher)

“Students are improving their reading and learning. Being successful in reading builds confidence.” (Assistant Principal)

“Classroom teachers are developing a sense of efficacy. They see their power to make a difference in the lives of students. They also see the value of coaching to develop their instructional skills.” (District Literacy Leader)

“Teachers feel confident they are delivering impactful instruction.” (Reading Interventionist)

“The teachers felt supported, rather than evaluated when support partners came in and this allowed them to truly take in the guidance and use it to help move students forward.” (Special Education Teacher)

“Classroom teachers are able to look at data to determine an instructional focus for all students and adjust instruction to meet the needs of each student.” (Assistant Principal)

“ *It’s a genuine partnership. No one came in and said ‘this is what you need to do and this is how you’re going to do it.’ This has been such transformational work for our district.*

– District Literacy Leader

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FEEDBACK FROM FAMILY ENGAGEMENT EVENTS

“Awesome event! Learned so much to help my children. Thank you!” (Parent)

“This was great! I love how the school creates a sense of community.” (Parent)

“It was nice to connect with families in a non-academic setting. Time to talk during dinner provided a space to allow families to make connections with each other.” (Teacher)

“Beautiful idea to help parents and encourage us to learn also.” (Parent)

“I very much enjoyed Literacy Night. It’s a great time to be together with your child and engage in activities that build their literacy skills.” (Parent)

“Thank you! This was a really fun and productive literacy night. Engaging families is crucial for children’s development. Kudos!” (Teacher)

“It was fabulous, our kids love to take home a new book each time, and they are definitely more excited about reading after every event. We invite friends to join us and make it a family night out.” (Parent)

Looking Ahead: Sustaining and Expanding the Partnership

NEXT STEPS FOR ADVANCING THE PARTNERSHIP’S IMPACT INCLUDE:

- **Secure sustained and expanded state funding** to support the continued implementation of the CTLM and high-impact services—including coaching, professional learning, technical assistance, evaluation, and family engagement—not only in Alliance Districts and other high-need communities, but throughout the state.
- **Integrate and align the Partnership’s efforts** with other state-led literacy initiatives to ensure coherence, reduce duplication, and maximize support for districts.
- **Conduct rigorous evaluation studies** that go beyond participation metrics to examine how Partnership supports influence educator knowledge, implementation fidelity of evidence-based practices, district literacy systems, and student reading outcomes.
- **Pursue strategic grant opportunities** in collaboration with the Connecticut State Department of Education and other partners to leverage additional federal and foundation funding in support of the state’s long-term literacy goals.

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