



Annual Report

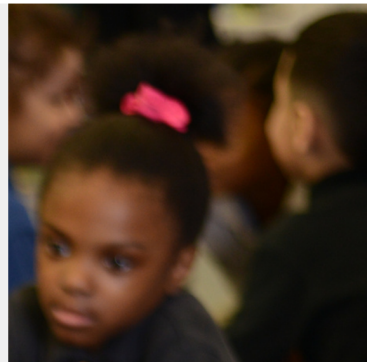
School Year 23-24

220,000+

Children Reached

618

Schools
Served



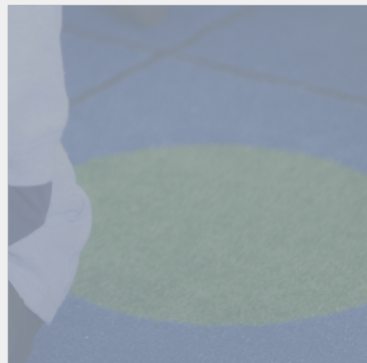
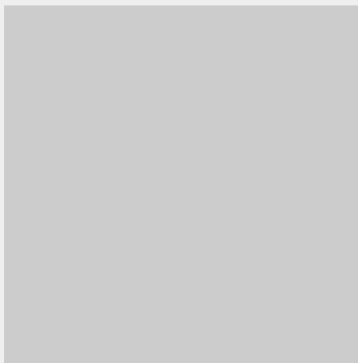
8,750+

Teachers
Trained



79

cents of every \$
spent went toward
direct delivery in
schools



Letter From the Director

Dear Colleagues,

School Year 2023-24 has been a whirlwind of activity and exciting ventures for HILL for Literacy, including a new state project in CT, the launch of a learning management system in HILL Online, and the expansion of our professional development offerings to better meet client needs.

HILL Online, our flagship suite of applications that operationalizes the implementation of the HILL's MTSS framework, experienced a significant amount of growth. We hired several key staff members including a Learning Management System Administrator, Instructional Designer, and Senior Technology Manager who play critical roles in the ongoing management and expansion of HILL Online. We also hired a Grant Writer to help us fund additional application development.

We launched *Expertise*, the gateway for our clients to manage their professional learning, resources, tools, and implementation support, in Summer 2023 by offering 100 Massachusetts educators the opportunity to take our Science of Reading series for free, thanks to our Massachusetts state appropriation funding. We also began the development and rollout of a completely asynchronous version of our acclaimed Science of Reading series to provide districts a more efficient and affordable alternative to live training. Our team's dedication to continuously improving our technology to serve our clients' evolving needs led to discovery meetings with districts that illuminated several key features for us to prioritize and add to our product roadmap. Through HILL Online alone we served 178 districts, more than 3,500 teachers, and 38,000 students in School Year 2023-24, and anticipate serving even more in School Year 2024-25.

We're proud of our continued work with the Massachusetts Department of Elementary & Secondary Education on the GLEAM initiative, now in its third year. We also partnered with the CT State Department of Education and other organizations to provide training in leadership and the science of reading to 130 districts across the state through the ARPA Right to Read Grant, more than we've ever before reached in a single initiative. Both state projects provide critical support and training in the best evidence-based literacy practices to school districts as we work collaboratively with these entities to address each state's achievement gap.

We look forward to School Year 2024-25 and continuing our partnerships with the CSDE and MA DESE to reach more teachers and students through their statewide initiatives, including a new round of Open Access Professional Learning in Massachusetts. We're actively expanding our asynchronous offerings in *Expertise*, including a Small Group Training Series, brief elearnings on topics relevant to the implementation of an MTSS framework, and just-in-time microlessons embedded into other components of HILL Online such as *Continuum*. We've also added several exciting new enhancements to our product roadmap, with plans to release them to our clients over the next year, improving the accessibility and sustainability of our district partnerships.

As a nonprofit, our organization's ability to continue operations is due in part to the generous donations of community members and foundations. We don't take the challenge of teaching kids to read lightly: according to the latest NAEP results, 68% of 4th graders fail to read at grade level each year and we know that we can help them. Your support can have a tangible, meaningful impact on the lives of children in HILL schools. Donations can be made via our website www.hillforliteracy.org or by contacting the HILL at 1-888-860-0190.

Best Wishes,

Darci Burns, Ph.D.

Executive Director
HILL For Literacy



Connecticut Right To Read Statewide Training Series

Beginning in October 2023, HILL for Literacy partnered with the Connecticut State Department of Education, UCONN, and LiteracyHow to support districts in addressing educational disparities and supporting evidence-based literacy teaching and learning in grades K-3. ARPA Right to Read Grant recipients enrolled a district literacy leadership team in our Right To Read Statewide training series which features 10 days of professional learning pertaining to the science of reading and the creation of a district literacy plan. Through this incredible initiative, we're working with an impressive 130 districts, 291 schools, and 778 literacy leaders.

The HILL is dedicated to supporting these districts in the creation and implementation of their district literacy plans, and the response from participants is highly positive.

"Our district has **thoroughly enjoyed and gained much needed information** from these meetings. The plans that we have filled out will help us to focus our work over the summer and into the next school year."

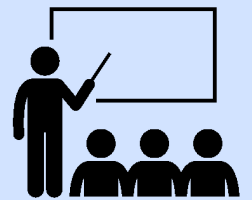
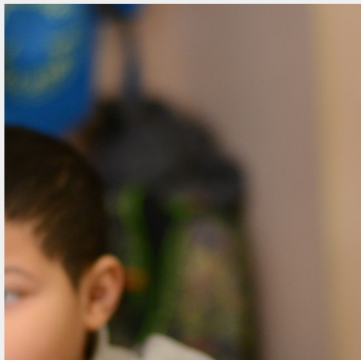
-Jennifer Spangle, *Dean of Students*
Integrated Day Charter School

"As we approach a specific programmatic change in literacy, **this work will help us support teachers** by ensuring that teachers are aware of our vision and have the supports necessary to move forward with this change."

-Abby Skarvelas, *Literacy Specialist*
Memorial School, East Hampton Public Schools



130 Districts



291 Schools



778 teachers



Brockton Summer School Literacy & Professional Learning

The Summer School Literacy and Professional Learning Grant (SSLPL) is an initiative designed by the Massachusetts Department of Education to simultaneously maximize achievement in extended school year programs and provide professional development in evidence-based literacy practices and took place in Summer 2023. The program was facilitated through a partnership between HILL for Literacy and Crafting Minds hosted by the Brockton Public Schools. The grant provided a half-day of literacy instruction within the Brockton extended school year program, specifically to rising first grade students reading below grade level. The SSLPL model focuses on two critical areas of professional development: 1) building teacher background knowledge in the science of reading and 2) coaching educators as they plan and deliver Tier 2 structured literacy routines. Participating educators received 45 hours of training through both content delivery and on-demand coaching.

Educator training kicked off with a series of initial stand-and-deliver workshops that focuses on a discrete set of skills (8 hours). Teachers then engaged in embedded practice within the district-supported extended school year program (at least 8 hours), and received ongoing support through coaching (15 hours) and weekly staff meetings (8 hours). Instructional coaches were also supported by HILL facilitators who modeled routines, offered corrective feedback and provided instructional planning. SSLPL participants represent a range of Brockton educators including classroom teachers, reading specialists, special educators, speech and language pathologists, and administrators.

By the conclusion of the 4.5 week program, teachers participated in 45 hours of professional development and coaching, and students received 60 hours of literacy instruction. As a group, the 75+ enrolled students demonstrated meaningful growth across all measures of reading ability.



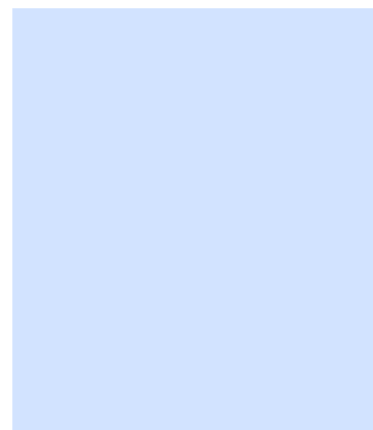
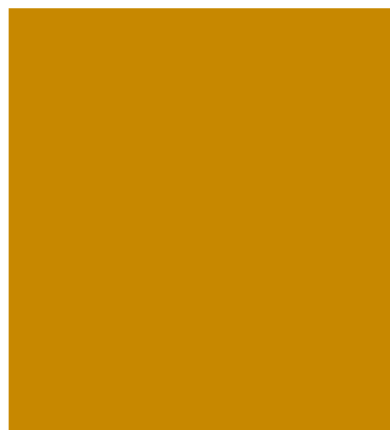
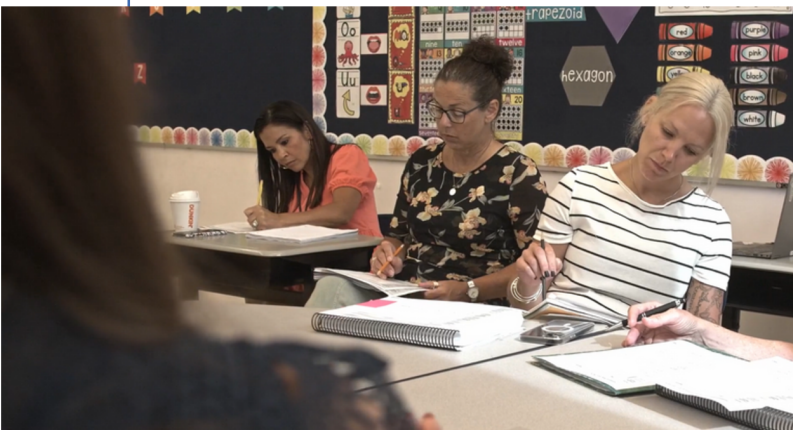
Watch the Video
bit.ly/BrocktonSSLPL



Read the White Paper
bit.ly/BSSLPLWhitePaper

“This deep, rich opportunity for professional development in the summer is also going to have an incredible impact not just in the individual classrooms of these teachers, but throughout the district moving forward.”

- Karen Spaulding, Ed.D,
*Assistant Superintendent for Teaching & Learning,
PreK-5, Brockton Public Schools*



Expertise Launch

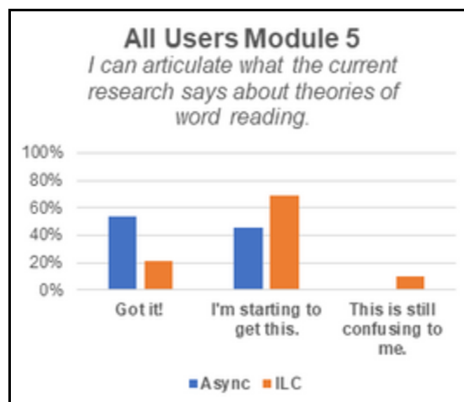
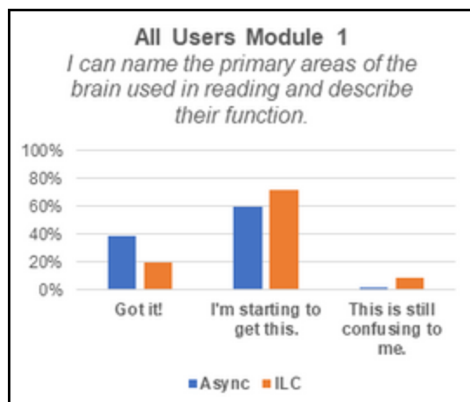
In Summer 2023, we launched our newest HILL Online application, *Expertise*, the gateway for districts to manage their professional learning, resources, tools, and implementation support. Our first offering was Open SOR—a series we made freely available to 100 Massachusetts educators. Now we're serving 3,340 educators in *Expertise* alone, and even more in our other applications such as *Continuum* and *Roadmap*.

Expertise provides educators with timely job-embedded, contextual professional learning to ensure they understand the how and the why behind the HILL's MTSS framework and have a common foundation of background knowledge across their school or district. When a district reaches the sustainability phase, that knowledge provides the groundwork for successful longterm changes in practice to improve student learning.

We've partnered with Axiom Learning Solutions to develop a completely asynchronous version of our Science of Reading series for Primary and Intermediate grades and released the final module at the end of May. We also continue to develop and offer Instructor-led courses (ILC) for the Science of Reading and Adolescent Literacy and launched a new version of SOR for Early Childhood educators in the fall. In addition, our team has been working hard to regularly release new free elearnings in *Expertise* and recently began development of a new asynchronous series to support the implementation of small groups. In the next school year, we plan to embed just-in-time learning from *Expertise* into *Continuum* to ensure educators have the information they need precisely when they need it and further expand our asynchronous course library with meaningful, relevant content for our clients.

Due to the diverse needs of schools, we believe it's important to maintain both ILC and asynchronous options for professional learning. During this first year of *Expertise*, we collected survey data from 544 educators in primary and intermediate grades taking the asynchronous or ILC series at the end of Modules 1 and 5 to check their knowledge of the content. We already knew the ILC version of the series was impactful on educator learning, and the graphs below demonstrate that teachers in the asynchronous series are understanding the concepts (or "getting it") on par with the ILC version. For both series, very few participants needed additional clarification on the content.

We invested in asynchronous course development due to the potential for greater feasibility, sustainability, and equity in learning. Having these options available to our clients will allow them to use facilitator time more strategically and tailor their in-person time to meet specific needs in their schools.



Educators On Our Async SOR Series...

"I have taken many courses over my 23 years in public education. **This is the best course I have taken.** This online format allows me as the student to replay sections on the course I didn't understand."

-Patricia Ferretti

Brockton Public Schools

"I love being in the asynchronous course because it allows me to move at my own pace. I like to rewatch videos and hear information again because I like to do note-taking during the learning. **This has helped me process the information better.**"

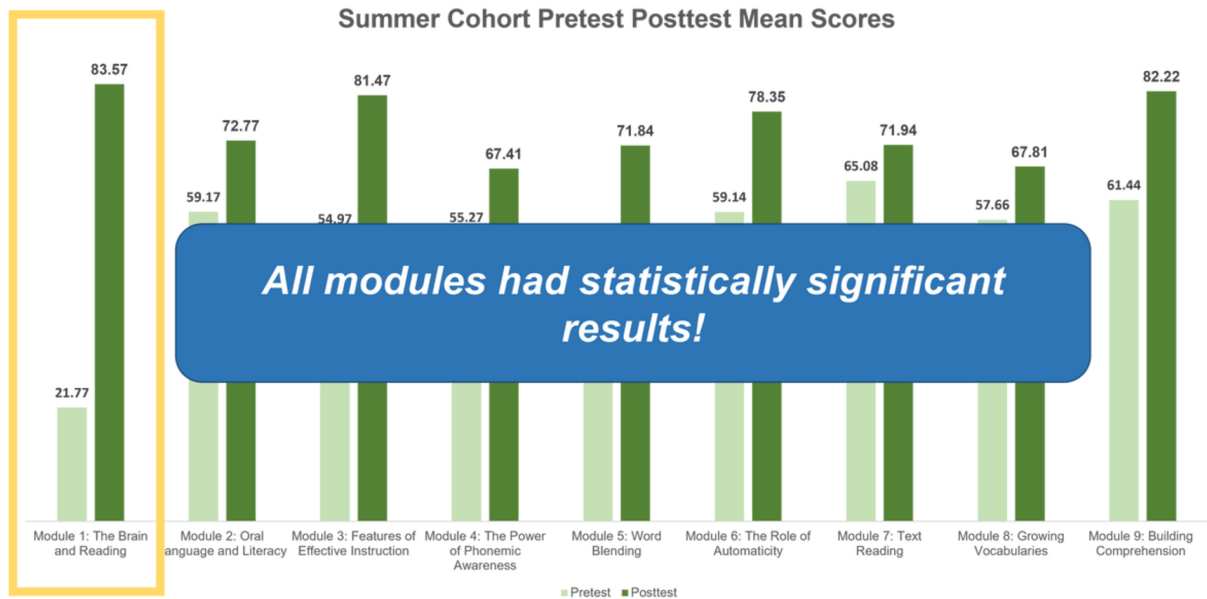
-Sherri Carvalho

Fall River Public Schools



Science of Reading Series Study

In summer 2023, the HILL partnered with researchers from UCONN to conduct a study on 100 participants taking our Science of Reading Series for Primary & Intermediate Grades. Pre and post online surveys were conducted before and after each module to gauge the educators' understanding of the content and how it changed after the instructor led course. The study found statistically significant increases between participants' pre and post test scores on all modules.



In addition, qualitative data from a post-course survey shows most teachers feel greater confidence in providing Tier 1 reading instruction and in understanding how to include evidence-based practices in their classrooms.

On average, 98% of participants strongly agreed/agreed

"I feel more confidence in my ability to provide Tier 1 reading instruction than before starting this series."

On average, 95% of participants strongly agreed/agreed

"I feel more confidence in my ability to plan for reading instruction that includes evidence-based practices than before starting this series."

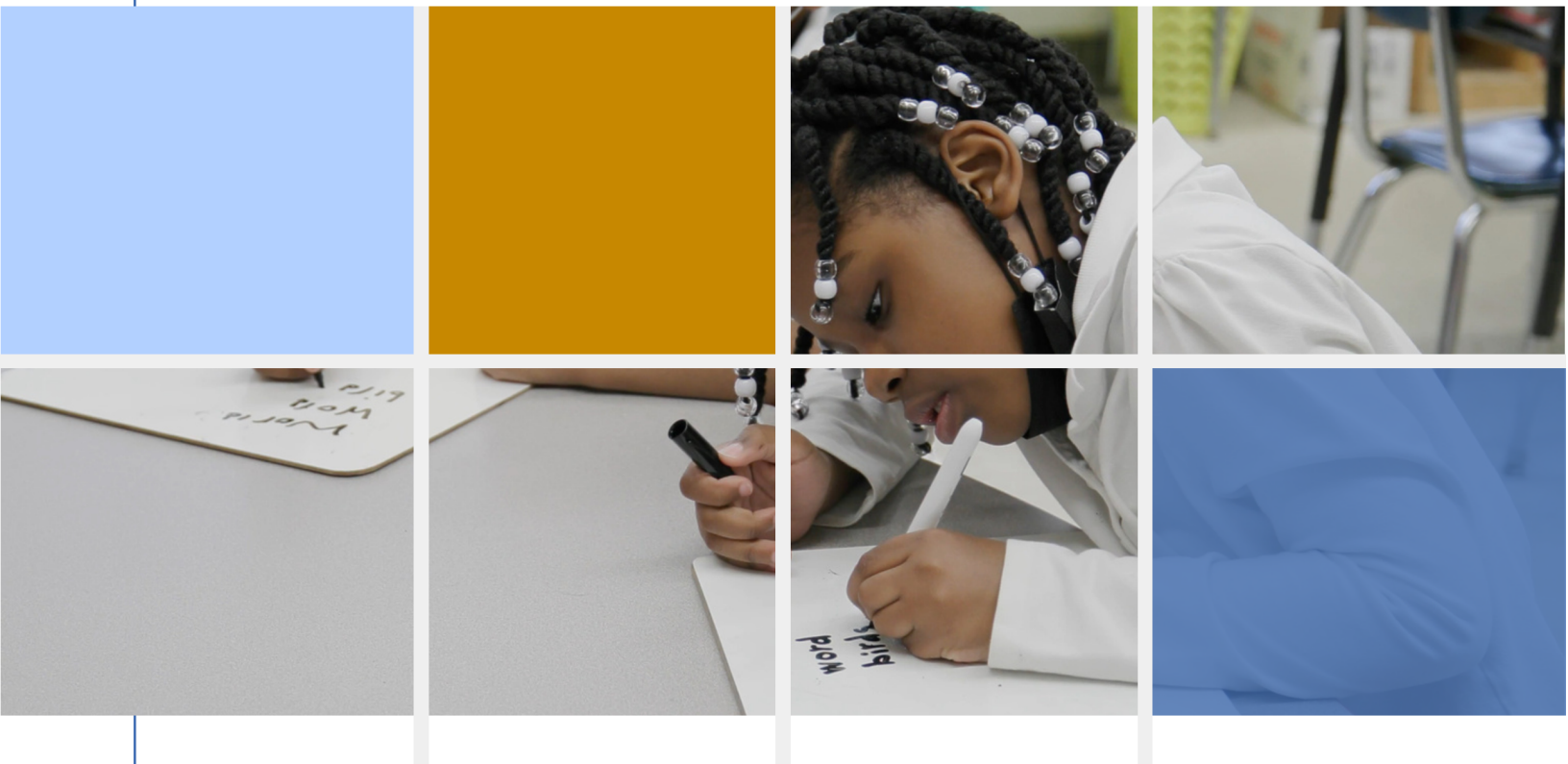


HILL Online Highlights

In SY23-24, we rolled out many new features and enhancements in HILL Online for our clients. We met with several district leaders to garner feedback on their experience with our applications to ensure our product roadmap was aligned to their needs. Those new features include:

- **an improved group scheduling functionality** to allow teachers to specify how and when groups occur and what they look like in order to better support teachers and reading specialists with cognitive planning and provide administrators with awareness and transparency.
- **a new RTI summary report** to provide teachers and administrators with an overview of how students are responding to instruction.
- **Clever and Classlink API integration** that syncs a district's student rosters to HILL Online, ensuring ease and accuracy of data transfer to our applications.
- usability improvements around expanding the **types of users** who can utilize *Continuum*.
- enhancements to the **user interface** of *Continuum* and our **ability to include new data sets** to customize a district's experience, as well as easily **exporting data in additional ways** to support client requests.

Overall, we served 178 districts and 38,042 students in HILL Online, with 3,650 teachers using *Continuum*, 3,340 using *Expertise*, and 2,236 using *Roadmap*. We are eagerly looking forward to SY24-25 where we have even more exciting improvements and features in the works to provide our clients with a delightful experience using our applications to support and sustain the literacy initiatives in their districts.



Key Partners

Black and Puerto Rican Caucus of the Connecticut General Assembly
Center on Teaching and Learning, *University of Oregon*
Center for Behavioral Education & Research, *University of Connecticut*
Connecticut Commission on Women, Children, and Seniors
Connecticut State Department of Education
Crafting Minds
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Literacy How
Massachusetts Department of Elementary & Secondary Education
NeuEon, Inc.
Public Consulting Group
Rhode Island Department of Education
Right to Read CT

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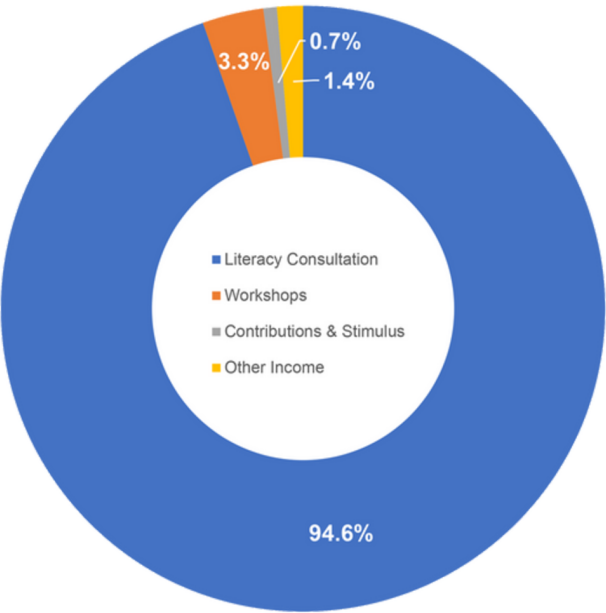
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Grace Hoag

RMC Research Corporation
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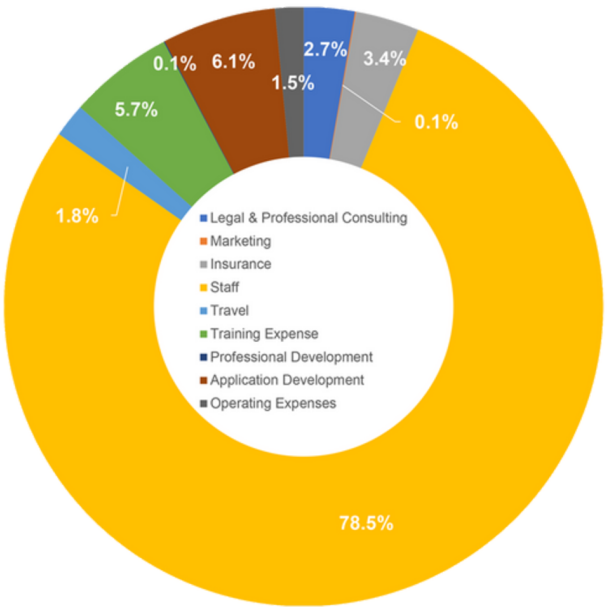
Financials

from FY2022-23 financial audit

Revenue



Expenses



Our Board

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Board Chairman

Dr. Jennifer Curtis
Director

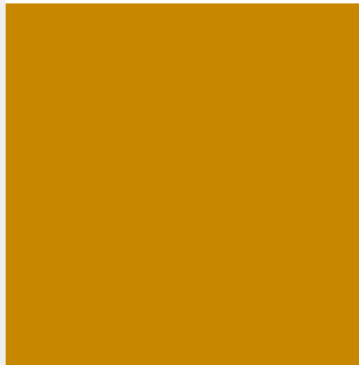
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