

HILL FOR LITERACY



154

Schools Served in
School Year 18-19



3,000+

Teachers Trained in
School Year 18-19



55,000+

Children Reached in
School Year 18-19



81 cents

of every dollar we spent went
toward direct delivery in
schools in School Year 18-19



2018-19 ANNUAL REPORT

DIRECTOR'S MESSAGE

Dear Colleagues,

School year 2018-19 has been a year of exciting forward momentum for HILL for Literacy. One of our most innovative projects is the development of an online tool called Continuum. This database-supported application will bring the HILL's proprietary data meeting process online into an easy-to-use format, making determining students' instructional focus and gauging their progress simpler, even more accurate, and more cost-effective. We've made fantastic progress this year and plan to pilot the application with select schools in Fall 2019, with a wider roll-out scheduled for Fall 2020. We're also continuing to build our eLearning library to support our schools more efficiently, and, looking forward, we intend to bring more components of the HILL Solution online, such as our needs assessment process. Our goals with these new applications are to ensure the sustainability of the HILL solution at our partner schools, to supply them with real-time data, and to enable us to provide the targeted support they need when they need it.

During SY18-19, we expanded our work with the Connecticut K-3 Literacy Initiative (CK3LI), a statewide project, adding district-wide initiatives in Middletown, Hartford, and New Haven. In Massachusetts, we're partnering with several other literacy organizations and school districts to present the Northshore Leadership Series which kicked off in June and will continue through the next school year. And we're also partnering with RMC Research Corporation to develop fidelity of implementation tools to ensure the HILL solution stays on track once deployed in schools.

On the business side of the HILL, we've devoted efforts to building our board and will be welcoming four new members with an array of expertise in the next fiscal year. Looking ahead to SY19-20, our plans include:

- Piloting our online data meeting process application, Continuum
- Completing our library of eLearning modules to support our schools
- Developing other components of the HILL solution into online applications

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, 64% 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 office at 1-888-860-0190.

Best Wishes,



Darci Burns, Ph.D., Executive Director

MISSION

To guide educators at all levels through the process of creating schools that excel in developing students' language & literacy skills.

VISION

To help all US schools teach language & literacy effectively, with a million children moving from struggling to reading on level each year.



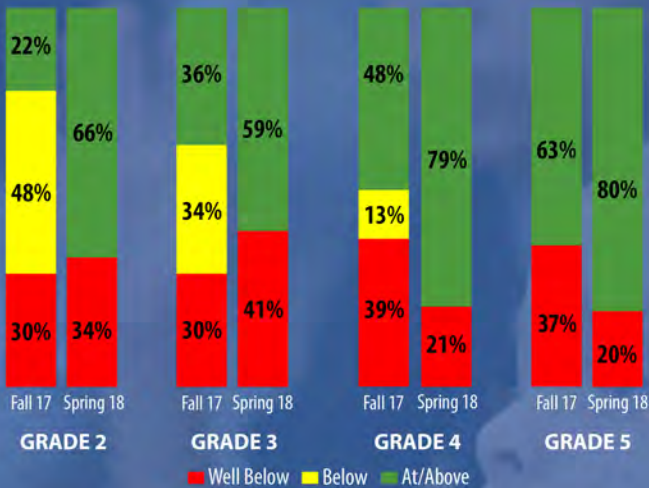
THE HILL ADVANTAGE

We are an education nonprofit that helps teachers **better translate literacy research and data into highly effective instruction that results in long-term success.** The HILL is different in that our focus is improving pedagogy and leveraging insights mined from research and raw data to drive continuous, tactical classroom improvement. With the HILL as your partner, you are not only improving academic outcomes, but constantly testing and adjusting leading indicators of success that drive those outcomes in the desired direction.

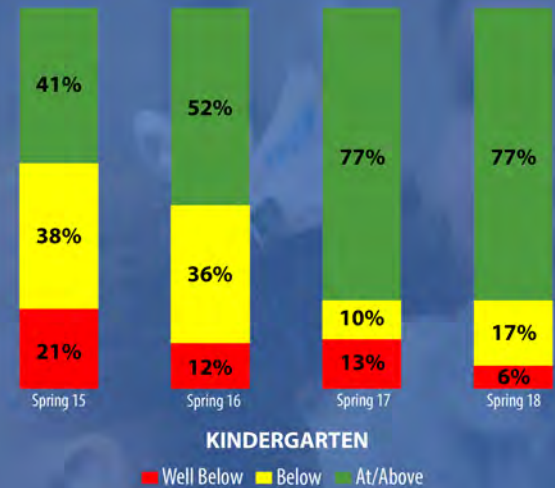
IMPACT—CLIENT SNAPSHOTS

Since our founding in 2001, we have helped all types of schools – rural, suburban, and inner-city – build sustainable literacy excellence, demonstrating that the goal of teaching all children to read by the end of third grade is obtainable.

IMPROVED ACCURACY IN GRADES 2-5



INCREASED EFFECTIVENESS OF INSTRUCTION



DISTRICT | SUBURBAN | 5 SCHOOLS | >10% F/R LUNCH
DIBELS: ORAL READING FLUENCY – ACCURACY

The HILL worked closely with this suburban district and their 5 elementary schools on building intervention approaches for Tiers 2 and 3. As a result, they saw a significant increase in students hitting accuracy benchmarks from fall to spring. In particular, the at-risk status in Accuracy was dramatically reduced over the course of the year from grades 2-5 where accuracy is a prerequisite for reading comprehension. If a child isn't reading accurately, they're not understanding what they're reading, but we were able to move the needle for these students.

SCHOOL | SUBURBAN | 35% F/R LUNCH
DIBELS: NONSENSE WORD FLUENCY-WHOLE WORDS READ

Our initiative with this elementary school in a large suburb with 35% of their students on free/reduced lunch began in Fall 2015 to implement research-based programs within a multi-tiered system of support with a focus on grades K-2. We also helped their staff create a common language based on current reading research and evidence-based practices and collaborated with school leaders to establish a process for using assessment data to make instructional decisions. The results were a substantial improvement in the effectiveness of teacher instruction after the first full year of the initiative.

They came in with a research-based system and it brought all the intangibles of effective practices, best practices, together for teachers in a very coherent way. . . . We're starting to see predictably positive trends in achievement over time. Kids are happy, teachers are happy, and we're moving in the right direction. It's terrific.

Ed Orszulak
Principal, East Hartford Schools

Since we started with this project, the teachers have embraced it, these new leaders have surfaced in the building, and that's what's propelling us forward. . . . As a result of the work that we've done, this collaboration is happening. They're talking about kids, they're talking about common assessments, they're talking about student progress, things I haven't seen them do in the past.

Michelle LaVasseur
Principal, West Bristol School

The HILL data focused training, professional development, and ongoing evaluation process has improved instruction, collaboration, revitalized educator eagerness to teach, increased professional fulfillment, and ultimately has increased student literacy rates.

Kathy Guilfoy
Principal, Weymouth Public Schools

Interested? Contact Us for a Consultation

888.860.0190 | info@hillforliteracy.org | www.hillforliteracy.org

KEY PARTNERS

A.D. Makepeace Company
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Center for Behavioral Education & Research, *University of Connecticut*
Commonwealth Learning Online Institute
Connecticut State Department of Education
Crafting Minds
Educational Performance Systems, Inc
The Grimes Reading Institute
Keys to Literacy
Literacy How
Massachusetts Department of Elementary and Secondary Education
Professional Training Institute
Public Consulting Group
RMC Research Corporation
Schoolworks
The Reading Institute

DONORS

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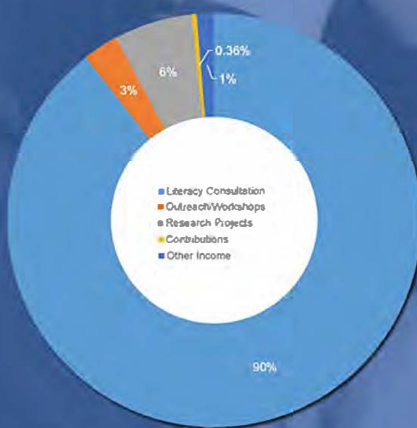
SCHOOLS

For a complete listing of the 154 HILL schools, please visit our website at: hillforliteracy.org/results/full-client-list/

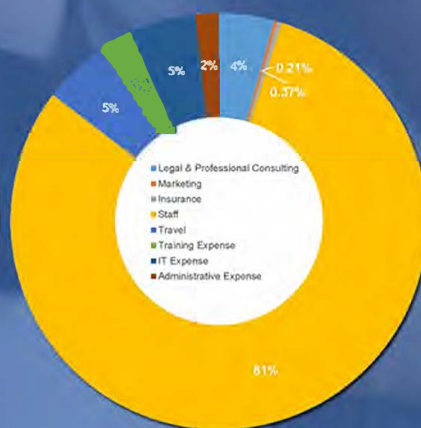
FINANCIALS

from FY 2017-18 financial audit

Income



Expenses



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