

READING UPDATE

Presentation to the Special Administrative Board

Dr. Paula Knight, Deputy Superintendent of Academics

February 21, 2019



AGENDA

- ❑ Where We Began
- ❑ What We Are Doing
- ❑ Preliminary Results
- ❑ Our Plan Moving Forward



WHERE WE BEGAN

- ❑ **2017-2018 STAR Results:**
 - ❑ August-December/January

- ❑ **Expected Growth:**
 - ❑ One month for every month in school.

2017-2018 Data			
Grade Level	August STAR Score	December/January STAR Score	2018: Growth in Months
1 st	0.8	1.1	3 months
2 nd	1.6	1.9	3 months
3 rd	2.4	2.7	3 months
4 th	3.3	3.3	1 month
5 th	3.7	4.0	3 months
6 th	4.5	4.6	1 month
7 th	5.1	5.0	-1 month
8 th	5.5	5.5	No growth

WHAT WE ARE DOING

- ❑ Reading Plans with Associated Funding
- ❑ Focused Observations and Coaching
- ❑ Professional Development
- ❑ Interventions
- ❑ Mid-Course Corrections



READING PLANS



❑ Reading Funds to Schools

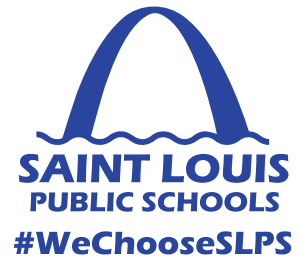
- ❑ Schools received additional funding to increase student achievement in reading based on STAR data

❑ School-Wide Reading Plans

- ❑ Each school submitted a school wide reading plan designed to increase achievement in reading

Key Strategies	# of Schools	Allocation
Tutoring in Reading Before, During, or After-School	30 Schools	\$179, 115.00
Professional development	26 Schools	\$286, 887.00
Professional books	21 Schools	\$151,120.00
Classroom libraries	34 Schools	\$25, 387.00
Supplemental Reading Materials	18 Schools	\$114, 269.00
Total	(Individual Schools are using multiple key strategies)	\$756,778.00

READING PLANS: EVIDENCE of IMPACT



Reading Plans in Action at Peabody:

- ❑ Peabody used the reading dollars to purchase a reading intervention program.
- ❑ Teachers received professional development on the reading intervention program.

Outcomes for 3rd grade students at Peabody:

August STAR Score	January STAR score	Overall Growth in Months
1.7	2.4	7 months

Additional strategies present at Peabody :

Curriculum coordinator provided targeted support to new teachers.

READING PLANS: EVIDENCE of IMPACT



Reading Plans in Action at Patrick Henry:

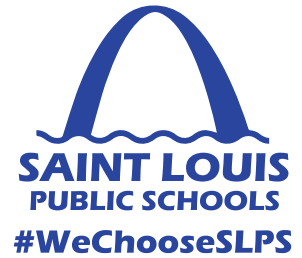
- ❑ Patrick Henry used the reading dollars to purchase leveled books for classrooms
- ❑ All students have access to leveled readers for independent reading time

Outcomes for 4th grade students at Patrick Henry:

August STAR Score	January STAR score	Overall Growth in Months
2.6	3.1	5 months

Additional strategies present at Patrick Henry : Professional development for teachers, targeted interventions for students

FOCUSED OBSERVATIONS and COACHING



- ❑ Learning walks took place across 40 schools.
- ❑ Learning walks provide school leaders with key action steps to improve school reading culture and instruction.
- ❑ After learning walks, the academic office provides targeted support to schools based on the feedback.

FOCUSED OBSERVATIONS and COACHING: EVIDENCE of IMPACT



Coaching at Carr Lane:

- ❑ Coaching teachers on Reader's Workshop and Reading Interventions
- ❑ Targeted literacy professional development sessions on Guided Reading
- ❑ Tutoring of students who are 2-3 years behind grade level

Additional strategies present at Carr Lane: School leadership promoted a culture of literacy throughout the building.

Outcomes for students at Carr Lane:

Grades	August STAR Score	December STAR Score	Overall Growth
6 th	4.0	4.4	4 months
7 th	4.6	5.0	4 months
8 th	5.3	5.5	2 months

Students at Carr Lane grew an average of 3 months more than all other middle schools.

FOCUSED OBSERVATIONS and COACHING: EVIDENCE OF IMPACT



Coaching at Laclede:

- ❑ Coaching with teachers regarding guided reading groups
- ❑ Professional Development on reading intervention program
- ❑ Modeling from curriculum coordinator

Outcomes for 3rd grade students at Laclede:

August STAR Score	December STAR Score	Overall Growth
1.7	2.3	7 months

Additional strategies present at Laclede:

Strong 3rd grade teacher with consistent implementation of curriculum who holds high expectations for students.

PROFESSIONAL DEVELOPMENT



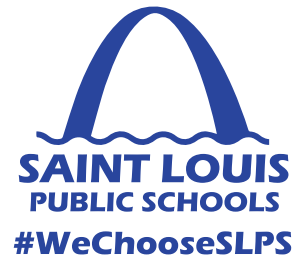
Districtwide Professional Development:

- ❑ Professional development cohorts planned infused literacy strategies across 80 of the 91 cohorts

Ongoing Literacy Professional Development:

- ❑ District instituted a new method of delivering professional development through the use of videoconferencing.
 - ❑ Allows the academic office to reach a wider audience of teachers and schools
 - ❑ From August to January, the curriculum team reached 17 schools and over 50 teachers through videoconferencing.
- ❑ Job-embedded professional development opportunities – Teachers and School Leaders have the opportunity to attend professional development sessions during the day.

PROFESSIONAL DEVELOPMENT: EVIDENCE of IMPACT



Professional Development at Humboldt Elementary:

- Humboldt teachers engaged in weekly professional development on *Words Their Way*, balanced literacy, and small-group centers.

Outcomes for 3rd-5th grade students at Humboldt:

August STAR Score	December /January STAR Score	Overall Growth in Months
2.95	3.5	5 months

PROFESSIONAL DEVELOPMENT: EVIDENCE of IMPACT



Professional Development at Dunbar

- ❑ Dunbar used literacy money to pay teachers for professional development on balanced literacy.
- ❑ Teachers participated in 20-30 hours of professional learning.

Outcomes for 3rd-5th grade students at Dunbar:

August STAR Score	December /January STAR Score	Overall Growth
2.3	2.8	5 months

Additional strategies present at Dunbar:
Professional development on classroom
libraries, modeling from AIC

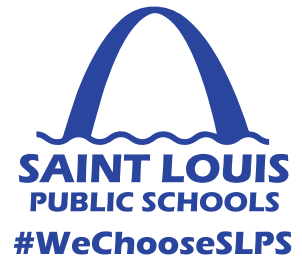
INTERVENTIONS

Interventions and Progress Monitoring:

- ❑ Students are engaging in monthly progress monitoring assessments.
- ❑ Teachers utilize this data to tailor interventions to meet the needs of students
 - ❑ 100% of middle schools are providing reading interventions to students
 - ❑ Students across ten schools receive a special intervention called *Leveled Literacy Intervention*



INTERVENTIONS: EVIDENCE of IMPACT



Example of Interventions at Columbia Elementary:

- ❑ Students in grades K-5 participate in daily phonics interventions targeted at their gaps in reading.

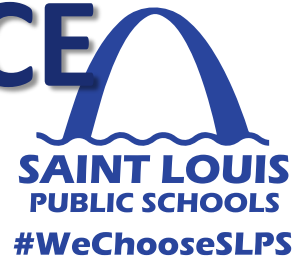
Outcomes for K-5 students at Columbia:

August STAR Score	January STAR Score	Overall Growth in Months
2.3	2.8	5 months

Additional strategies present at Columbia:

Professional development on guided reading.

INTERVENTIONS: EVIDENCE OF IMPACT



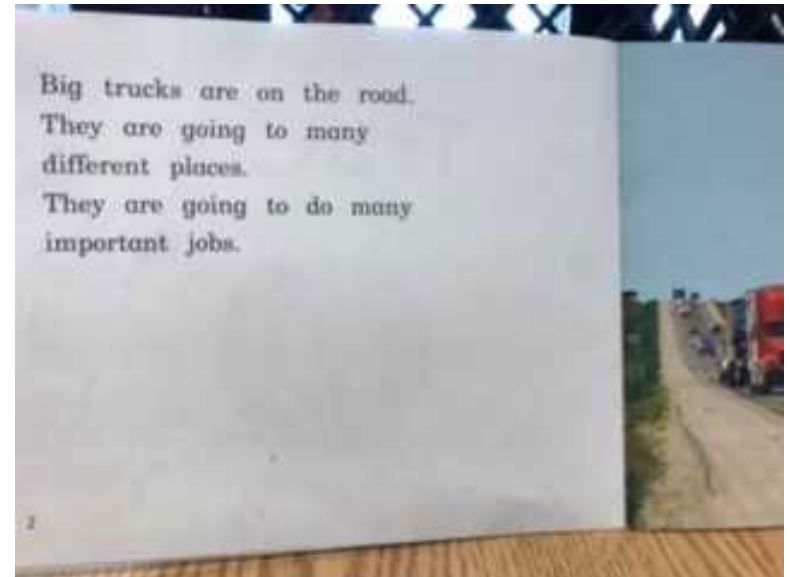
August STAR Score: Pre-Kindergarten Level

December STAR Score: 1.3

August Text:

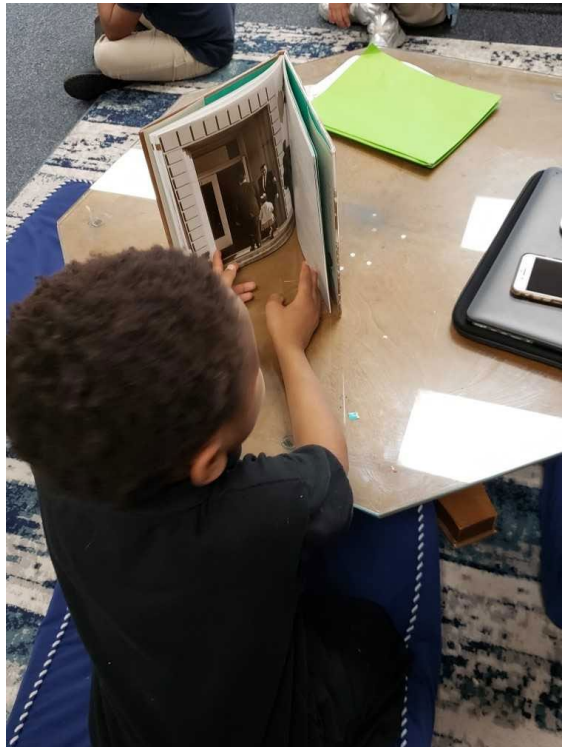


December Text:

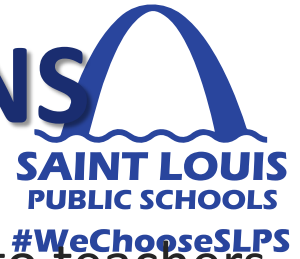


<https://bit.ly/2GD7VQF>

MID COURSE CORRECTIONS: MEETING the NEEDS of STUDENTS



2019 MID COURSE CORRECTIONS

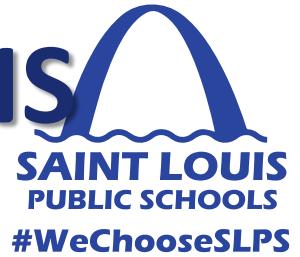


Members of the academic office are providing direct support to teachers and students at targeted schools which began in January.

Supports to all schools

- ❑ Common Formative Assessments
 - ❑ Students will take weekly or bi-weekly assessments that are based on priority standards.
- ❑ Authentic and Rigorous Writing and/or Performance Tasks (example)
 - ❑ Assessments in Reading: High-rigor items (both performance tasks and standard items) from Scantron and MAP released items to prepare students for the rigor and demand of questions they may see on the MAP assessment.
- ❑ Standards-Aligned Instructional and Intervention materials provided
 - ❑ 8th grade ELA: Curriculum coordinator will provide weekly, scripted, lesson plans to 8th grade ELA teachers

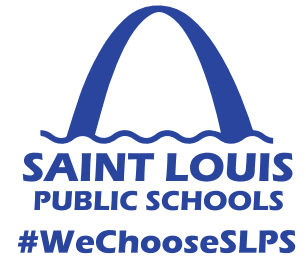
2019 MID COURSE CORRECTIONS



Targeted School Support

- ❑ Academic office staff provide tutoring and interventions to targeted schools (4 schools)
- ❑ Academic office staff provide direct coaching to teachers in reading (18 schools)
- ❑ Weekly Progress Updates and Evidence of Impact are provided on next slide

TRACKING MID COURSE CORRECTIONS



- ☐ Academic office tracks progress with students and teachers weekly based on specific skills.
- ☐ Below is a sample of a tracker used by the academic office to monitor progress.

Skill: Comprehension

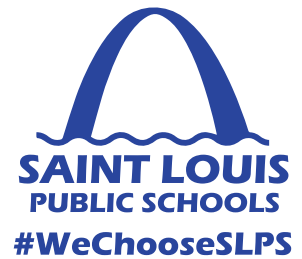
Subskill: Inference Pre to Post Test Tracker (7th grade)

	Pre-Test (% of students above 80%)	Post-Test (% of student above 80%)
Carr Lane Middle School N=15	13%	80%
Gateway MST N=15	13%	80%
BK Gilkey Pamoja Academy N=18	28%	64%

SKILL: COMPREHENSION

SUBSKILL: INFERENCE (7TH

GRADE PASSAGE)



Isle Royale: Predators, Prey, and Producers

On Isle Royale—a small, remote island in Lake Superior—wolves, moose, and balsam fir trees are bound together in a three-link food chain. Moose came to the island around 1900. These long-legged herbivores probably swam 15 miles to the island from Canada. There they found moose heaven—lots of plants and no large predators. As a result, they thrived, and their numbers grew. Many lived a long time for moose, about 17 years.

In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants. An 800-pound moose can scarf down 40 pounds of vegetation a day, packing on an extra 200 pounds in just a couple of months. That's like an 80-pound kid gaining 20 pounds over summer vacation by eating 4 pounds of salad every day.

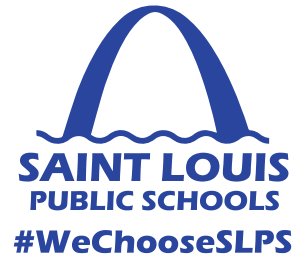
But in winter when food is scarce, moose eat mostly the twigs and needles of balsam fir trees. These meals are much less nutritious than their summer fare, and the moose use up lots of energy plodding through deep snow to feed. They lose all the weight they gained in summer.

Wolves came to Isle Royale around 1950. Scientists think a mated pair probably walked across an ice bridge between the island and Canada. Wolves are the island's only big predators. Their arrival changed the lives of Isle Royale's moose forever.

SKILL: COMPREHENSION

SUBSKILL: INFERENCE (7TH

GRADE PASSAGE)



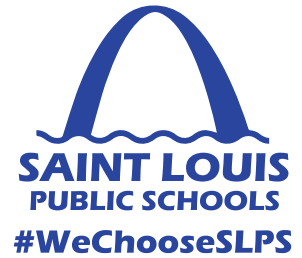
Select the sentences that support the inference that the area is in danger of losing its moose population. Select two inferences.

- A. A similar boom-and-bust cycle occurs between predator and prey.
- B. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick.
- C. So wolves prey mainly on old and weak animals.
- D. Good hunting means food for the whole pack.
- E. Wolves then raise lots of pups, and their numbers increase.**
- F. More wolves mean more mouths to feed and more moose get eaten.**
- G. However, when the moose population decreases, wolves starve.

SKILL: COMPREHENSION

SUBSKILL: INFERENCE (7TH

GRADE PASSAGE)



This question has two parts. First, answer part A. Then, answer part B.

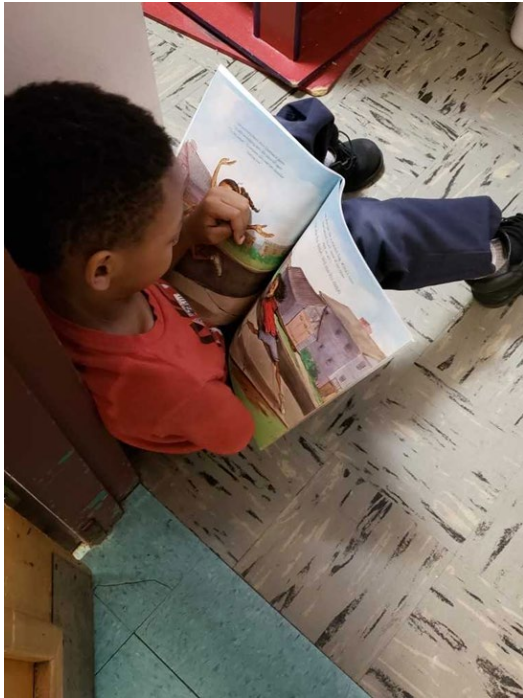
Part A. Which of these inferences about the author's point of view is best supported by the text?

- A. **The author believes that all living things are connected.**
- B. The author believes that wolves are weaker animals than moose.
- C. The author believes that all of the animals on the island will eventually disappear.
- D. The author believes that the moose population will cause the extinction of the balsam fir.

Part B. Which sentence from the text supports your answer in part A?

- A. **"Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another."**
- B. "As more moose are born on the island, they eat more balsam fir."
- C. "Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick."
- D. "However, when the moose population decreases, wolves starve."

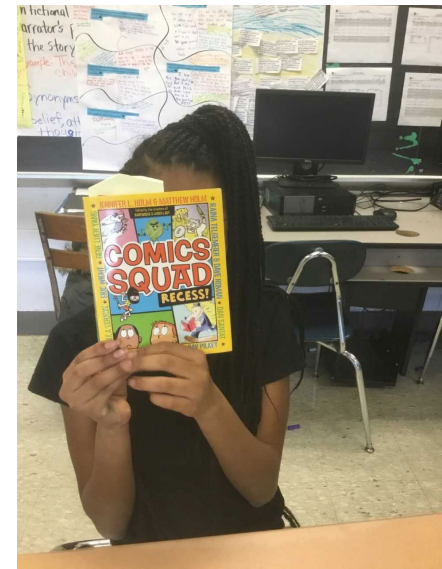
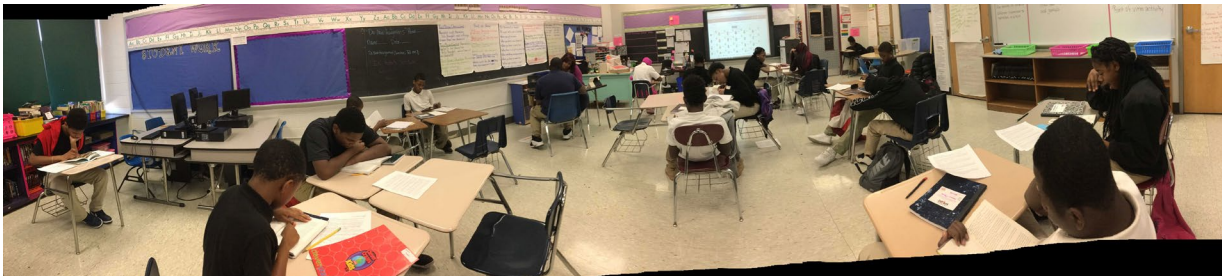
STUDENT RESULTS: 2018-2019



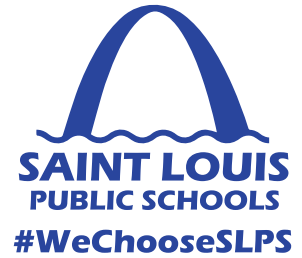
MEASURING STUDENT RESULTS: GRADE EQUIVALENCY (GE)

Grade Equivalency (GE):

- A number that indicates what grade level a student is performing at based on the STAR assessment.



STUDENT RESULTS: GRADE EQUIVALENCY (GE)



- ❑ Elementary and middle schools progress monitored students using the STAR assessment in December or January

2018-2019			
Grade Level	August STAR Scores	December-January STAR Scores	2019: Growth in months
1 st	1.1	1.6	5 months
2 nd	1.6	2.1	5 months
3 rd	2.2	2.5	3 months
4 th	2.9	3.2	4 months
5 th	3.6	3.9	3 months
6 th	4.0	4.1	1 month
7 th	4.5	4.6	1 month
8 th	5.1	5.2	1 month

MEASURING STUDENT RESULTS: STUDENT GROWTH PERCENTILES (SGPS)

Student Growth Percentile (SGP):

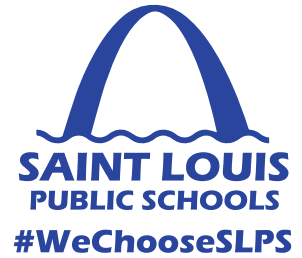
- ❑ An SGP compares a student's growth to that of his or her academic peers nationwide
- ❑ Numbers range between 1-99.
- ❑ A score of 50 is considered typical growth.

STUDENT RESULTS: STUDENT GROWTH PERCENTILES (SGPS)



Grade	SGP ^c	Test Date	SS	GE	PR	NCE	IRL	EORF ^a	Lexile® Measure
3	26	08/24/2018 ^d	339	3.1	44	46.8	2.9	79	310L
		02/05/2019 ^d	363	3.3	39	44.1	3.1	85	365L
		Change	+24	+0.2	-5	-2.7	+0.2	+6	55L
3	73	08/24/2018	131	1.6	6	17.3	P	39	BR240L
		02/06/2019 ^d	285	2.7	21	33.0	2.4	68	180L
		Change	+154	+1.1	+15	+15.7	-	+29	420L

STUDENT RESULTS: STUDENT GROWTH PERCENTILE (SGP)



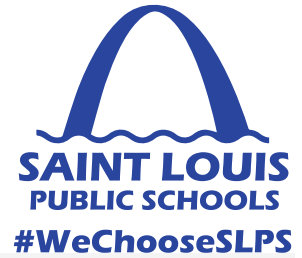
Student 1: 3rd Grade

- ❑ August STAR Score: 3.1
- ❑ February STAR Score: 3.3
- ❑ Student Growth Percentile: 26
- ❑ **This student showed more growth than 26% of her peers.**

Student 2: 3rd Grade

- ❑ August STAR Score: 1.6
- ❑ February STAR Score: 2.7
- ❑ Student Growth Percentile: 73
- ❑ **This student showed more growth than 73 percent of her peers.**

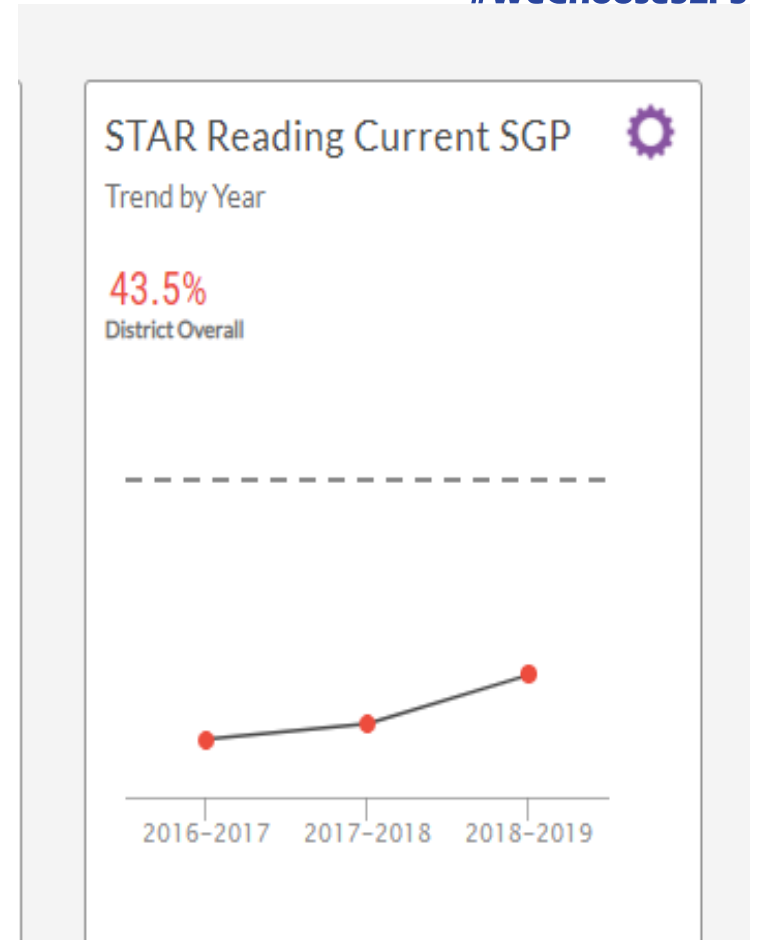
STUDENT RESULTS: STUDENT GROWTH PERCENTILES (SGPS)



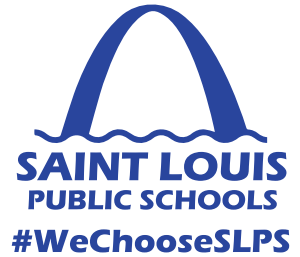
% of students growing at a significant rate:

- ❑ 2016-2017: 36.4%
- ❑ 2017-2018: 38.1%
- ❑ **2018-2019: 43.5%***

- ❑ *classified as a Student Growth Percentile higher than 50 in STAR Reading



OUR PLAN MOVING FORWARD



- ❑ Revise reading plans and action steps based on STAR Reading data
- ❑ Planning for proposed reading adoption in 2019-2020
- ❑ Continue with booster sessions and job-embedded professional development for teachers in grades 3-8
- ❑ Maintain tutoring process for students across 30 schools

QUESTIONS