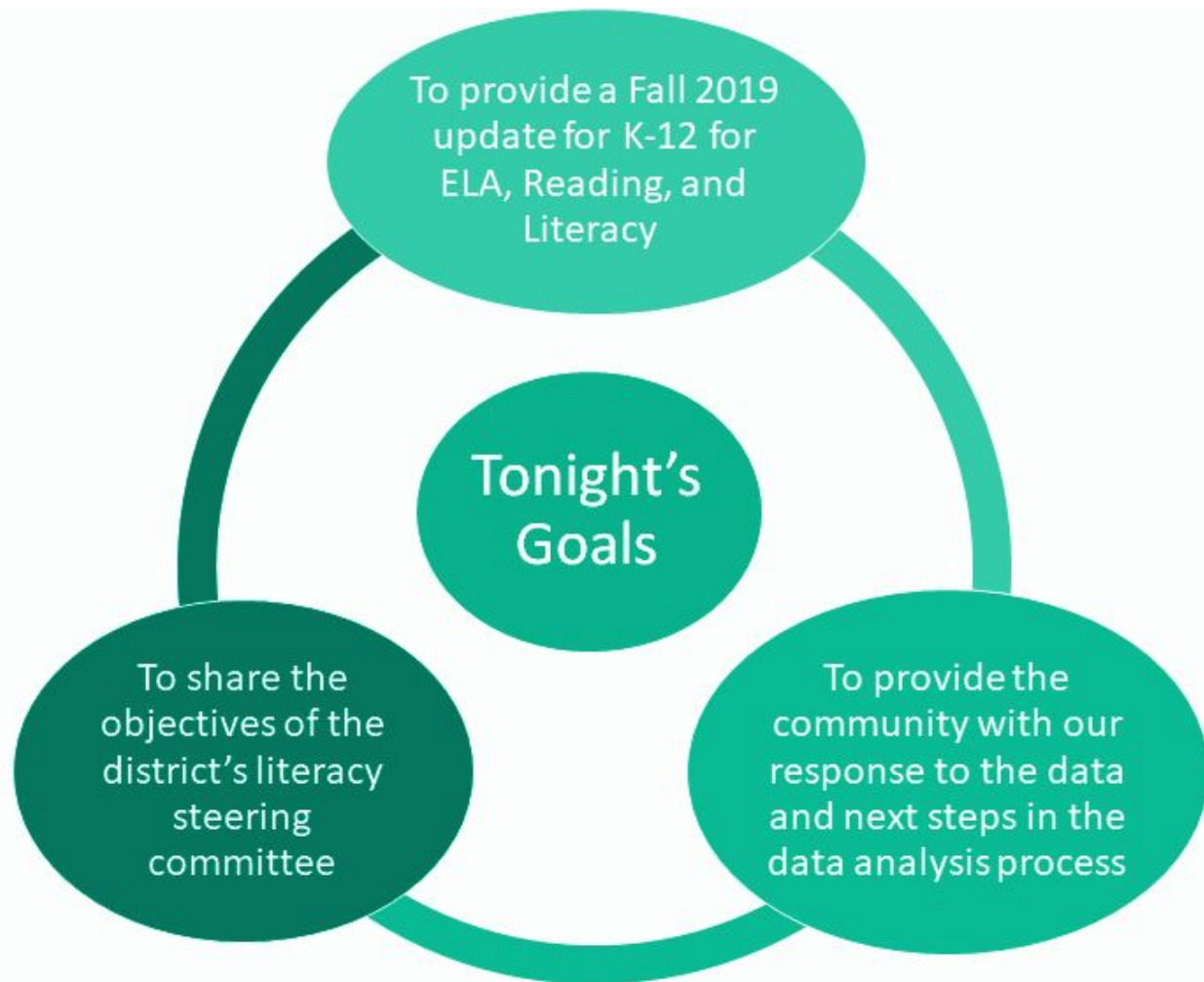# ELA & Literacy K-12

Update to School Committee, 12/10/19

District Literacy Leaders

Liz Marcotte:
6-12 English Program Administrator

Dr. Jennifer Rabold:
Secondary Literacy Program Administrator

Andrea Salipante:
K-5 English Language Arts Curriculum Coordinator

The *Data wise* process

PREPARE

| 1 | Organize for Collaborative Work |

INQUIRE

2 Build Assessment Literacy

3 Create Data Overview

4 Dig into Student Data

5 Examine Instruction

ACT

6 Develop Action Plan

7 Plan to Assess Progress

8 Act and Assess

Mcas ela 2019 meeting/exceeding data

Grade 3	82%
Grade 4	71%
Grade 5	79%
Grade 6	79%
Grade 7	60%
Grade 8	71%
Grade 10	71%

ELA & Reading K-5

## Update

Building a Literacy Foundation K-5

- Administered and reviewed screening and assessment data including DIBELS (Kindergarten), Fountas & Pinnell's Benchmark Assessment System (1-5), MCAS (3-5)
- Made recommendations for grade-wide literacy support structures, interventions, and procedures
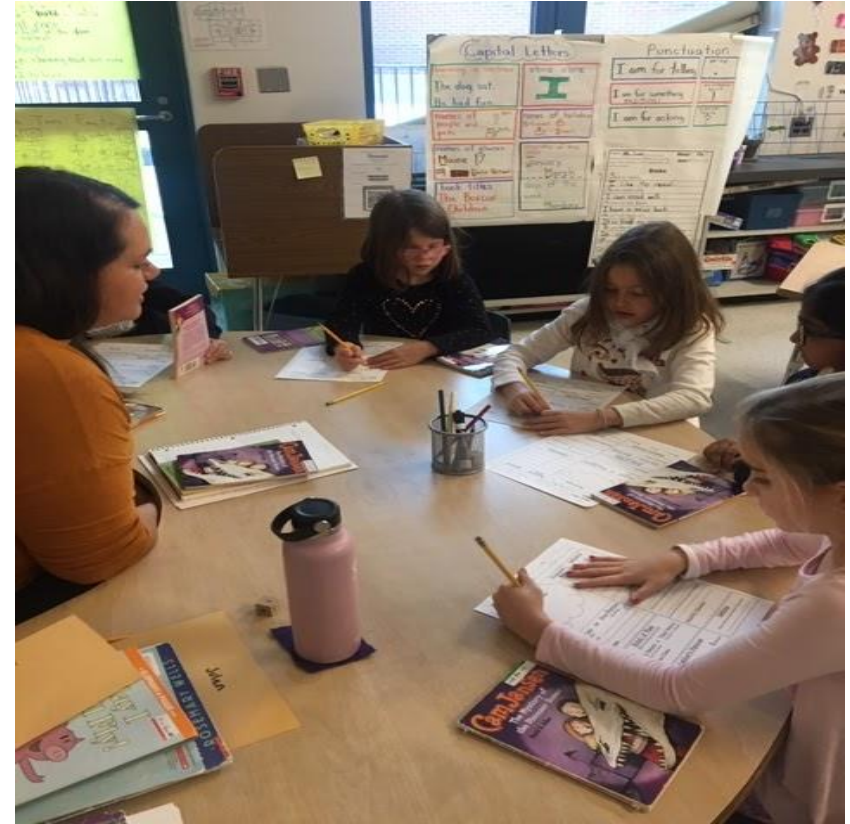
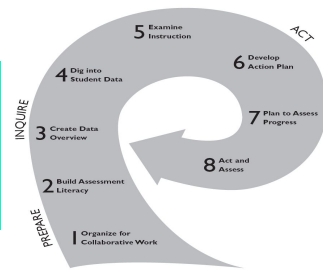# Data Analysis K: DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

Kindergarten Subtests:

1. Letter Naming Fluency (LNF)
2. Phonemic Segmentation Fluency (PSF)
3. Nonsense Word Fluency (NWF)
4. Word Reading Fluency (WRF)
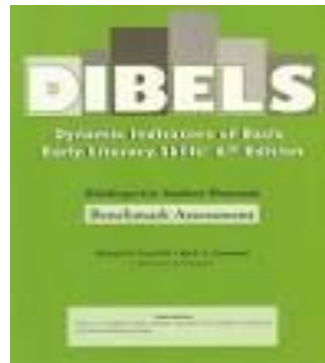
Core Instruction	104 students	57%
Strategic Intervention	32 student	18%
Intensive Intervention	46 students	25%

Data Analysis 1-5

- Fountas & Pinnell's Benchmark Assessment System (1-5)
  - Strengths: Accuracy, Fluency, Comprehension "Within the Text" and "About the Text"
  - Areas of Growth: Comprehension "Beyond the Text"
    - (especially author's craft)
- MCAS Grades 3-5
  - Strength in Reading and Language strands on grade level items
  - Areas of needed growth on MCAS:
    - Narrative and Essay writing
    - Idea development and conventions
    - Using evidence from a text to support written response

Read the sentence from paragraph 3 in the box.

And then a smudge of green appeared on the horizon.

Which event does the sentence suggest will happen next in the passage?

A.   **The robot will open its eyes.**
B.   **The crates will land on shore.**
C.   **The otters will look at the crates.**
D.   **The ship will sink into the ocean.**

Trends in Reading Scores

Notable strengths include:

- Vocabulary in context
- Identifying character traits using evidence
- Elements of fiction

(Gr. 5) 96% on Question 2 (State 85%)

Trends in Writing Scores

English Language Arts

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next page. Your writing should:

- Present and develop a central idea.
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

8 Write an essay that explains in what ways Jean-François was a "seeker of knowledge." Be sure to use information from the article to develop your essay.

Essay = 7 total points

- 4 Idea Development
- 3 Conventions

(#24 Grade 3)

- Idea Development: 37%
  - State: 29%
- Conventions: 50%
  - State: 39%

K-2 Data Driven Instruction & Support

- Tier 1 Instruction
    - Just Right Phonological Awareness
    - Fundations: phonics instruction
    - Guided Reading for comprehension, fluency
    - Units of Study in Writing (Lucy Calkins)
    - Practice applying their literacy skills in authentic ways throughout their integrated studies units
- Tier 2 Intervention
    - Additional instruction in Tier 1 ("double-dip")
    - Orton-Gillingham: multisensory approach to phonics
    - Leveled Literacy Intervention (LLI)
- Interventionists progress monitor student response to intervention/instruction and will reevaluate groupings based on 8-10 week intervention data

3-5 Data Driven Instruction & Support

- Tier 1 Instruction
  - All: Readers Workshop using Units of Study in Reading (Lucy Calkins)
  - Grade 3: Fundations (phonics program)
  - Grade 4: Words Their Way (word study program)
  - All: Engage in 1:1 conferences where individual reading/writing goals are addressed
- Tier 2 Intervention
  - Additional instruction in Tier 1 ("double-dip")
  - Orton-Gillingham: multisensory approach to phonics
  - Leveled Literacy Intervention (LLI)
- Literacy Specialist progress monitor student response to intervention/instruction and will reevaluate groupings based on 8-10 week intervention data

What's New this Year

✓ Full implementation of Just Right Phonological Awareness (K)
✓ Pilot of Units of Study in Reading (Lucy Calkins) in 8 classrooms at Davis (K-2)
  ○ 2 kindergarten
  ○ 2 first grade
  ○ 4 second grade
✓ Full implementation of the Units of Study in Reading (Lucy Calkins 3-5)
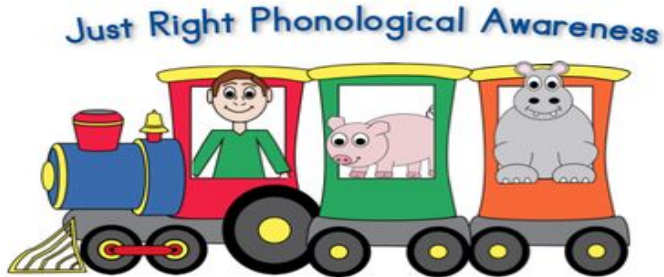
Next Steps K-5. . .

Short Term:

- Embedding more writing in response to readings across all disciplines
- Increase oral language rehearsal prior to writing across all disciplines
- Adjustment sequence of Units of Study in Reading (3-5) (Lucy Calkins)
- Explicit instruction in using text-based evidence to support responses both orally and in writing
- Increase opportunities for students reading below grade level to have access to grade level texts (i.e. read aloud, shared reading, text sets)

Long Term:

- Revisit reading and writing curriculum and instruction K-5
- Scheduling implications for reading and writing blocks

ELA Grades 6-12

Update

Mcas 2.0: progress and room to grow

Spring 2018 Grade 7	Spring 2019 Grade 8	G/D
64% all students M/E	71% all students M/E	+7
33% economically disadvantaged M/E	42% economically disadvantaged M/E	+11
27% students w/ disabilities M/E	23% students w/ disabilities M/E	-4
30% African American students M/E	38% African American students M/E	+8
	*15% African Amerian students NM	
50% Hispanic/Latino students M/E	67% Hispanic/Latino students M/E	+17

Mcas 2.0: progress and room to grow

Spring 2017 Grade 8	Spring 2019 Grade 10	G/D
63% all students M/E	68% all students M/E	+5
38% economically disadvantaged M/E	47% economically disadvantaged M/E	+9
16% students w/ disabilities M/E	43% students w/ disabilities M/E	+27
___% African American students M/E < 9	40% African American students M/E	
	*0% African Amerian students NM	
31% Hispanic/Latino students M/E	50% Hispanic/Latino students M/E	+19
	*5 Hispanic/Latino students did not meet	
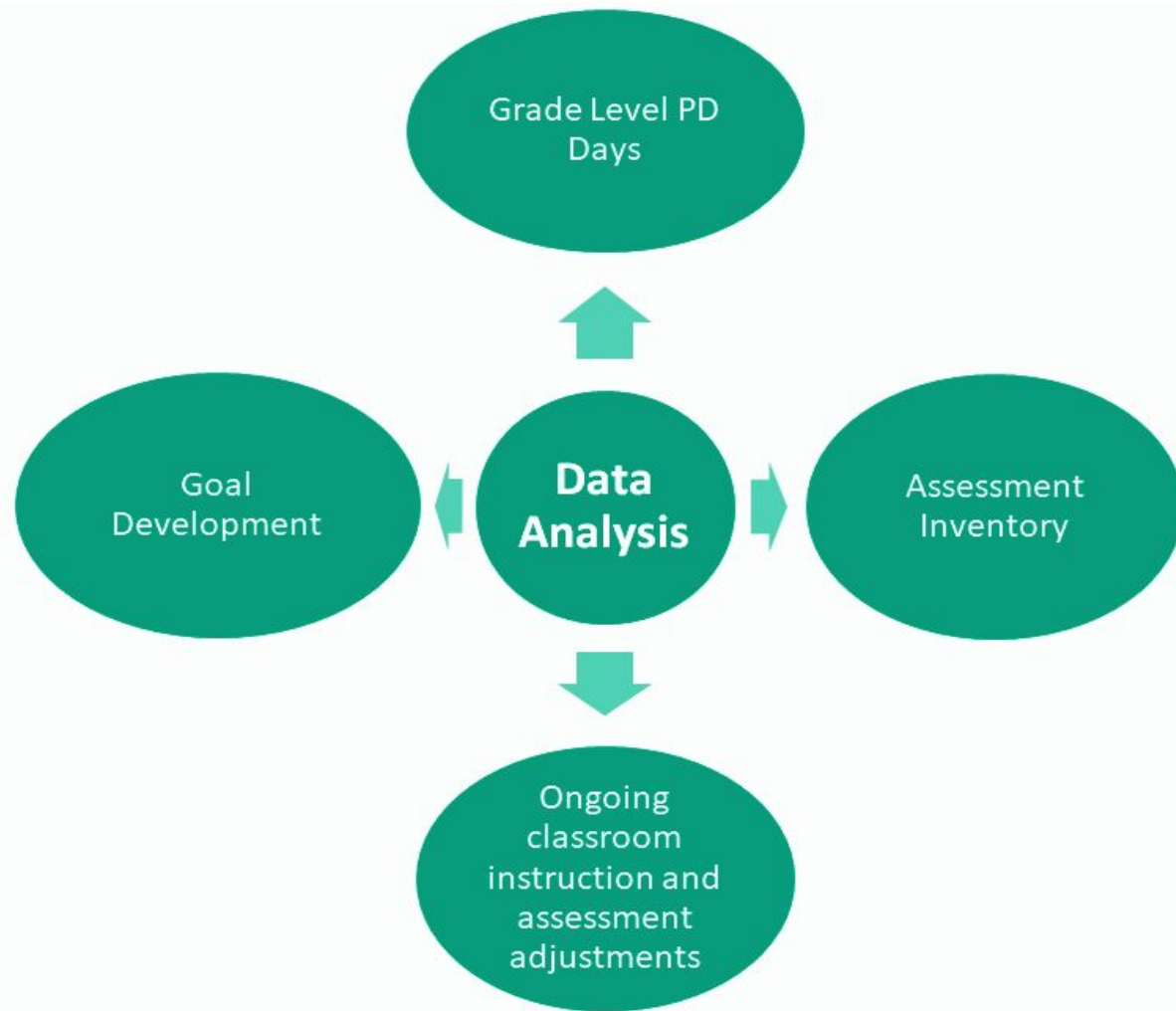
7 **Part A**

Read the sentences from *Rebecca* and *Station Eleven* in the box.

> • Nature had come into her own again and, little by little, in her stealthy, insidious way had encroached upon the drive with long, tenacious fingers. (paragraph 2 of *Rebecca*)
>
> • The forest had crept up to the edges of the school parking lot and sent an advance party out toward the building. . . . (paragraph 7 of *Station Eleven*)

Which literary technique is used in the sentences?

Ⓐ simile

Ⓑ hyperbole

Ⓒ alliteration

Ⓓ personification

Part B

Which detail from *Dracula* uses the same literary technique used in Part A?

Ⓐ ". . . and again great frowning rocks guarded us boldly on either side." (paragraph 1)

Ⓑ "It grew colder and colder still, and fine powdery snow began to fall. . . ." (paragraph 1)

Ⓒ ". . . the horses began to tremble worse than ever. . . ." (paragraph 3)

Ⓓ "They were a hundred times more terrible in the grim silence. . . ." (paragraph 3)

Trends in Reading & language Scores

Notable strengths include knowledge of elements of fiction

◆ 93% on Question 7 (15 points above the state)

Trends in Writing Scores

English Language Arts — Session 1

For this question, you will write an essay based on the passage(s). Write your essay in the space provided on the next two pages. Your writing should:

- **Present and develop a central idea/thesis.**
- **Provide evidence and/or details from the passage(s).**
- **Use correct grammar, spelling, and punctuation.**

9 Based on *Dracula*, *Rebecca*, **and** *Station Eleven*, write an essay that explains how the authors' use of sensory details helps create mood. Be sure to use details from all **three** passages to develop your essay.

Write your answer on the next two pages.

146
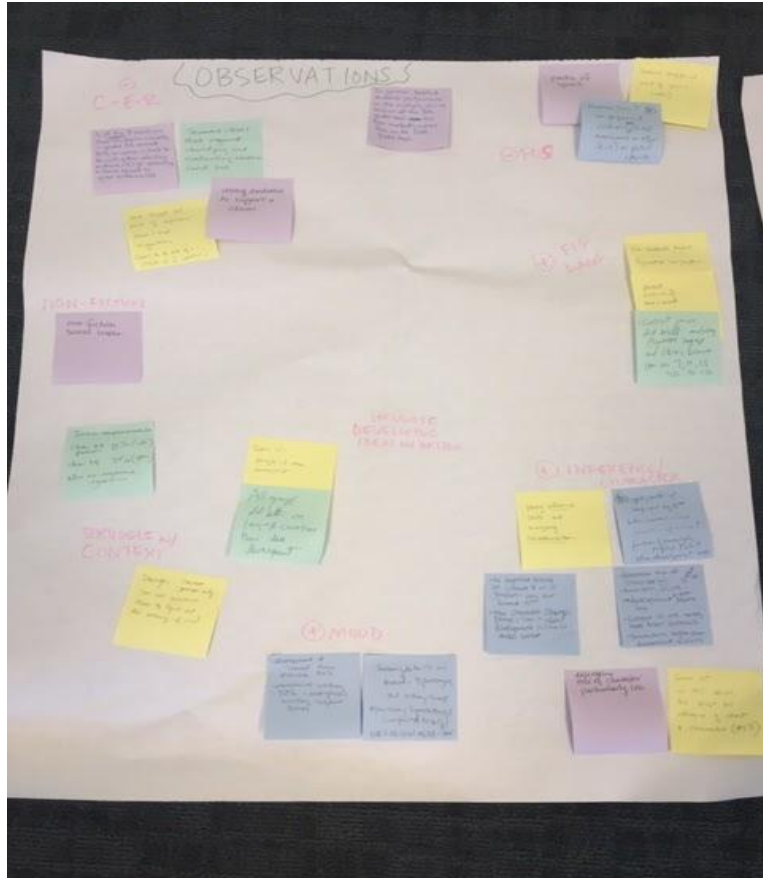
Essays are scored out of 8 points

Idea Development = 5/8 points (50-60% achievement)

Conventions = 3/8 points (generally score at least 80% achievement)

Question 9

- ◆ Idea Development = 58% achievement (2 points above the state)
- ◆ Conventions = 84% achievement (3 points above the state)

Response to results

— **Sample observations on the data:**

Several items that required students to identify and evaluate evidence scored low.

Current juniors did well analyzing figurative language and literary technique (Items 7, 14, 23)

— **Then created implications for practice:**

We need to work on strategies to break down and fully understand what a prompt is asking for.

Students need specific practice in taking a long quotation and pulling short, focused elements for evidence and analysis.

Response to results
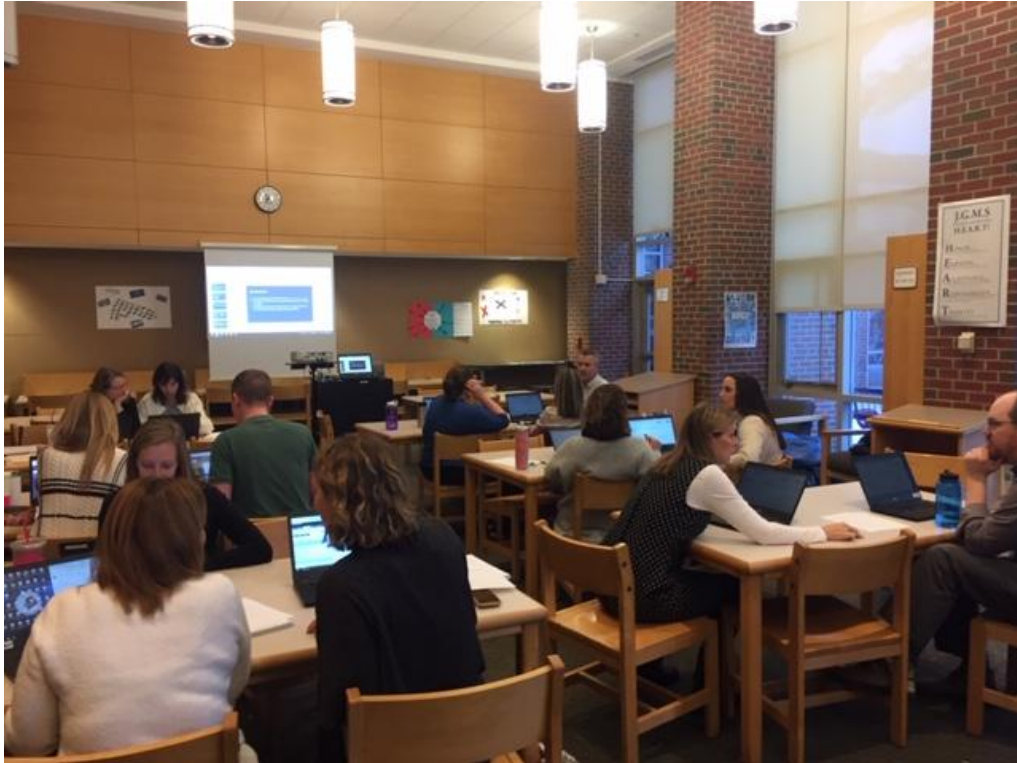
Goal Development

Common Assessments

ELA 6-10 Conclusions and Next Steps

JGMS

✓ Continue to shift to more independent, authentic assessments
➜ Finalize assessment inventory, develop strong common assessments and screening tools
➜ Partner with Social Studies and Science Departments

BHS

✓ Continue embedding MCAS 2.0 skills into everyday practice
✓ Continue calibration work around common assessments
➜ Partner with Social Studies and Science Departments

Literacy 6-12

Update

Identifying, Intervening, and Integrating

Inquiry	Action
• Reviewed standardized test data with administrative team • Inventoried literacy assessments on secondary level in Bedford • Identified needs for literacy screening, especially at transition points	• Implemented literacy screening assessments (GRADE) with all current 6th, 7th, 8th, and 9th grade students to identify school- and grade-wide trends • Analyzed standardized test, screening, and diagnostic data • Made recommendations for school- and grade-wide literacy support structures, interventions, and procedures

GRADE Reading Assessment – Grade 9 BOY

Subtest	Mean Score	GRADE Description	Range	Standard Deviation
Total Reading	71%	strength	74	15
Vocabulary	68%	strength	80	16
Sentence Completion	76%	average	70	22
Passage Comprehension	75%	average	87	17
Fiction	71%			
Science	81%			
History	76%			
Practical	66%			
Listening Comprehension	77%	average	86	14

Identifying: Data Analysis

- Overall Reading mean is in low strength range
- Range > Mean = high variability in scores
- Vocabulary is lowest subscore mean across grade levels
- Science Passage Reading higher at all grade levels

Intervening: How we are Using GRADE Data

- Identify school- and grade-wide trends
- Identify students for further diagnostic testing
- Literacy specialists share and interpret data on individual students at SST meetings
- Share data with teachers to inform instruction and differentiation plans
- In 9th grade, place students in reading classes as appropriate
- In 6th, 7th, and 8th grades, share data on individual students with their teachers to inform development of accommodations and modifications (but we do not have room in reading classes for additional placement this year)

Intervening: Action Steps Fall 2019

✓ Identify students who scored NM and PM on grade 8 MCAS (current BHS 9th grade) and/or who scored below baseline on GRADE, cross-reference with supports these students are receiving, conduct literacy diagnostic assessments, place in/ recommend for reading classes as appropriate
✓ Conduct literacy diagnostic testing for students who have been referred and place in reading classes as appropriate
✓ Work with Academic Achievement Center and Special Education Department to address students' individual needs

Integrating: Ongoing Actions
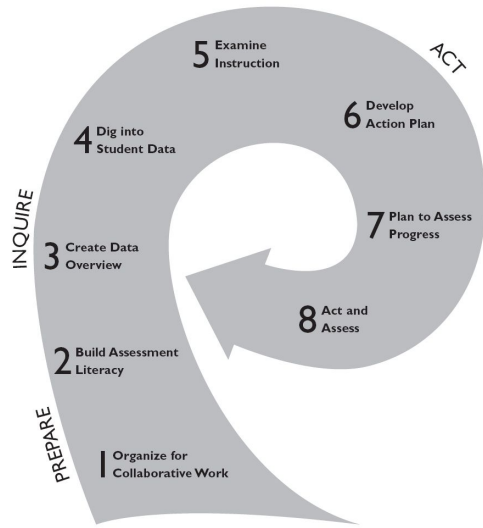
➢ Conduct discussions of data with literacy specialists and ensure that they are using student data to make instructional decisions, integrating data analysis into department meetings, team meetings, and educator evaluation

➢ Literacy-Social Studies Partnership: Support integration of intermediate and disciplinary literacy instruction into content-area classes in social studies classes in middle school

Integrating: Future Action Steps

Assessments

Structures

- Continue GRADE literacy screening, in September
- Conduct diagnostic assessments, as needed

- Develop Literacy Response to Intervention (RtI) System on Secondary Level
- Begin planning for literacy integration in other content areas and at high school

- Redesign reading courses at high school to align with middle school
- Increase capacity of Special Education teachers to meet reading goals of students on IEPs
- Increase room in Reading classes for general education students who struggle with reading

Future Tier 1 Instruction Action Steps: Secondary

- Increase Vocabulary Knowledge
  - Vocabulary Initiative at JGMS & BHS?
    - Whole School Tier 2
      - Word of the Day
    - Content Area Tier 3
      - Word Walls
- Develop a Reading Culture in Bedford!
  - Reinstitute summer reading program at JGMS & BHS
- Integrate intermediate and disciplinary literacy instruction into content-area classes
- Collaborate with Content-Area classes on writing - idea development
- Make time to analyze student data and plan for instructional next steps

Future Tier 2 Instruction Action Steps: Secondary

- Revise course descriptions for reading classes at high school to align with reading classes at middle school
- Plan for purposeful and data-informed placement criteria and procedures for students in reading classes at middle and high school, in consultation with Special Education Department and Academic Achievement Centers
- Re-envision curriculum for Writing Lab at BHS that includes targeted support (conventions, organization, etc.)
- Determine criteria for Writing Lab at BHS (criteria needs to include MCAS and common assessment data from Grades 7 and 8)
- Continued collaboration with AAC and Special Education Department to address students' individual needs

Thank you!

Any Questions?