Goals & Guardrails Progress Monitoring

Goal 1: Reading Grades 3-8
Goal 2: Reading Grade 3

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Overview

1. Reading Performance Highlights
2. Where Have We Been
3. Where Are We Now
4. Current Activities and Focus
Reading Performance Highlights

- In Reading, the District is outpacing other large urban districts nationwide, and similar districts in Pennsylvania, in recovering from the pandemic.

- PSSA Reading performance in grades 3-8 was flat from 2021-22 to 2022-23.

- PSSA Reading performance in grade 3 increased from 2021-22 to 2022-23.

- Star Reading performance in grades 3-8 increased from Fall to Winter 2023-24 and from Winter 2022-23 to Winter 2023-24.

- All student groups saw increases in the percentage of students scoring At/Above Grade Level, including English Learners (+4.2 percentage points) and students with IEPs (+1.4 percentage points) between Fall and Winter 2023-24.
What the Research Says

- Reading proficiently by the end of 3rd grade is critical to a student’s future academic success. This is when instruction transitions from “learning to read” to “reading to learn.”

- Beginning in 4th grade, students need to build on foundational literacy skills to learn content across subject areas.

- There is a positive relationship between children’s early reading skills and high school graduation.

Sources: National Assessment of Education Progress; Annie E. Casey Foundation; Frontiers in Education
Where Have We Been?
Goal 1
PSSA ELA
Grades 3-8

The percentage of students in grades 3-8 who scored Proficient or Advanced on the PSSA ELA remained stable (-0.3 percentage points) from 34.4% in 2021-22 to 34.1% in 2022-23.
The percentage of grade 3 students who scored Proficient or Advanced on the PSSA ELA rose from 28.1% in 2021-22 to 31.0% in 2022-23 (+2.9 percentage points).
PSSA/PASA Grades 3-8 Performance by Primary Disability

- The percentage of students scoring Proficient or Advanced vary by primary disability type and range from 4.1% to 34.4%.

- **13.4% of students with High Incidence Disabilities** (eg., specific learning disability, autism, speech or language impairment) scored Proficient or Advanced on PSSA/PASA ELA.

- **10.2% of students with Low Incidence Disabilities** (eg., hearing impaired, visual impairment, multiple disabilities) scored Proficient or Advanced on PSSA/PASA ELA.

Note: Results are based on a recently published report which excludes students in primary disability groups with fewer than 20 students tested.
<table>
<thead>
<tr>
<th>Goals 1 &amp; 2</th>
<th>SDP Transition to Science of Reading for Grades K-3</th>
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<tbody>
<tr>
<td><strong>ELA Curriculum</strong></td>
<td><strong>Preparing to Shift to Science of Reading (SOR)</strong></td>
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<tr>
<td>CLI coaching partnership and establishment of 120 minute Literacy Block</td>
<td>District shift from Balanced Literacy to the Science of Reading</td>
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<td>Supported teachers to become proficient at Balanced Literacy</td>
<td>ELA Team participated in Pathway to Literacy, AIM Academy, and webinars on the Science of Reading (SOR)</td>
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Where Are We Now?
Goal 1 & 2 Leading Indicators

**Goal 1:** The percentage of students in grades 3-8 who are proficient on the state ELA assessment

**Leading Indicator 1:** The percentage of students in grades 3-8 who are At Target on the District’s within-year reading assessment

**Leading Indicator 2:** The percentage of students in grades 3-8 with high growth on the District’s within-year reading assessment  

**Goal 2:** The percentage of 3rd grade students who are proficient on the state ELA assessment

**Leading Indicator 1:** The percentage of students in grade 3 who are At Target on the District’s within-year reading assessment

**Leading Indicator 2:** The percentage of students in grades K-2 who are At Target on the District’s required reading Curriculum-Based Measures  

New
Indicator 1: At Target on Star Reading (Grades 3-8)
The percentage of students in grades 3-8 who scored At/Above Benchmark on Star Reading increased from 29.4% in Winter 2022-23 to 31.4% in Winter 2023-24 (**2.0 percentage points**).

**Goal 1- Leading Indicator 1: Star Reading**

- **Fall**: 27.5% to 29.1%
- **Winter**: 26.1% to 30.3%
- **Spring**: 31.4%

Larger increase from Fall to Winter this year compared to last year.
The percentage of 3rd grade students who scored At/Above Benchmark on Star Reading increased from 32.5% in Winter 2022-23 to 34.8% in Winter 2023-24 (+2.3 percentage points).

Goal 2- Leading Indicator 1: Star Reading

Larger increase from Fall to Winter this year compared to last year.
A higher percentage of students in grades 3-8 with higher attendance scored At/Above Benchmark on Star Reading in Winter 2023-24.
A higher percentage of students in grade 3 with higher attendance scored At/Above Benchmark on Star Reading in Winter 2023-24.

Goal 2 Indicator 1: Star Reading
Percentage of students scoring at each performance level by attendance band, Winter 2023-24

- <80% (n=3,421):
  - At/Above Benchmark: 20%
  - On Watch: 10%
  - Strategic Intervention: 13%

- 80-90% (n=8,170):
  - At/Above Benchmark: 25%
  - On Watch: 12%
  - Strategic Intervention: 16%

- 90%+ (n=5,974):
  - At/Above Benchmark: 38%
  - On Watch: 12%
  - Strategic Intervention: 15%
All race/ethnicity groups in grades 3-8 increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 1 Indicator 1: Star Reading

Goal 1 - Leading Indicator 1: Star Reading
Grades 3-8 English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 1 - Leading Indicator 1: Star Reading
All race/ethnicity groups in grade 3 increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 2 - Leading Indicator 1: Star Reading
Grade 3 English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

**Goal 2 - Leading Indicator 1: Star Reading**

**English Learners**

- Fall 2021-22: 14%
- Winter 2021-22: 18%
- Spring 2022-23: 22%
- Fall 2022-23: 20%
- Winter 2023-24: 20%

**Students with IEPs**

- Fall 2021-22: 6%
- Winter 2021-22: 8%
- Spring 2022-23: 9%
- Fall 2022-23: 8%
- Winter 2023-24: 10%

Increase:

- English Learners: +4, +4, +7
- Students with IEPs: +2, +1, +3
Of current 4th graders in Winter 2023-24 (who were in 3rd grade in 2022-23), nearly one in five students (19.0%) moved up at least one performance level on Star Reading from the Winter 2022-23 assessment cycle.
Goal 1 Indicator 2: Growth on Star Reading (Grades 3-8)
The percentage of students in grades 3-8 who had **High Growth on Star Reading** from Fall to Winter **decreased** from 39.4% in 2022-23 to 38.4% in 2023-24 (**-1.0 percentage points**).
Goal 2 Indicator 2: Proficiency on Reading Curriculum Based Measures (Grades K-2)
Goal 2 Indicator 2
Star Reading Curriculum Based Measures

The percentage of students in grades K-2 who scored \textbf{At/Above Benchmark on required Curriculum Based Measures} increased from Fall to Winter 2023-24 (between \textbf{+5.1 and 23.1 percentage points}).

- All grades saw increases in performance on each required curriculum-based measure (CBM) from Fall to Winter 2023-24.
- This increase is consistent with changes from Fall to Winter in 2021-22 and from Fall to Winter in 2022-23.

**Required CBMs for Grades K-2 with Fall to Winter percentage point change**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>Letter Naming (+10.7)</td>
<td>Letter Sounds*</td>
<td>Expressive Nonsense Words (+9.1)</td>
</tr>
<tr>
<td>Letter Sounds (+17.0)</td>
<td>Phoneme Segmentation (+23.1)</td>
<td>Passage Oral Reading (+8.0)</td>
</tr>
<tr>
<td>Phoneme Segmentation (+17.0)</td>
<td>Expressive Nonsense Words (+16.0)</td>
<td></td>
</tr>
<tr>
<td>Receptive Nonsense Words (+10.1)</td>
<td>Passage Oral Reading (+5.1)</td>
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</tbody>
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* Letter Sounds is only required in the Fall for Grade 1.
Current Activities and Focus for the 2024-25 School Year
Science of Reading Programming

**Rising Reading Specialists Collaborative**: Classroom teachers who hold Reading Specialist Certificates learn about Science of Reading evidence based practices.

**Reading Specialist-In Service Development**: Supplemental, intensive professional development support to fully released Reading Specialists.

**Science of Reading Principal Community of Practice**: Principals collaborate and apply their new knowledge each month by participating in walkthroughs at a different leader’s school.

**Introduction to Structured Literacy Course** (*600 Participants*): Introduces key features and content of the Science of Reading approach.

**Expeditionary Learning (EL) Education Foundational Skills institute** (*1,200 Participants*): Four-day long institute for K-3 ELA teachers to create a series of lessons and activities that promote increasing student achievement in literacy grades K-3.
1. The Expeditionary Learning (EL) Education is a high quality instructional resource rated green by Ed Reports. Included is K–2 Reading **Foundations Skills Block**: This phonics-based curriculum is grounded in reading science. It helps students crack the alphabetic code, become fluent readers, and, ultimately, comprehend text.

2. The Expeditionary Learning (EL) Education Content-Based Literacy Modules: This **knowledge-building curriculum** uses trade books, authentic literature, and high-interest texts to support students in becoming critical thinkers and skilled readers and writers.
2024-25 ELA Curriculum Implementation Strategy

- Teachers in all grade levels will have access to and will implement a high-quality curriculum.
- Teachers and leaders in all grade levels will receive introductory and ongoing curriculum-based professional learning and support throughout the school year that is specific to their instructional resources including:
  - District-wide professional learning
  - Professional Learning Communities
  - Leadership convenings
  - Summer learning and other supplemental learning opportunities