



THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of Evaluation, Research, and Accountability

Research Roundup Webinar Series #1: Assessing Student Literacy Performance in Grades K-3

March 9, 2022

Agenda

- **About ERA and the Research Roundup Webinar Series**
- **Part 1:** Literacy in grades K-3: What is it and why is it important?
- **Part 2:** How the within-year tests we administer measure literacy skills in the early grades
- **Part 3:** Things to keep in mind about using student early literacy data
- **Q & A**

This webinar is being recorded.

The recording and a PDF of the slide deck will be available at: philasd.org/research/roundup

Please introduce yourself in the chat!

Evaluation, Research, and Accountability

philasd.org/era

Evaluation, Research, and Accountability

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News About Offices Goals and Guardrails Tools Reports Data Professional Development Contact



What can we help you find?

Every year, we collect millions of data points on student achievement, leadership, school climate, and progress.

Our offices work with the data to evaluate and report outcomes and develop informational tools.



STUDENT LEARNING



PERFORMANCE DATA



SCHOOL SUPPORTS



ASSESSMENTS & ACCOUNTABILITY



SURVEYS



RESEARCH REVIEW COMMITTEE (RRC)

Office of Research and Evaluation

District Performance Office

Planning and Evidence-Based Supports Office

Office of Assessments

Office of Data Governance

Evaluation, Research, and Accountability

THE SCHOOL DISTRICT OF PHILADELPHIA

Compare Schools | User Guide | Video Tutorials

SCHOOL PROFILES

Find out how a school or group of schools is performing.

Search for a school or narrow your search using the filters below. You can also view data for groups of schools (for example, all Charter Schools or all Network 1 schools) by clicking on "School Groupings."

Find a School | School Groupings

Search for a school:

Begin typing | Search

Filters | +

- ACADEMY AT PALUMBO
- ACADEMY FOR THE MIDDLE YEARS (AMY) AT NORTHWEST
- AD PRIMA CHARTER SCHOOL
- ADAIRE, ALEXANDER SCHOOL
- ALLEN, DR. ETHEL SCHOOL
- ALLEN, ETHAN SCHOOL
- ALLEN, RICHARD PREPARATORY CHARTER SCHOOL
- ALLIANCE FOR PROGRESS CHARTER SCHOOL
- ALTERNATIVE MIDDLE YEARS (AMY) AT JAMES MARTIN
- ANDERSON, ADD B. SCHOOL
- ARTHUR, CHESTER A. SCHOOL
- ARTS ACADEMY AT BENJAMIN RUSH

PHILADELPHIA PUBLIC SCHOOLS

DATA FOR DISTRICT, CHARTER, ALTERNATIVE, AND OTHER/CYBER STUDENTS AND SCHOOLS

Enrollment: 2021-2022 (next update November 2022)
Performance data: 2020-2021 for Attendance and College & Career data; 2019-2020 for suspension rates; 2020-2021 for Survey results; 2018-2019 for all other data due to COVID (next update February 2022)

In Spring 2020, students and schools were impacted by COVID-19, including related closures and assessment cancellations. Comparison of 2019-20 data to prior years should be made with caution.

TOTAL ENROLLMENT

198,645

SCHOOL DISTRICT OF PHILADELPHIA
CENTRAL OFFICE
440 N. Broad Street
Philadelphia, PA 19130
p: 215-400-4000

SUPERINTENDENT
William R. Hite, Jr., Ed.D.

TOTAL SCHOOLS

325

DISTRICT SCHOOLS 216
ENROLLMENT 114,902

CHARTER SCHOOLS 85
ENROLLMENT 66,890

ALTERNATIVE SCHOOLS 24
ENROLLMENT 2,766

OTHER/CYBER CHARTERS
ENROLLMENT 14,087

2018-19 PSSA & KEYSTONE - ELA PERFORMANCE (ALL GRADES)

36% | 1 POINT DECREASE FROM LAST YEAR

The percentage of students who scored Proficient or Advanced on the state standardized English Language Arts exam.

DISTRICT PROGRESS TOWARDS GOALS AND GUARANTEES
MORE PUBLIC SCHOOLS DATA
DISTRICT FAST FACTS

2018-19 PSSA & KEYSTONE -

2018-19 READING ON GRADE

philasd.org/opendata

School Information

Click below to expand the table to view a description of the data and download a data set for a specific school year. You can also download a Zip file that contains all available years for a specific School Information category.

The public release of this data supports our goals to promote greater transparency and community engagement. Before accessing these data, please review the [Terms and Conditions](#).


- + School Lists
- + School Enrollment & Demographics
- + District Enrollment & Demographics
- + Pre-School Information
- + Catchment Feeder Schools
- + School Catchment Areas
- + School Catchment Retention Details
- + School Catchment Retention Counts
- + District Wide Surveys
- + Youth Risk Behavior Survey

Data Sets

- School Information**
Information on schools' attributes
- School Performance**
Student performance and climate through the school year
- District Employees and Finance**
Expenditure, Employee, Budget, and FTE Data
- Advancing Education Safely**
Information on hybrid learning and COVID-19 testing
- Terms and Conditions**
Please read!
- Quick Data**
- School Profiles**

schoolprofiles.philasd.org

Evaluation, Research, and Accountability



THE SCHOOL DISTRICT OF
PHILADELPHIA

Assessment Overview

2021-22

August 2021

Office of Evaluation, Research, and Accountability (ERA)
[Assessment Calendar](#) | [Office of Assessment](#)

1

philasd.org/era/assessment/

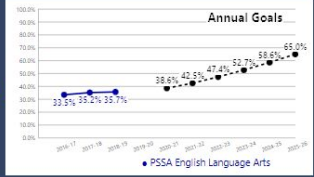
THE SCHOOL DISTRICT OF PHILADELPHIA Board of Education | 2021-22 Progress Monitoring

OVERVIEW GOALS << GOAL 1 READING 3-8 GOAL 2 READING K-3 GOAL 3 MATH 3-8 GOAL 4 HS PERFORMANCE GOAL 5 COLLEGE & CAREER GUARDRAILS >>

ANNUAL FALL WINTER SPRING

Reading Goal 1 Performance: Overall and by Student Group

Reading - Board Goal 1
The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026.



Goal Overall Progress
Near-Track

Reading Goal 1: District-Wide Proficiency
Grades 3-8, PSSA Reading¹

	2016-17	2017-18	2018-19	2019-20 ²	2020-21 ³	2021-22 Annual Goal	Distance to 2021-22 Goal	Distance to 2022-23 Goal	2025-26 Final Goal
All	33.5%	35.2%	35.7%	N/A	N/A	42.5%	-6.8	-11.7	65.0%
Black / African American	24.8%	26.5%	26.7%	N/A	N/A	42.5%	-15.8	-20.7	65.0%
Hispanic / Latino	25.6%	27.3%	28.0%	N/A	N/A	42.5%	-14.5	-19.4	65.0%
White	54.7%	57.0%	58.5%	N/A	N/A	42.5%	+16.0	+11.1	65.0%
American Indian / Alaskan Native	38.4%	35.9%	33.6%	N/A	N/A	42.5%	-8.9	-13.8	65.0%
Asian	62.6%	64.8%	64.7%	N/A	N/A	42.5%	+22.2	+17.3	65.0%
Native Hawaiian / Pacific Islander	50.0%	45.7%	52.9%	N/A	N/A	42.5%	+10.4	+5.5	65.0%
Multi Racial / Other	39.6%	40.9%	40.8%	N/A	N/A	42.5%	-1.7	-6.6	65.0%
English Language Learners	19.0%	17.2%	20.6%	N/A	N/A	42.5%	-23.4	-23.0	65.0%

Distance Colors
Below Target
At/Above Target

Score Colors
< 50% of Target
At Target
≥ 150% of Target

philasd.org/era/goals-and-guardrails

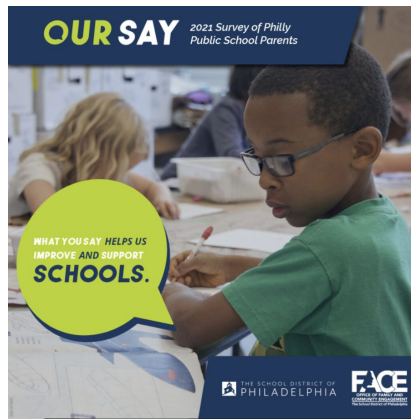
Office of Research and Evaluation

philasd.org/research

Issue Brief: Assessments in 2020-21
A Summary of District-Wide Assessments Administered to School District of Philadelphia Students during the 2020-21 School Year
Ebru Erdem, Ph.D., Director, Research, Policy, and Practice; Amber Fullam, PMP, Senior Project Manager

Information in this brief
Interim Assessments
-AIMSwebPlus/Star
-Biology Benchmark
Summative End-of-Course Exams
-Civics Test
-ID Exam
-AP Exams
-NOCTI Assessments
State Standardized Assessments
-PSSA/PASA
-Keystone Exams
-ACCESS for ELLs
Other Tests
-AEL
-NAEP
-NAEP
-SAT/ACT
-PSAT and PSAT 8/9

Research Brief: Students who Received Support from a Reading Specialist in 2019-20



philasd.org/dws



External Research Review

Comprehensive information about the Research Review Committee process - a requirement before conducting any research in SDP

Philadelphia Education Research Consortium

phledresearch.org/

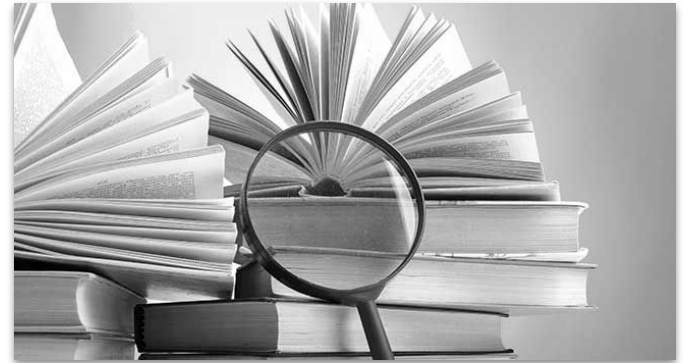
R2P 2019
Research, Policy and Practice Conference

philasd.org/research/programsservices/reports/

What is a Research Roundup?

- Monthly webinar series with a topical focus
- Work in progress
- Sign up to be notified when webinars are scheduled and when recordings are available

www.philasd.org/research/roundup



Goals for This Presentation

Attendees will better understand:

1. The what and the why of literacy in grades K-3
2. How the District's within-year tests (Renaissance Star) measure early literacy skills
3. How we track the progress of students' literacy skills over time

ORE Reports related to literacy: <https://www.philasd.org/research/category/literacy/>



Part 1: Literacy in grades K-3: What is it and why is it important?

Building Blocks of Early Literacy

Guided oral reading

reading out loud while getting guidance and feedback from skilled readers. The combination of practice and feedback promotes reading fluency

Reading comprehension

techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read to gain a better understanding of the material

Fluency

the ability to recognize words easily, read with greater speed, accuracy, and expression, and better understand what is read

Vocabulary words

teaching new words, either as they appear in text or by introducing new words separately

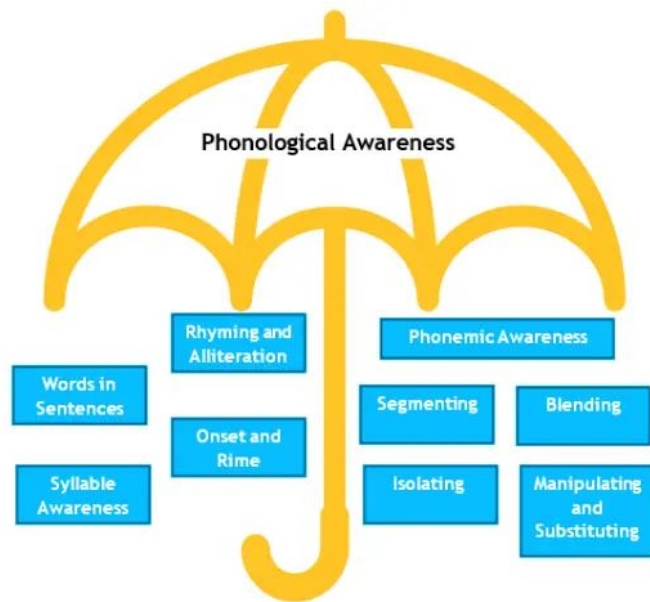
Phonics

the knowledge that letters of the alphabet represent phonemes and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them

Phonemic awareness

the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes

Foundational Blocks



Phonemic Awareness VS Phonics



Phonemic Awareness

Awareness of the individual phonemes in spoken words, and the ability to manipulate those sounds.



Hearing
Speaking

Phonics

The knowledge of letter sounds and the ability to apply that knowledge in decoding unfamiliar printed words.



Hearing
Seeing
Speaking

Fluency and Vocabulary

Fluency



I can read accurately with expression,
& understand what I read

Vocabulary

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary.

- . Oral vocabulary refers to the words we use in speaking or recognize in listening.
- . Reading vocabulary refers to the words we recognize in print.

National Reading Panel Reports (NICHD, 2001)

Oral Reading and Comprehension

Guided Oral Reading



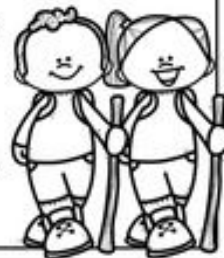
Name: _____

Reading Comprehension

Read the short passage and answer the questions.

A Hike

Mia and Matt are going for a hike. They will hike to the lake. They will bring food and have a picnic at the lake.



1. What will Mia and Matt do?

2. Where will they go?

3. What will they do at the lake?

Part 2: How the District's within-year tests measure literacy skills in the early grades

Board Goals and Guardrails

GOALS

- 01 Grade 3-8 Reading
- 02 Grade K-3 Reading
- 03 Grade 3-8 Math
- 04 High School Keystones
- 05 High School CTE

philasd.org/goalsandguardrails
philasd.org/era/goals-and-guardrails/

GUARDRAILS

- 01 Welcome and Supportive Schools
- 02 Enriching and Well-Rounded School Experiences
- 03 Partnering with Parents and Families
- 04 Addressing Racist Practices



Goal 1: ELA (Grades 3-8)

Goal 1: The percentage of students in grades 3-8 who are proficient on the PSSA ELA will grow from 35.7% in August 2019 to 65.0% by August 2026. **Target 2021-22: 42.5%**

Indicator 1.1:

The percentage of students in grades 3-8 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year. **Target 2021-22: 50.0%**

<https://www.philasd.org/era/goals-and-guardrails/>

Goal 2: ELA (Grades K-3)

Goal 2: The percentage of 3rd grade students who are proficient on the PSSA ELA will grow from 32.5% in August 2019 to 62.0% by August 2026.

Target 2021-22: 39.3%

Indicator 2.1:

The percentage of students in grades K-3 who score at or above grade-level on the District's within-year reading assessment in Fall, Winter, and Spring each year. **Target 2021-22: 46.3%**

<https://www.philasd.org/era/goals-and-guardrails/>

Two Types of Star Assessments

CAT

Computer Adaptive Tests (K-12)

Adaptive tests that adjust the difficulty of items depending on how the student performed on previous items.

- K-2: Star Early Literacy
 - Word Knowledge and Skills
 - Comprehension Strategies and Constructing Meaning
- 3-12: Star Reading Domains
 - Vocabulary
 - Comprehension Strategies and Constructing Meaning

CBM

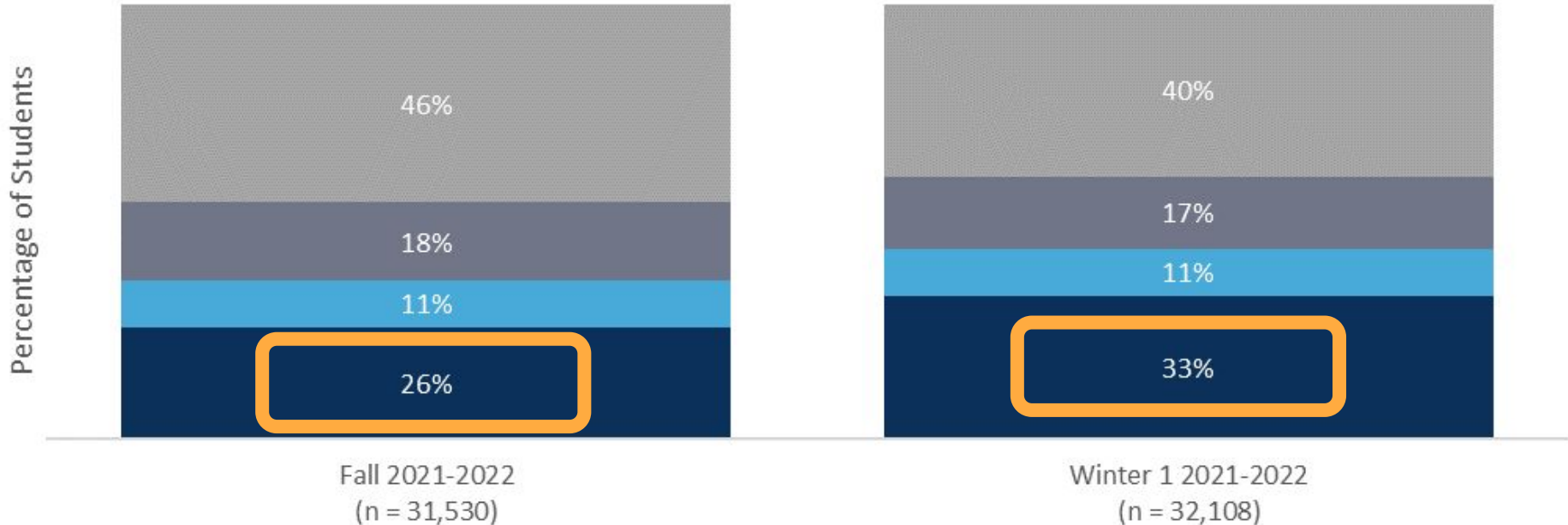
Curriculum-Based Measures (K-5)

1-minute probes that measure skills foundational to reading or math.

- Kindergarten: Letter Naming, Letter Sounds, Phoneme Segmentation, Receptive Nonsense Words
- 1st Grade: Letter Sounds, Phoneme Segmentation, Expressive Nonsense Words, Passage Oral Reading
- 2nd Grade: Expressive Nonsense Words, Passage Oral Reading
- 3rd-5th Grade: Passage Oral Reading

Computer Adaptive Reading Performance: Grades K-3

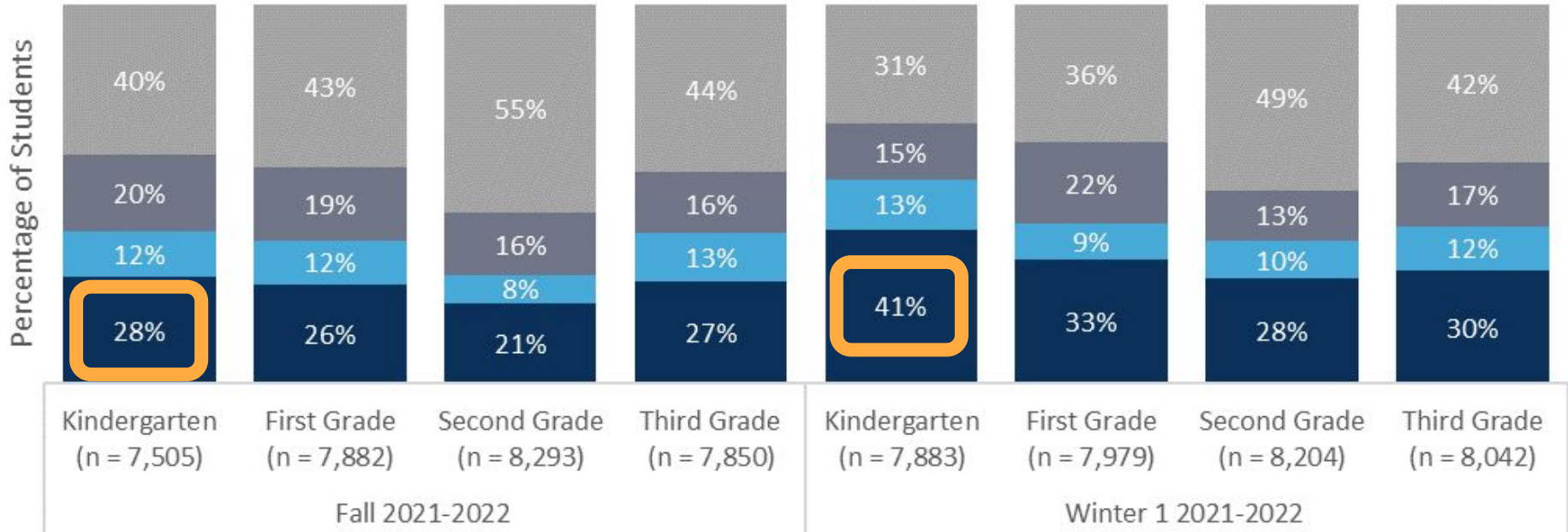
The percentage of K-3rd grade students scoring **At/Above Grade Level** increased by seven percentage points from fall to winter.



- % At/Above Benchmark (40-100%ile) in Reading
- % On Watch (25-39%ile) in Reading
- % Strategic Intervention (10-24%ile) in Reading
- % Intensive Intervention (<10%ile) in Reading

Computer Adaptive Reading Performance by Grade Level

The percentage of Kindergarten students scoring **At/Above Grade Level** increased by 13 percentage points from fall to winter.

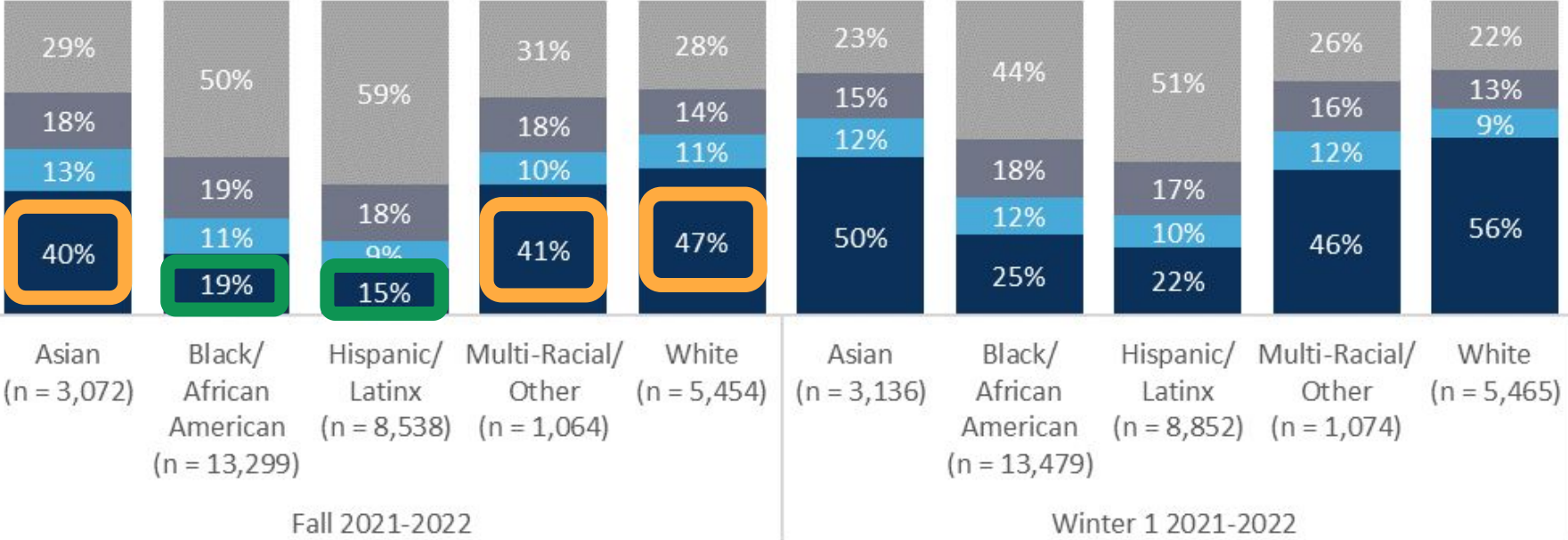


- % At/Above Benchmark (40-100%ile) in Reading
- % On Watch (25-39%ile) in Reading
- % Strategic Intervention (10-24%ile) in Reading
- % Intensive Intervention (<10%ile) in Reading

Computer Adaptive Reading Performance by Race/Ethnicity

The percentage of grades K-3 students scoring **At/Above Grade Level** increased between 5 to 11 percentage points from fall to winter.

Percentage of Students



■ % At/Above Benchmark (40-100%ile) in Reading
 ■ % On Watch (25-39%ile) in Reading
■ % Strategic Intervention (10-24%ile) in Reading
 ■ % Intensive Intervention (<10%ile) in Reading

CBM: Curriculum-Based Measures

Passage Oral Reading

The number of words students can identify in a grade-level appropriate text.

Phoneme Segmentation

The number of phoneme components students can pronounce in common 3-phoneme grade-level appropriate words.

Letter Naming

The number of upper- and lowercase letters students can identify in a random sequence.

Expressive Nonsense Words

The number of nonsense words students can identify when presented with both CVC words and CVC nonsense words. Administered as a written assessment.

Receptive Nonsense Words

The number of nonsense words students can identify when presented with both CVC words and CVC nonsense words. Administered as a verbal assessment.

Letter Sounds

The number of letter sounds (consonants only; no vowels a, e, i, o, u, or y are included) that students can pronounce.

CBM: Curriculum-Based Measures

Letter Naming

The number of upper- and lowercase letters students can identify in a random sequence.

p W C G

X H j x

d C W T

m z R Z

CBM: Curriculum-Based Measures

p W C G

X H j x

d C W T

m z R Z

Letter Sounds

The number of letter sounds (consonants only; no vowels a, e, i, o, u, or y are included) that students can pronounce.

CBM: Curriculum-Based Measures

Phoneme Segmentation

The number of phoneme components students can pronounce in common 3-phoneme grade-level appropriate words.

sun /s/u/n/

dark /d/ar/k/

work /w/er/k/

run /r/u/n/

men /m/e/n/

ship /sh/i/p/

farm /f/ar/m/

sell /s/e/l/

CBM: Curriculum-Based Measures

baj	cug	dak
san	zun	dit

Receptive Nonsense Words

The number of nonsense words students can identify when presented with both CVC words and CVC nonsense words. Administered as a verbal assessment.

CBM: Curriculum-Based Measures

pid veb seb

rit bef cug

yan heg san

Expressive Nonsense Words

The number of nonsense words students can identify when presented with both CVC words and CVC nonsense words. Administered as a written assessment.

CBM: Curriculum-Based Measures

Passage Oral Reading

The number of words students can identify in a grade-level appropriate text.

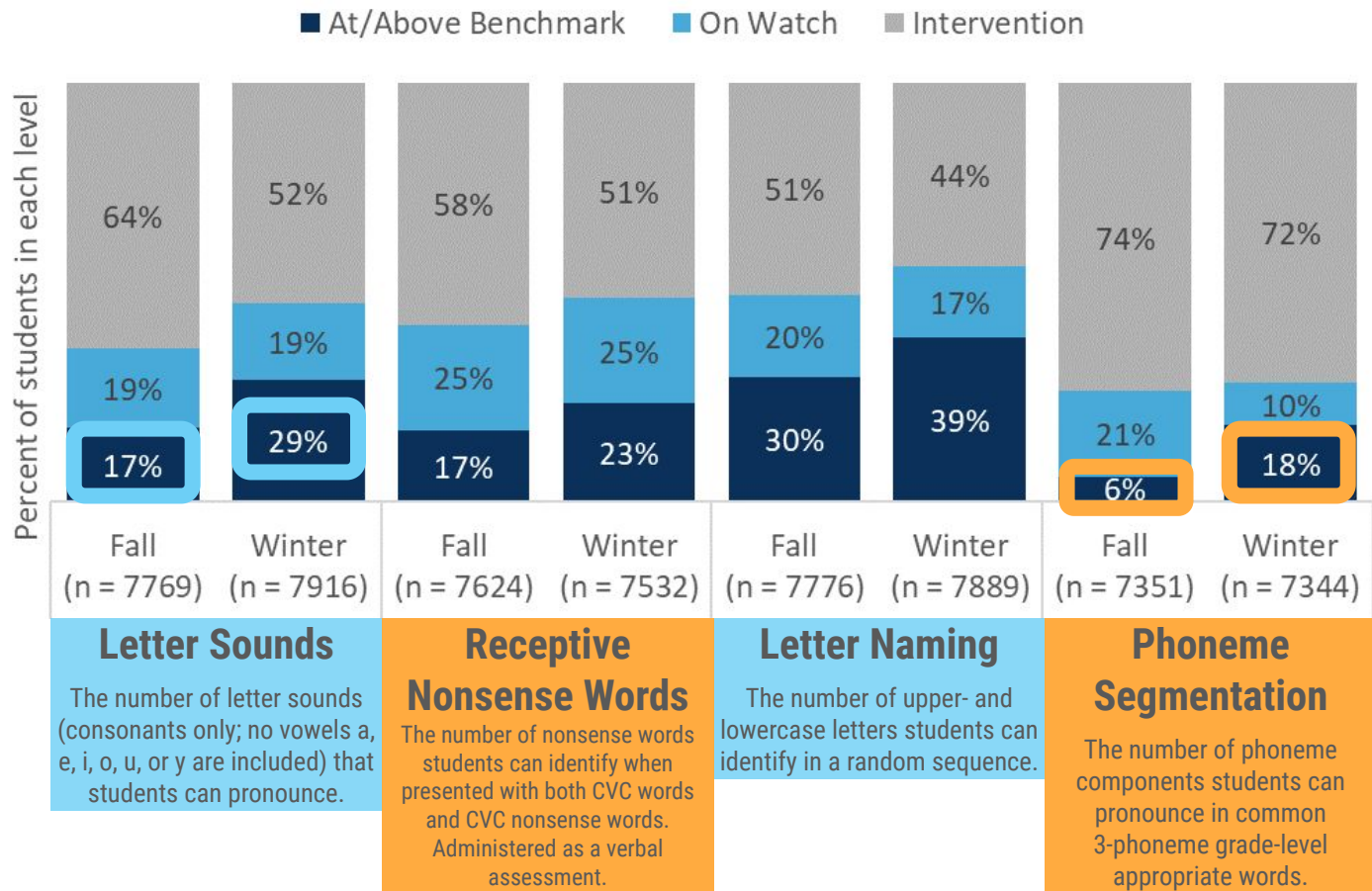
POR-G3: Form 10

Validation Code: BPM

GROWING

Every year my mom measures how much my brother and I grow. There's a wall in the basement that shows how much we've grown each year. Mom has us stand next to the wall, and then she puts a book on our heads. She marks the place where the book meets the wall. She does this at the beginning of the new year.

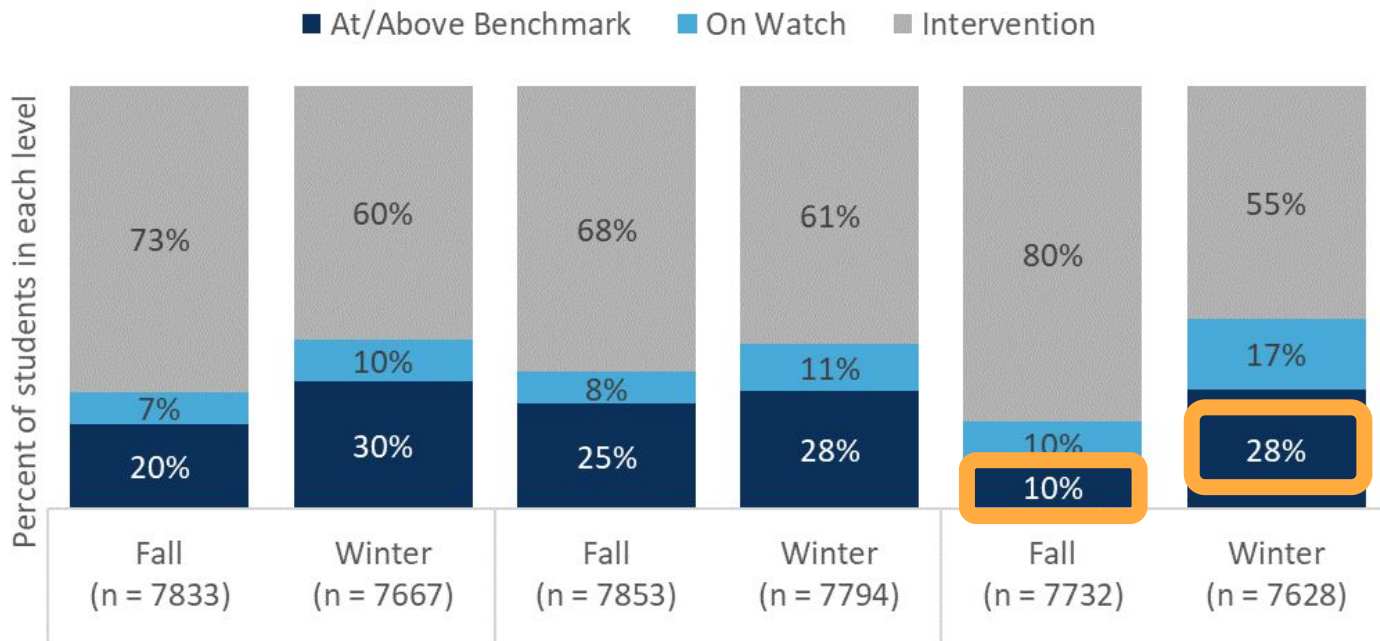
Curriculum-Based Reading Performance: Kindergarten



Kindergarteners saw a 12% increase in **At or Above Grade Level** performance on **Letter Sounds** and **Phoneme Segmentation** from fall to winter.

Source: Qlik Academic Screeners Dashboard, Accessed January 28, 2022

Curriculum-Based Reading Performance: First Grade



First graders saw an 18% increase in **At or Above Grade Level** performance in **Phoneme Segmentation** from fall to winter.

Expressive Nonsense Words

The number of nonsense words students can identify when presented with both CVC words and CVC nonsense words. Administered as a written assessment.

Passage Oral Reading

The number of words students can identify in a grade-level appropriate text.

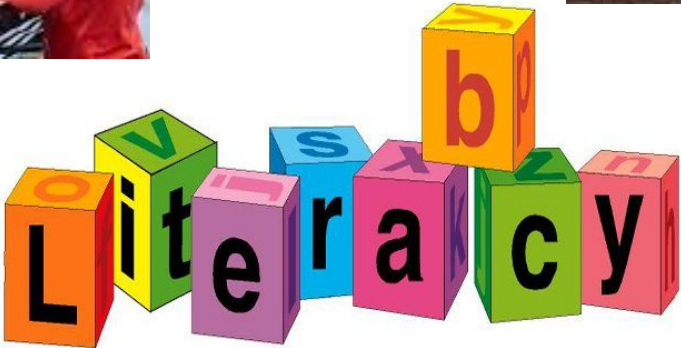
Phoneme Segmentation

The number of phoneme components students can pronounce in common 3-phoneme grade-level appropriate words.

Source: Qlik Academic Screeners Dashboard, Accessed January 28, 2022

Part 3: Things to keep in mind

Foundational literacy skills are crucial and there are different ways to measure them

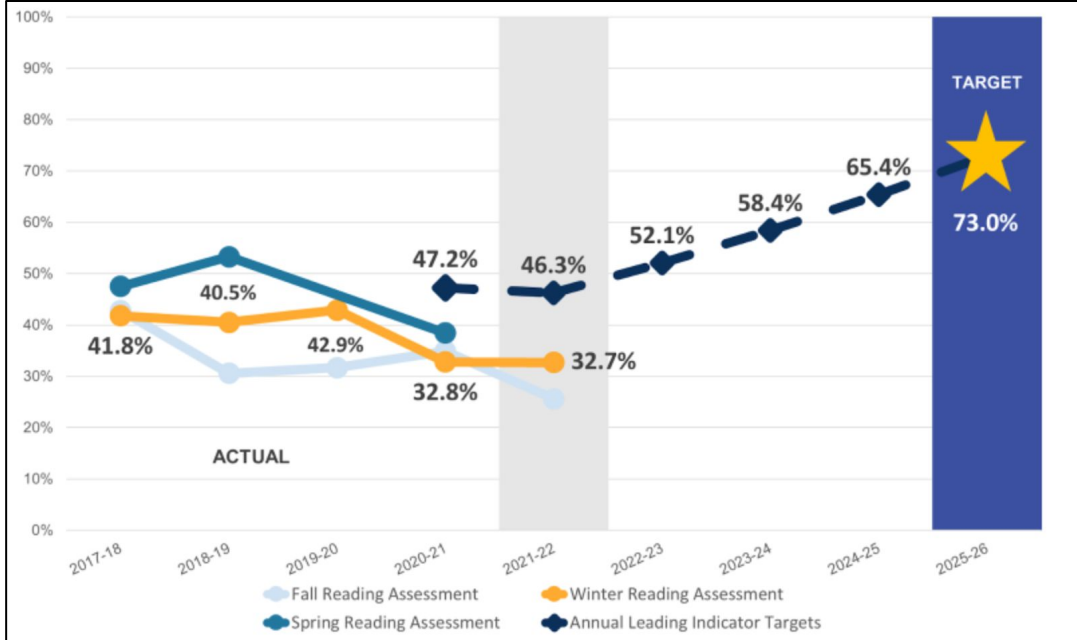


There are many ways to look at literacy data, depending on your objective

- Year-over-year (YOY)
 - What is the percentage of first graders that are reading on grade level this year compared to last?
- Cohort analysis
 - Of the first grade students last year that were reading on grade level, how many are still at grade level in second grade?
- District level
 - What is the percentage of K-3 students that are reading on grade level?

In the District, we have Goals and Guardrails to help us understand student literacy progress

**Reading Goal 2:
Grade K-3
Reading
At/Above
Grade Level**



There are many ways to look at literacy data, depending on your objective

- School level
 - At my school, are English learner students progressing at similar rates to non-English learners?
- Classroom level
 - Which of my students need additional supports in letter naming?



Q&A

[Join our mailing list](#) to be notified when recordings are available and when webinars are scheduled. We also welcome your suggestions for future topics. Link in the chat!

Additional Resources

For your convenience, we have compiled some of the questions and resources that came up during the live discussion:

Q: Are the patterns in this data consistent with past years? How much is the data affected by pandemic-related disruption?

We have a series of reports that addresses student performance during the pandemic:

<https://www.philasd.org/research/2021/09/03/assessing-student-performance-before-and-during-virtual-learning-a-cohort-comparison-of-student-performance/>

Q: Do you have more detailed information about the Star assessments?

You can learn more about the Star assessments here: <https://www.philasd.org/era/assessment/star-information/>

Q: How do you plan to use this data in upcoming research projects?

You can find our 2021-22 agenda for assessment-related research here:

<https://www.philasd.org/research/ore-planned-assessment-agenda-2021-22/>

Q: How can we access student data?

We have a wealth of open data available here: <https://www.philasd.org/opendata>

If you are interested in conducting your own research study you can learn about our External Research Review process here:

<https://www.philasd.org/research/programsservices/external-research-review/>

References and Citations

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- Renaissance Learning (2021c). Star CBM Reading Technical Manual. Renaissance Learning Inc.
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