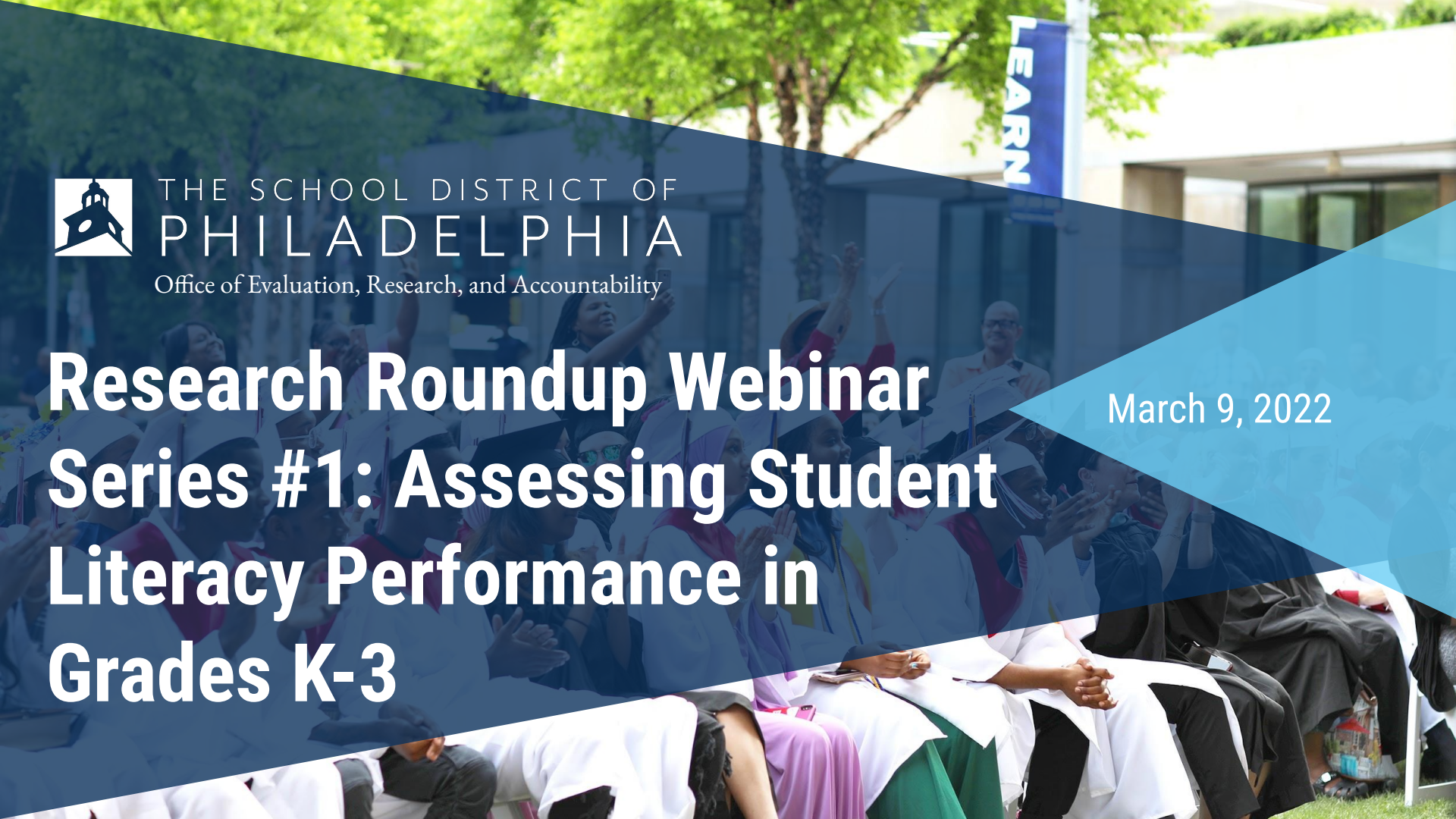


THE SCHOOL DISTRICT OF PHILADELPHIA

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**

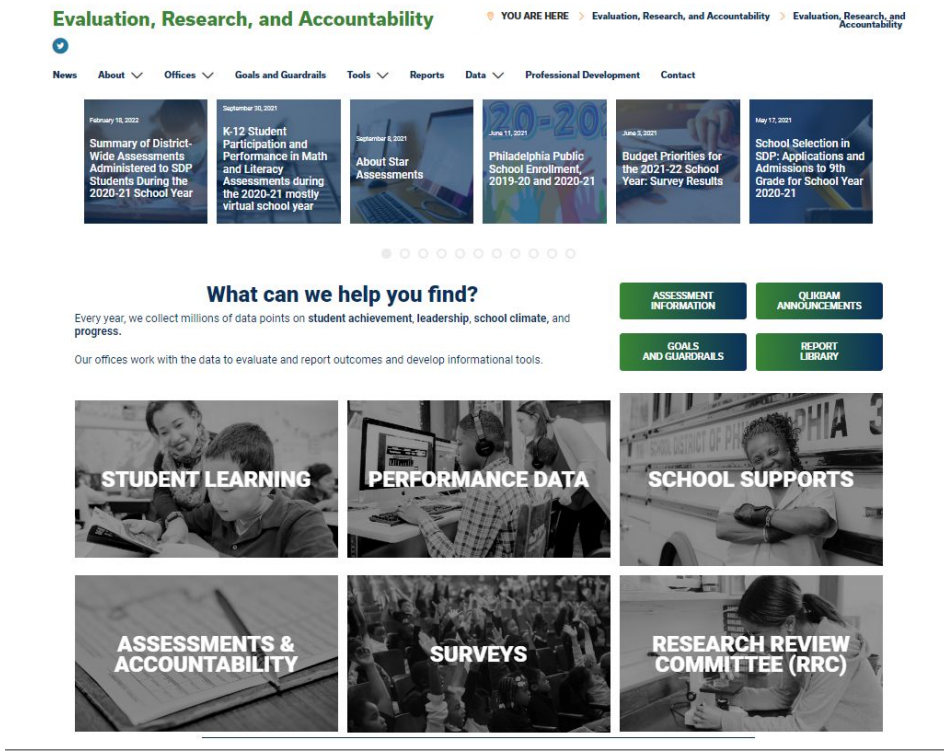
This webinar is being recorded.

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

Please introduce yourself in the chat!

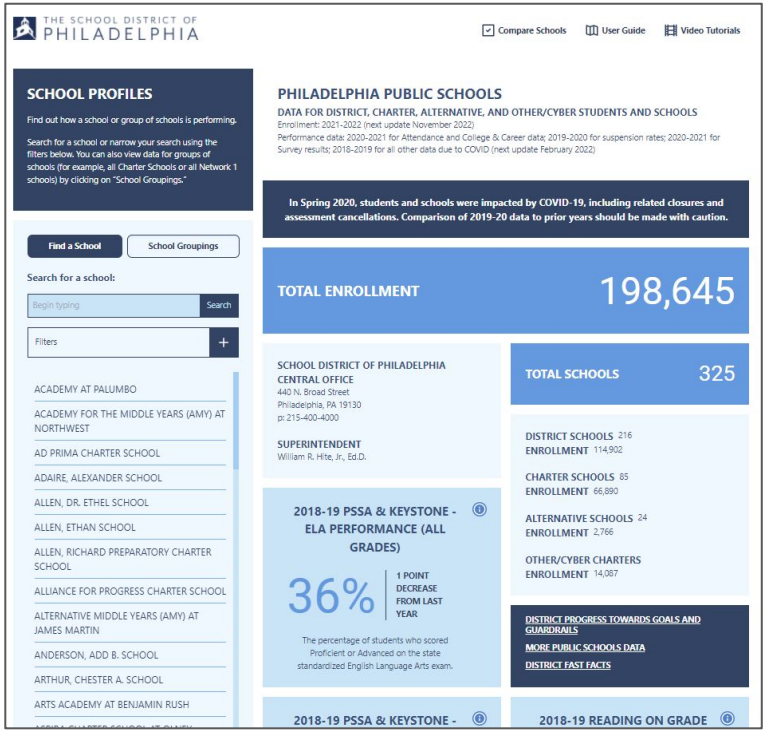
Evaluation, Research, and Accountability

philasd.org/era



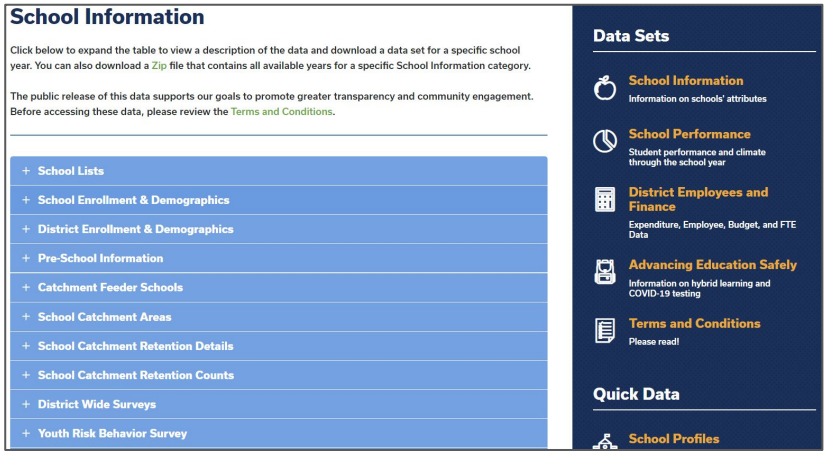
- Office of Research and Evaluation
- District Performance Office
- Planning and Evidence-Based Supports Office
- Office of Assessments
- Office of Data Governance

Evaluation, Research, and Accountability

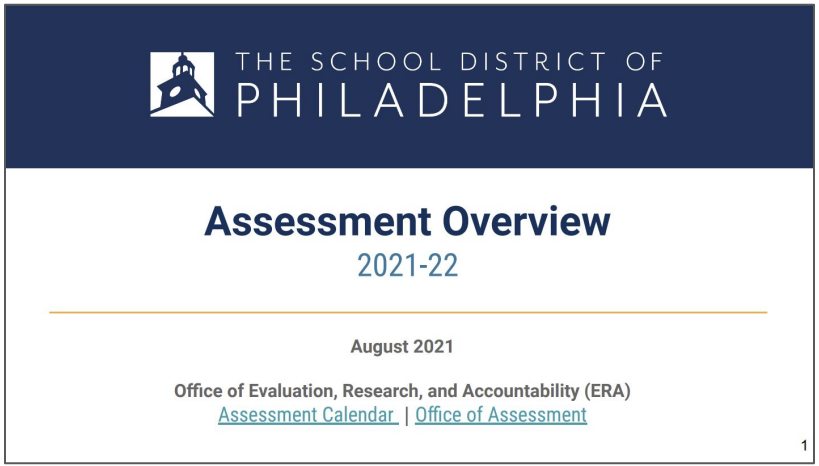


schoolprofiles.philasd.org

philasd.org/opendata



Evaluation, Research, and Accountability



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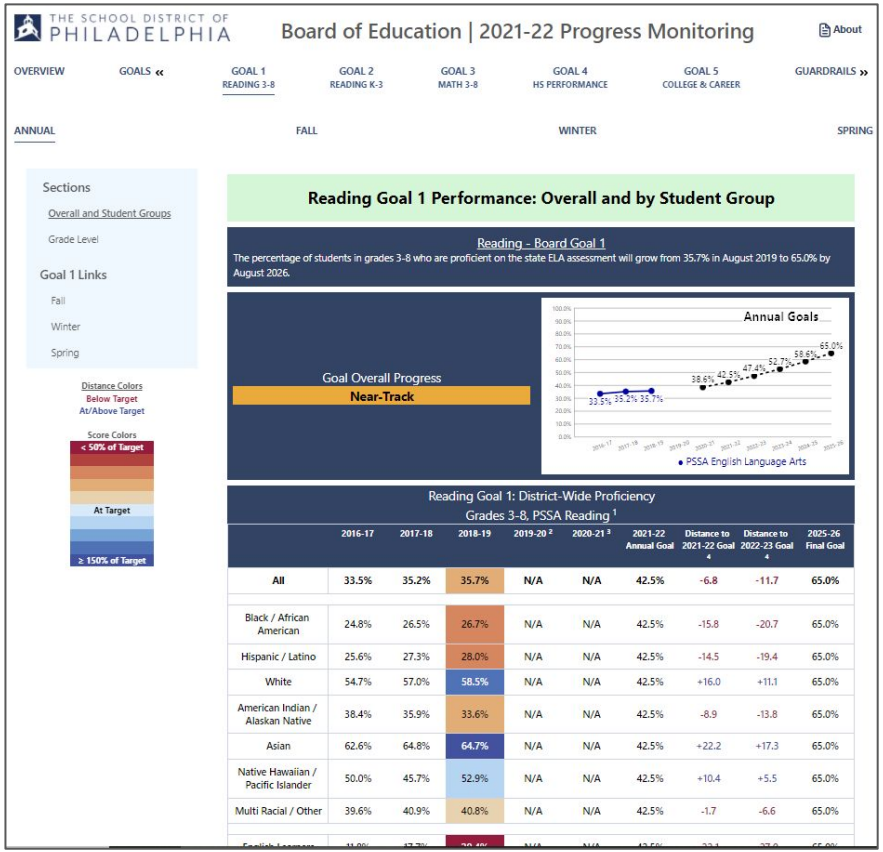
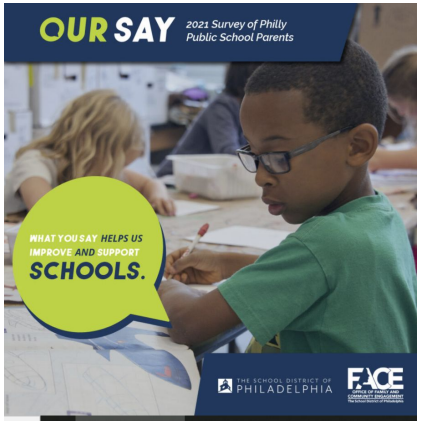


philasd.org/era/goals-and-guardrails

Office of Research and Evaluation

philasd.org/research

philasd.org/research/programsservices/reports/



philasd.org/dws

External Research Review

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

Philadelphia Education Research Consortium

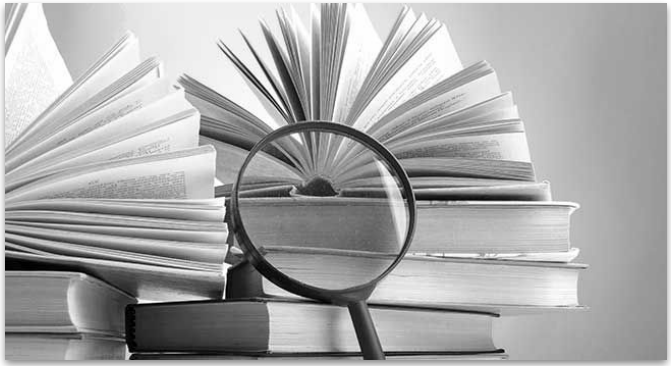
phledresearch.org/

R2P 2019 Research, Policy and Practice Conference

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

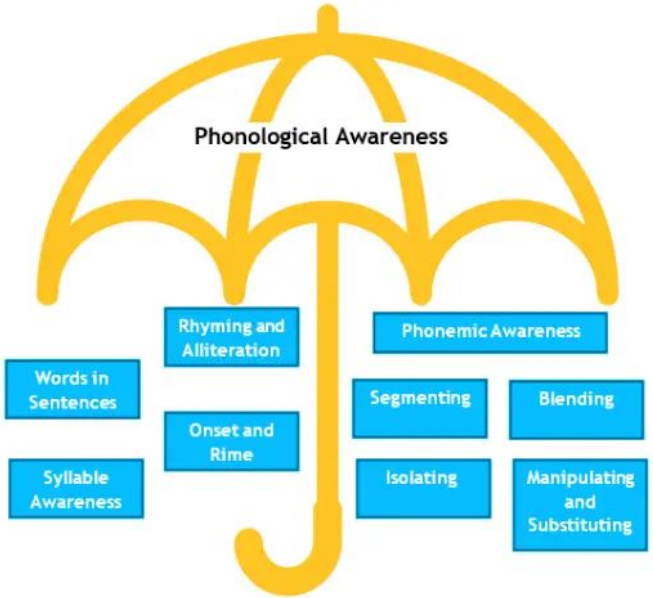
Phonics

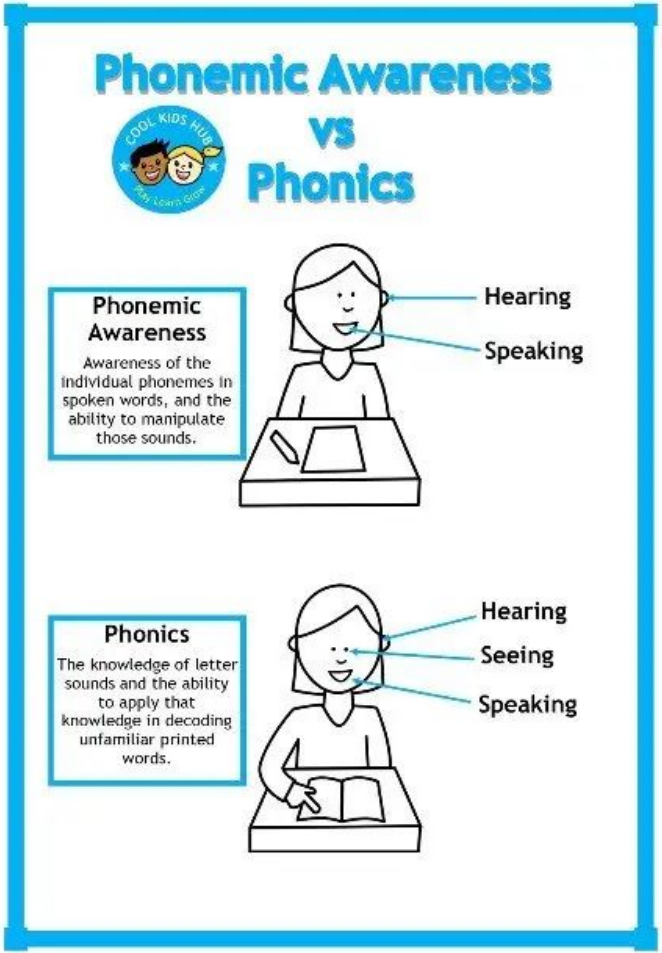
the knowledge that letters of the alphabet represent phonemes and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them

Phonemic awareness

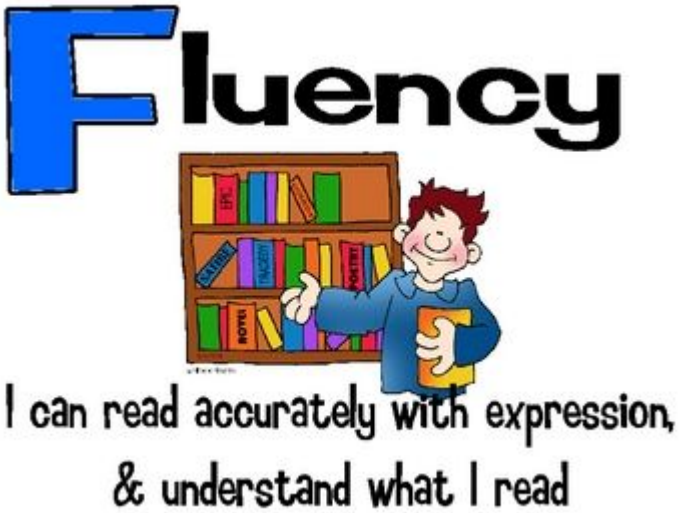
the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes

Foundational Blocks





Fluency and Vocabulary



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

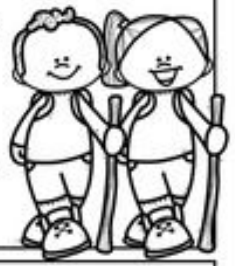
Name:

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

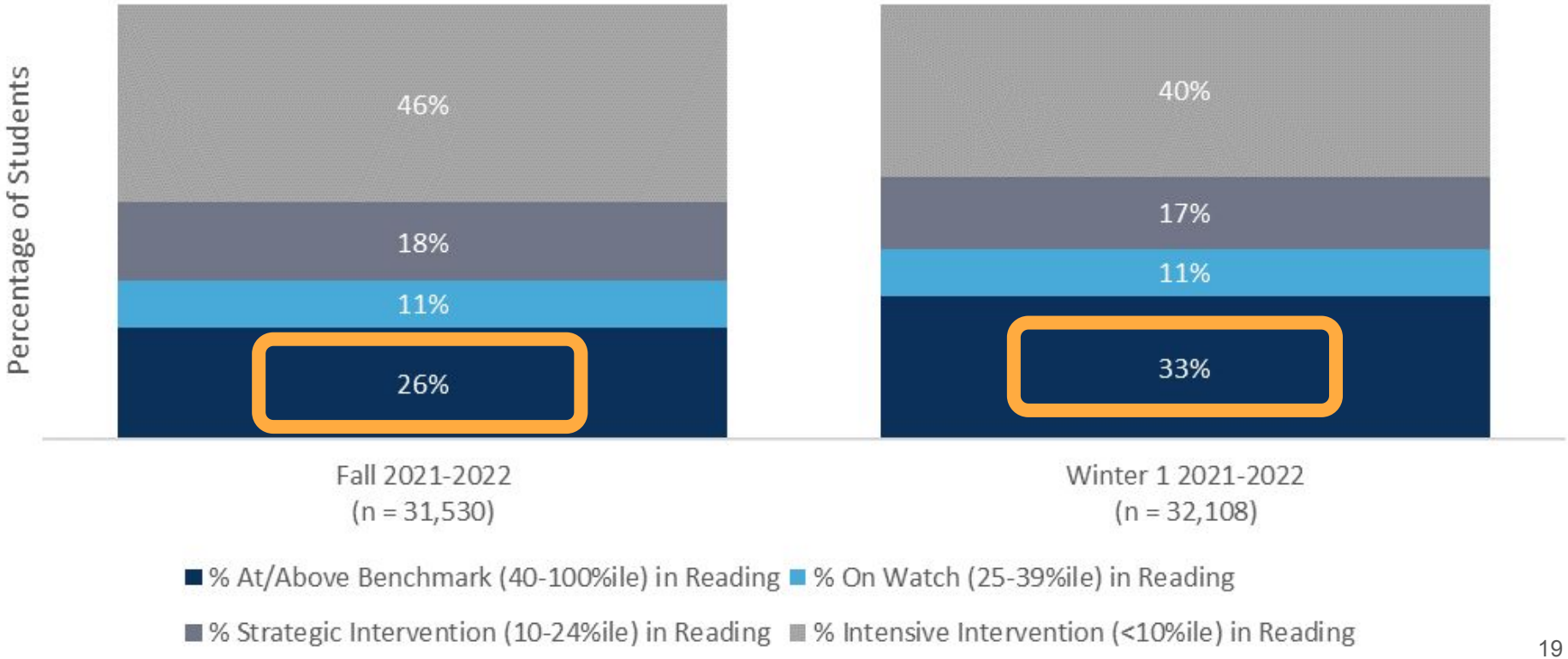
CBM
Curriculum-Based Measures (K-5)

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

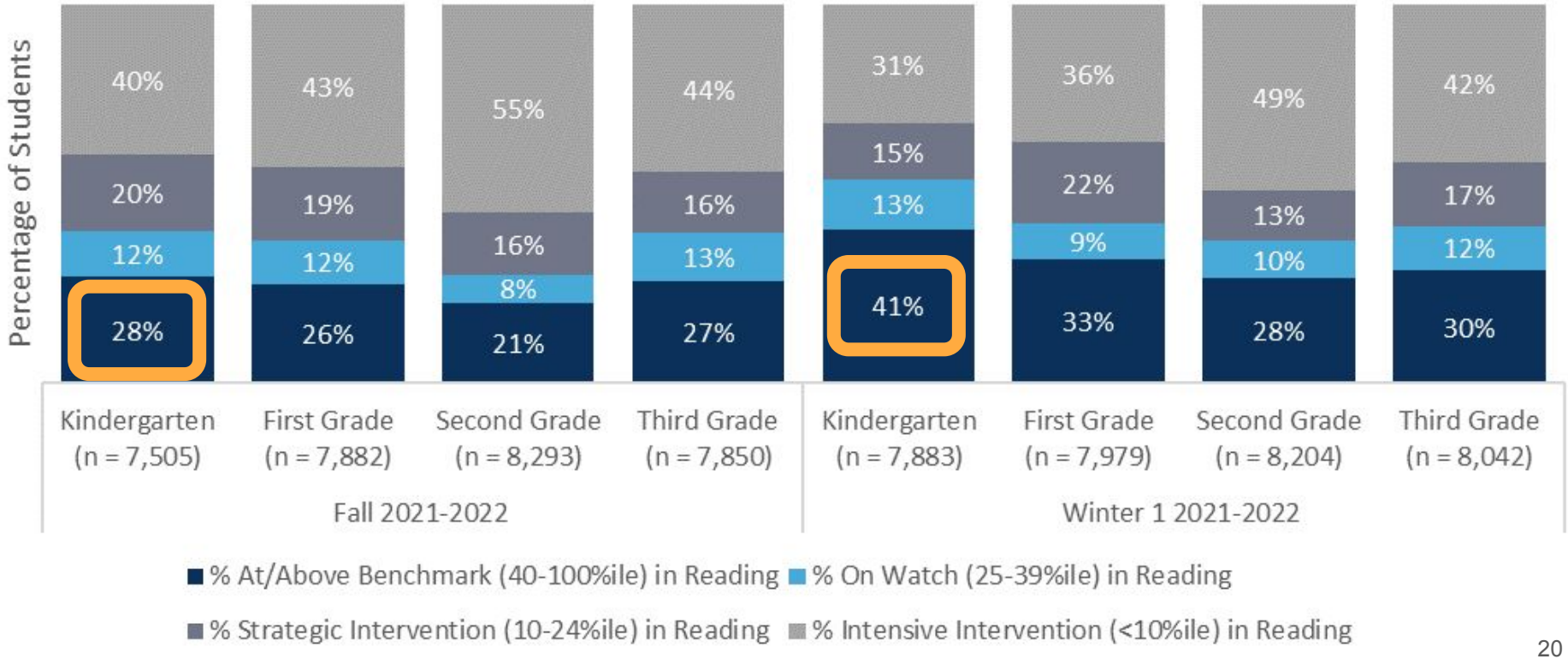
Computer Adaptive Reading Performance: Grades K-3

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



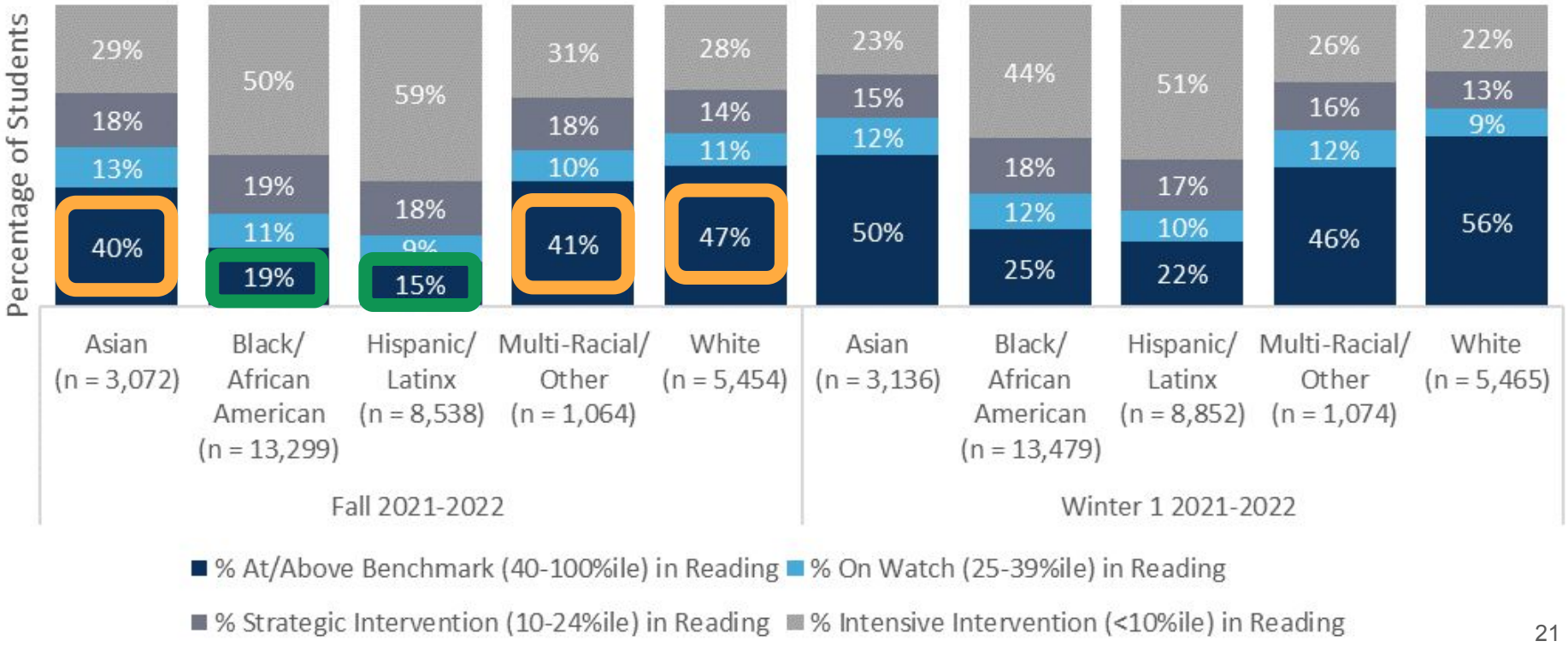
Computer Adaptive Reading Performance by Grade Level

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



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 points from fall to winter.



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.

CBM: Curriculum-Based Measures

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/

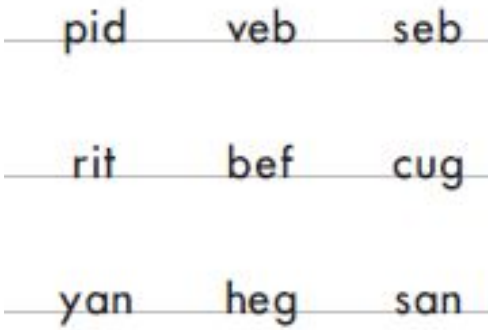
CBM: Curriculum-Based Measures

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



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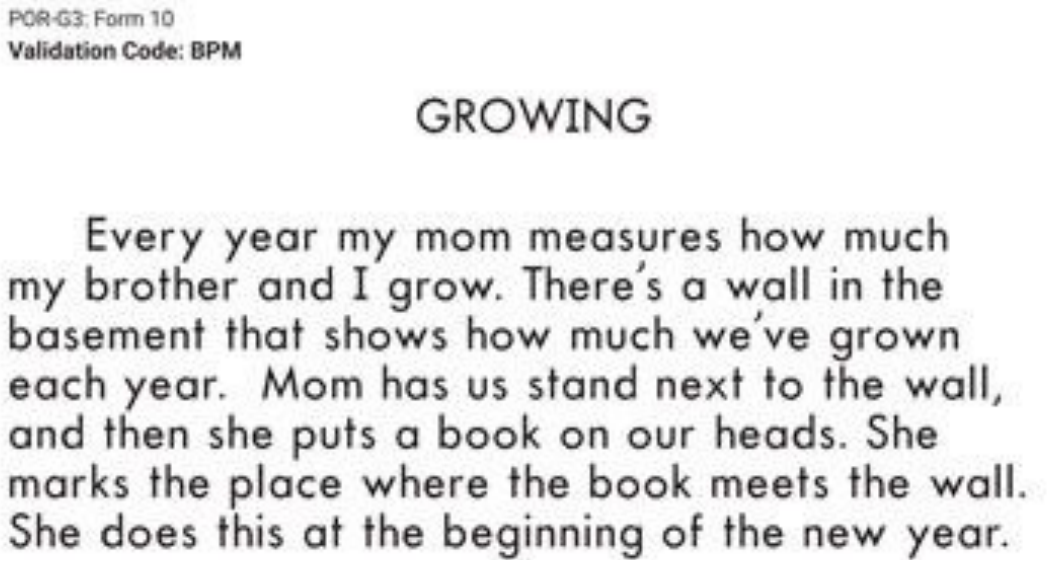
Passage Oral Reading

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

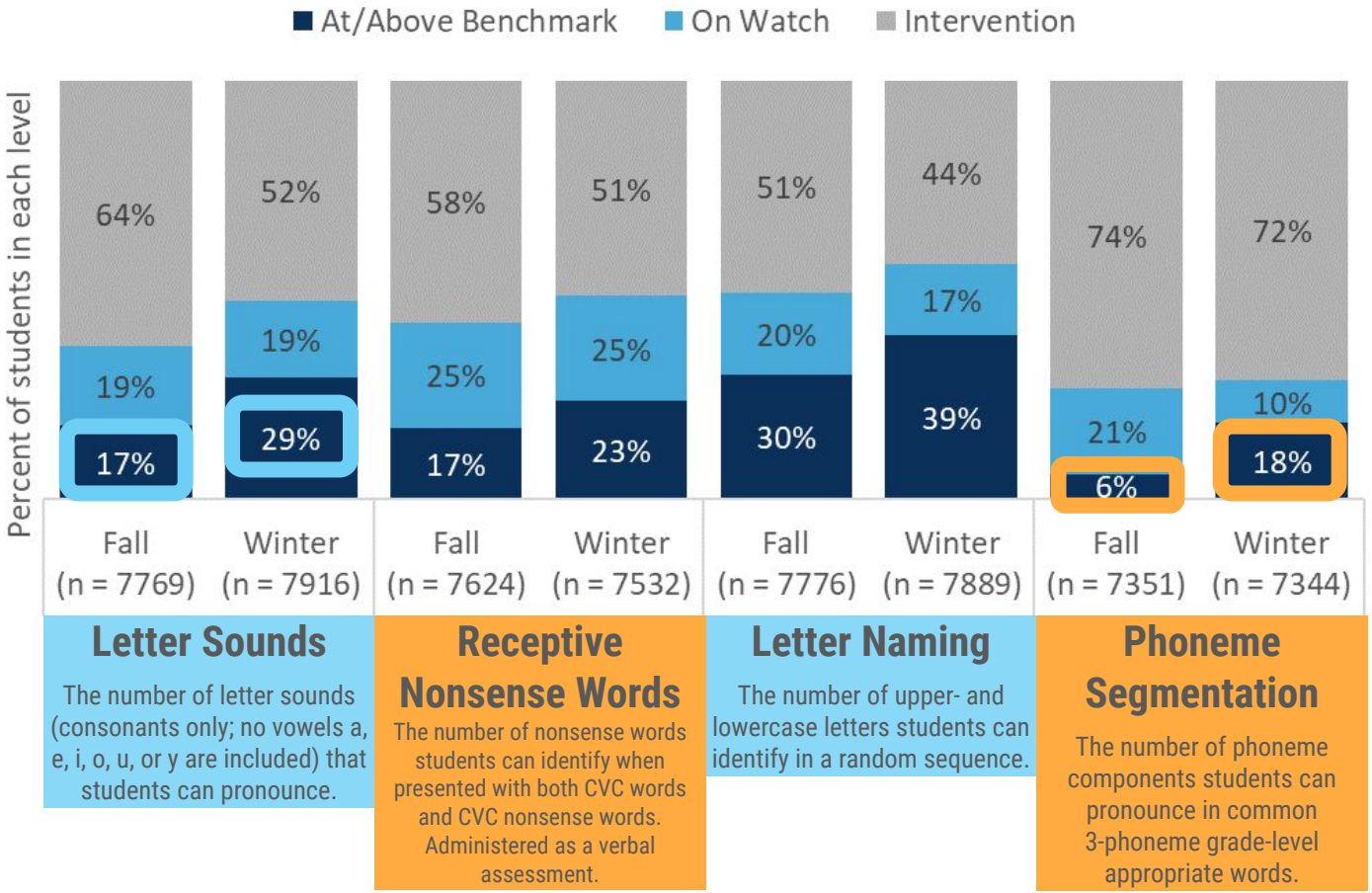


POR-G3: Form 10
Validation Code: BPM

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.

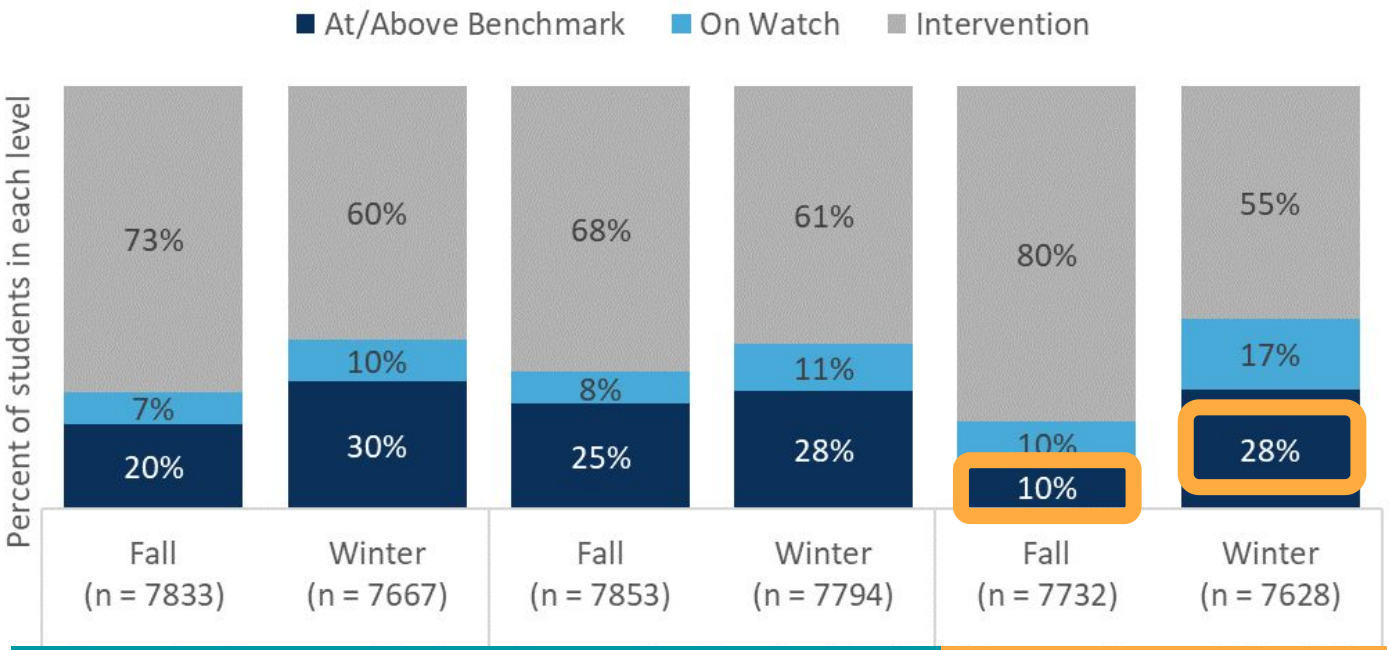
Curriculum-Based Reading Performance: Kindergarten



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



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.

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

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

Part 3: Things to keep in mind

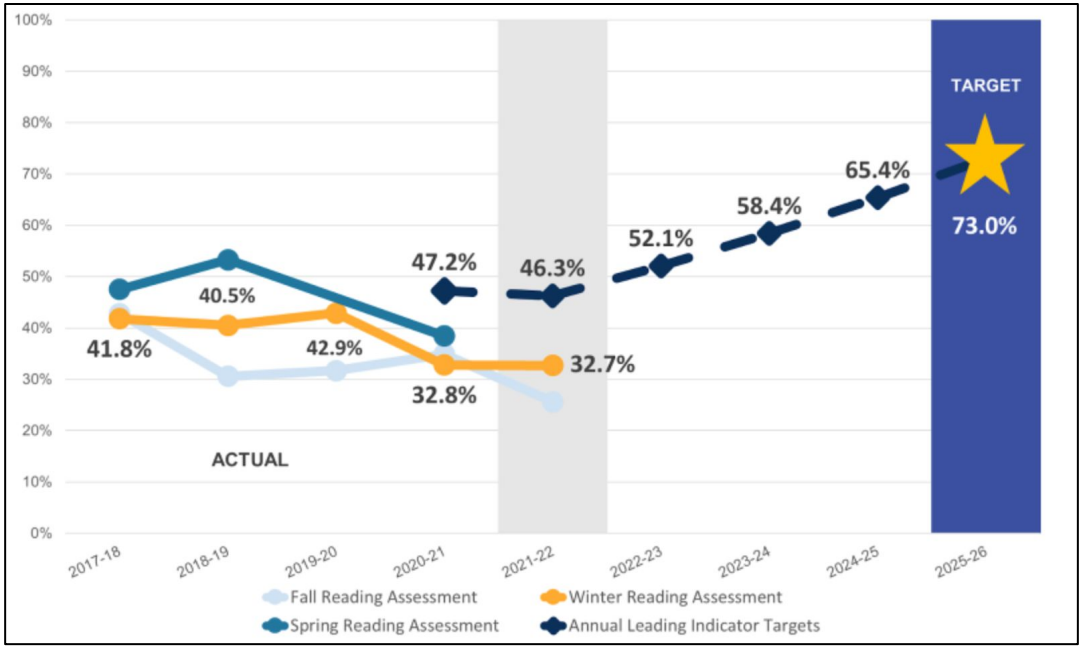
Foundational literacy skills are crucial and there are different ways to measure them

There are many ways to looks 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 looks 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/

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