



Progress Monitoring English Language Arts

Goal 1: Grades 3-8

Goal 2: Grade 3

March 23, 2023



Introduction to the Goals

Name _____ Date: 18th October
Spelling Test
2 _____ 7 _____
3 swims 8 _____
4 _____ 9 _____



Board Goals 1 & 2: ELA Performance

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

Goal 2: The percentage of students in grade 3 who are proficient on the PSSA-ELA

What are our indicators?

The percentage of students who score at or above grade-level on the District's within-year reading assessment (Star) in Fall, Winter, and Spring each year.



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.**
- **High school graduation** can be predicted by knowing a child's **reading skill in the early grades.**
- Considerable research has demonstrated a link between kindergarten readiness and later elementary school achievement.

Sources:

[National Assessment of Education Progress](#) ; [Annie E. Casey Foundation](#);
[Frontiers in Education](#)

We Use the Star Assessment to Answer:

Which of our students are demonstrating **grade level mastery** and **on track** to pass state assessments?

Which of our students are **growing** or improving over time compared to their peers?

Are our youngest students **mastering foundational skills** at an appropriate pace?



Two Types of Star Assessments

Curriculum-Based Measures (CBMs) (K-5)

1-minute probes that measure skills foundational to reading.

- 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

For our younger students, teachers use CBMs more regularly to guide instruction.

Star Reading & Early Literacy (K-12)

Computer adaptive tests (CAT) 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

*Used for progress monitoring for Goals 1 and 2:
Grade K-8 students reading on grade level*

Curriculum-Based Measure (CBM) Examples

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

Letter Sounds

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

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.

baj	cug	dak
san	zun	dit

Star Reading Assessment (CAT)

Sample Questions (Grade 3-5)



Grade 3: Understanding the Author's Craft

A man from the zoo brought some birds to Ray's class. One was blue-gray with dark bands on its tail. Another had a light face and great big eyes. The children got to pet one of the smaller birds. When Ray petted it, he could see it had yellow eyes.

The paragraph shows how the birds _____.

- 1 feel
- 2 look
- 3 smell

Grade 4: Word Skills and Knowledge

Tevin felt he was ready to read his story to the entire school.

What does *felt* mean in the sentence?

- 1 thought
- 2 a kind of cloth
- 3 touched

Grade 5: Analyzing Argument and Evaluating Text

The school should start a publishing club. I personally already make great zines and comic books. Some people, however, need plenty of help. We have clubs for people who play sports, play chess, or paint. There is no club for people who want to learn how to publish their own work. Publishing could even become a career for students someday. Please add the publishing club soon.

Which is the strongest reason for starting a publishing club?

- 1 Publishing could even become a career for students someday.
- 2 We have clubs for people who play sports, play chess, or paint.
- 3 I personally already make great zines and comic books.

Student performance on the Computer Adaptive Test is organized into four categories of reading proficiency

At/Above Benchmark: Students testing “At Target” and are on track to read proficiently.

On Watch: Students are slightly below benchmark but do not require Strategic Intervention.

Strategic Intervention: Students need strategic intervention to ensure progress towards proficiency.

Intensive Intervention: Students require intensive intervention to make progress towards proficiency.

Student Growth Percentile (SGP)

SGP answers the question: **How much are students growing compared to other students with similar performance?**

SGP looks at a student's **academic peers** throughout the entire nation

- Enrolled in the same grade
- Has a similar Star test score history

SGP scores range from 0-99. An SGP of 60 means a student showed more growth than 60% of their peers.

Student Growth Percentile Levels:

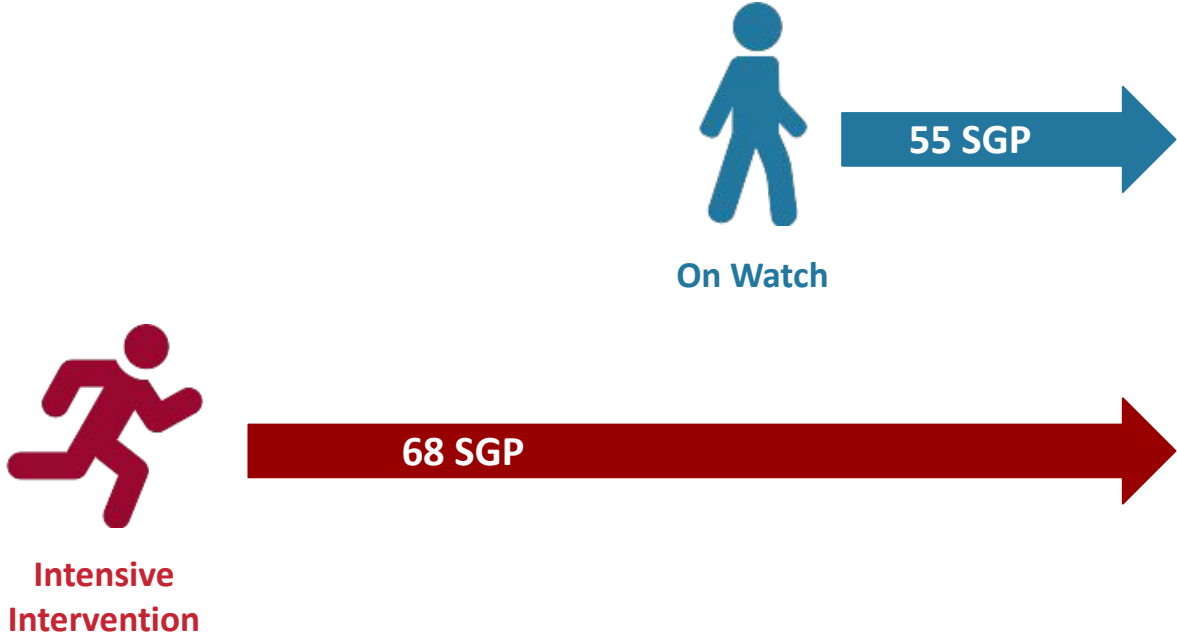
- **High Growth:** 66-99 SGP
- **Typical Growth:** 35-65 SGP
- **Low Growth:** 1-34 SGP

Growth = change in score on the Star Assessment from one window to the next.

Students who score Intensive Intervention need **HIGH GROWTH** to catch up to grade level.

How fast do students need to go to catch up to grade level?

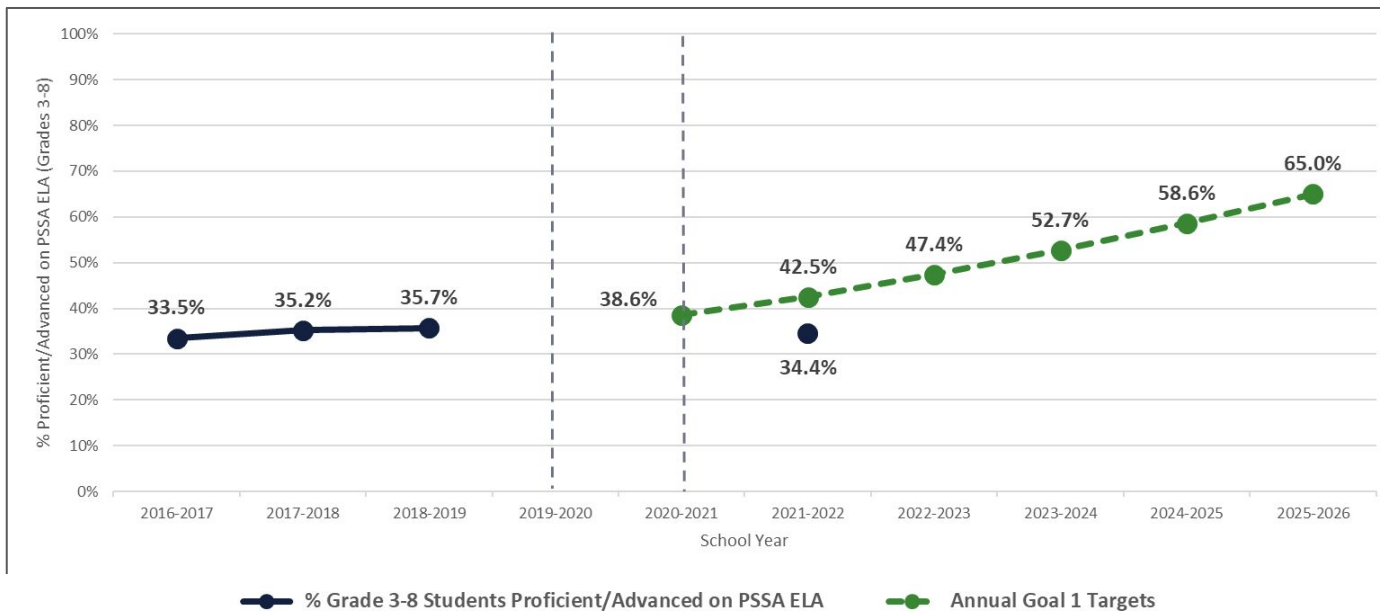
Students who start at different places in the beginning of the year need to go different speeds to catch up to reading at grade level by the end of the year.





Where Have We Been?

Goal 1: In 2021-22, 34.4% of students in grades 3-8 scored proficient or advanced on the PSSA-ELA. This is down 1.3 percentage points from 2018-19.



- We are currently 8.1 percentage points below the 2021-22 target.
- **Most states with available state standardized test data registered declines in ELA proficiency from 2019 to 2022.**

Source: Qlik PSSA and Keystones App, 2/10/23. District and Alternative Schools. Office of Evaluation, Research, and Accountability.

Initiative	Primary Goal of Improving Reading	Strong Implementation?	Improved Reading Levels?
<p>Early Literacy Specialists (CLI) Instructional coaching on Balanced Literacy for every K-3 teacher in SDP w/one ELS per school</p>	<p>Yes, by directly working with teachers</p>	<p>Varied by School: Challenges included teacher and coach turn over, shift in the District's approach from Balanced Literacy to Structured Literacy, and varied school responsiveness.</p>	<p>Maybe Especially by supporting teachers who needed coaching most. We could not control for differences among teachers.</p>
<p>AARP Experience Corps 195 volunteers serving 1400 students in 204 classrooms across 22 schools per year</p>	<p>Yes, by directly working with students</p>	<p>Varied by Classroom: Ultimately teachers had some discretion over tasks and volunteers were not trained in evidence-based practices.</p>	<p>No No relationship between dosage and outcomes.</p>
<p>Reading Specialists 38 schools with an RS supporting 1,600 students per year</p>	<p>Yes, by directly working with students</p>	<p>Yes: However students who needed the MOST support often missed too many sessions and schools had some discretion over who saw a RS. RSs are sometimes pulled for coverage.</p>	<p>Yes Assuming students receive proper dosage.</p>

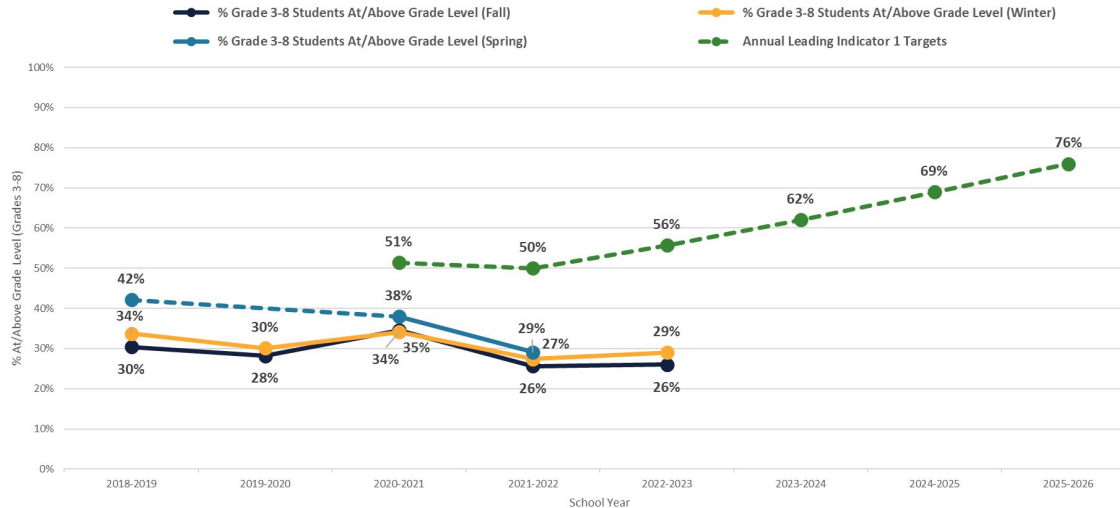


Where Are We Now?

The percentage of students in grades 3-8 scoring At/Above Grade Level increased since last winter but is still below the target.



Goal 1 - Leading Indicator 1: Star ELA Performance

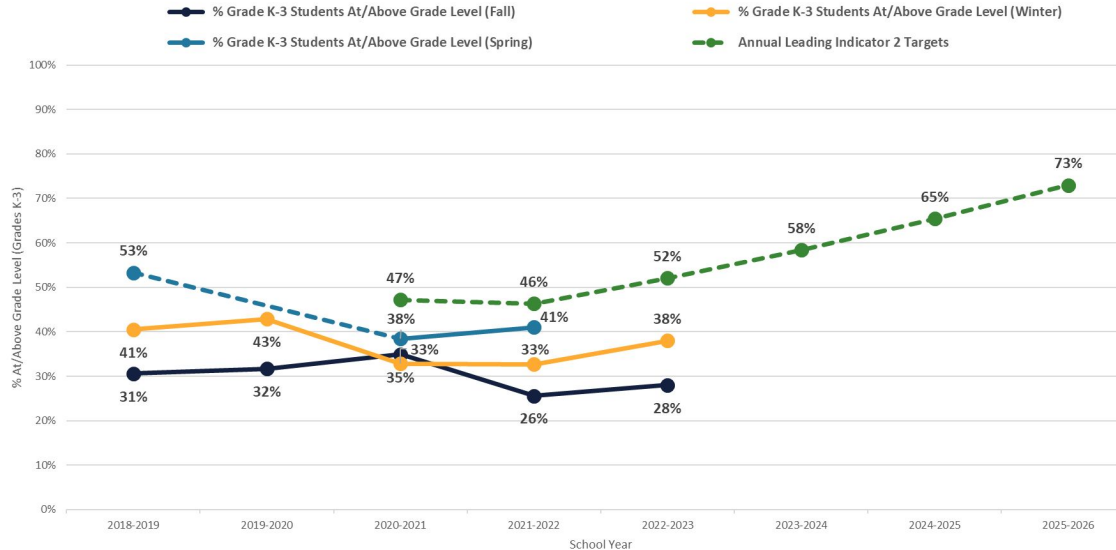


- Our 2022-23 target for Leading Indicator 1.1 is 56% of students will score At/Above Grade Level on Star. We are Off Track on this Indicator.
- There was a 3 point increase in students scoring At/Above Grade Level from Fall to Winter 22-23, from 26% to 29%.
- The percentage of students scoring At/Above Grade Level increased from Winter 2021-22 to Winter 2022-23.

The percentage of students in grades K-3 scoring At/Above Grade Level increased since last winter but is still below the target.



Goal 2 - Leading Indicator 2: Star ELA Performance

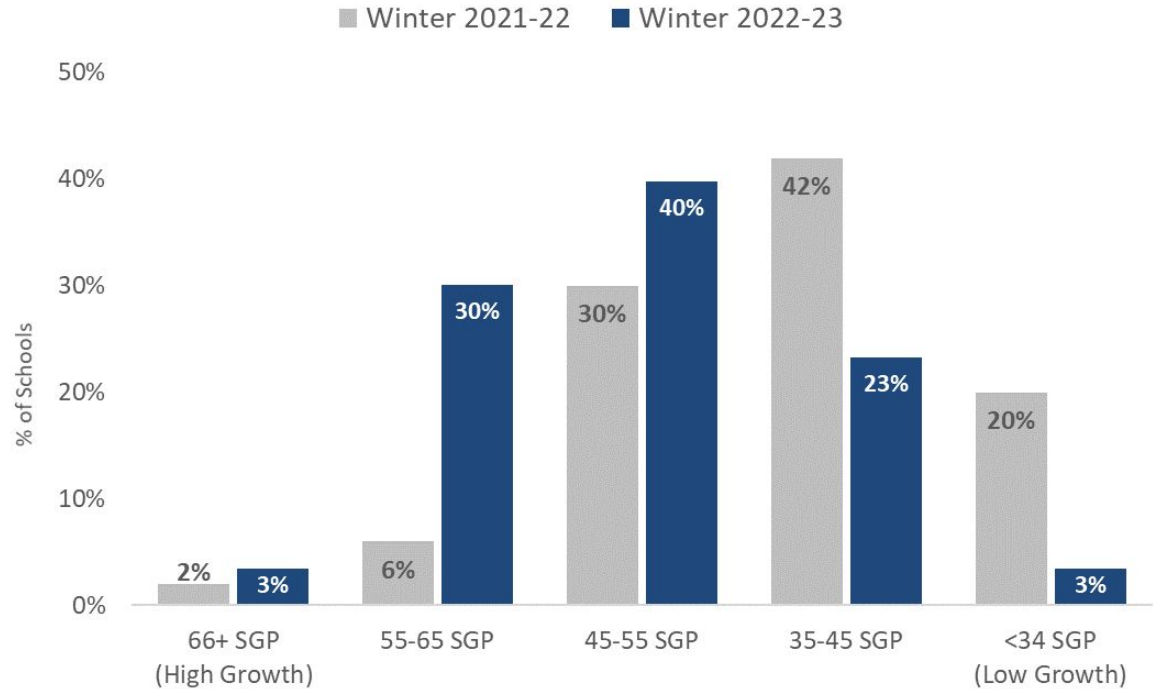


- Our 2022-23 target for Leading Indicator 2.1 is 52% of students will score At/Above Grade Level on Star. We are Off Track on this Indicator.
- There was a 10 point increase in students scoring At/Above Grade Level from Fall to Winter 22-23, from 28% to 38%.
- The percentage of students scoring At/Above Grade Level increased from Winter 2021-22 to Winter 2022-23.



More schools have Student Growth Percentiles (SGP) above 45 compared to last year.

Percent of schools in each Student Growth Percentile category in grades 3-8: Fall to Winter 2021-22 and 2022-23.



Source: Qlik Academic Screeners App, 2/10/23. Office of Evaluation, Research, and Accountability.