

Early Reading Matters



Variation in Performance is the Problem to be Solved
Use of Data in Improving Literacy Outcomes

Carnegie Learning Summit
April 4, 2018





Agenda

- Overview: Teaching Matters and Early Reading Matters
- Tackling Variability to improve student success
- Examine the data
- What's Next in Looking at Variation?

Overview of Early Reading Matters

Early Reading Matters is a three-year program that aims to close the reading gap in city schools by Grade 3

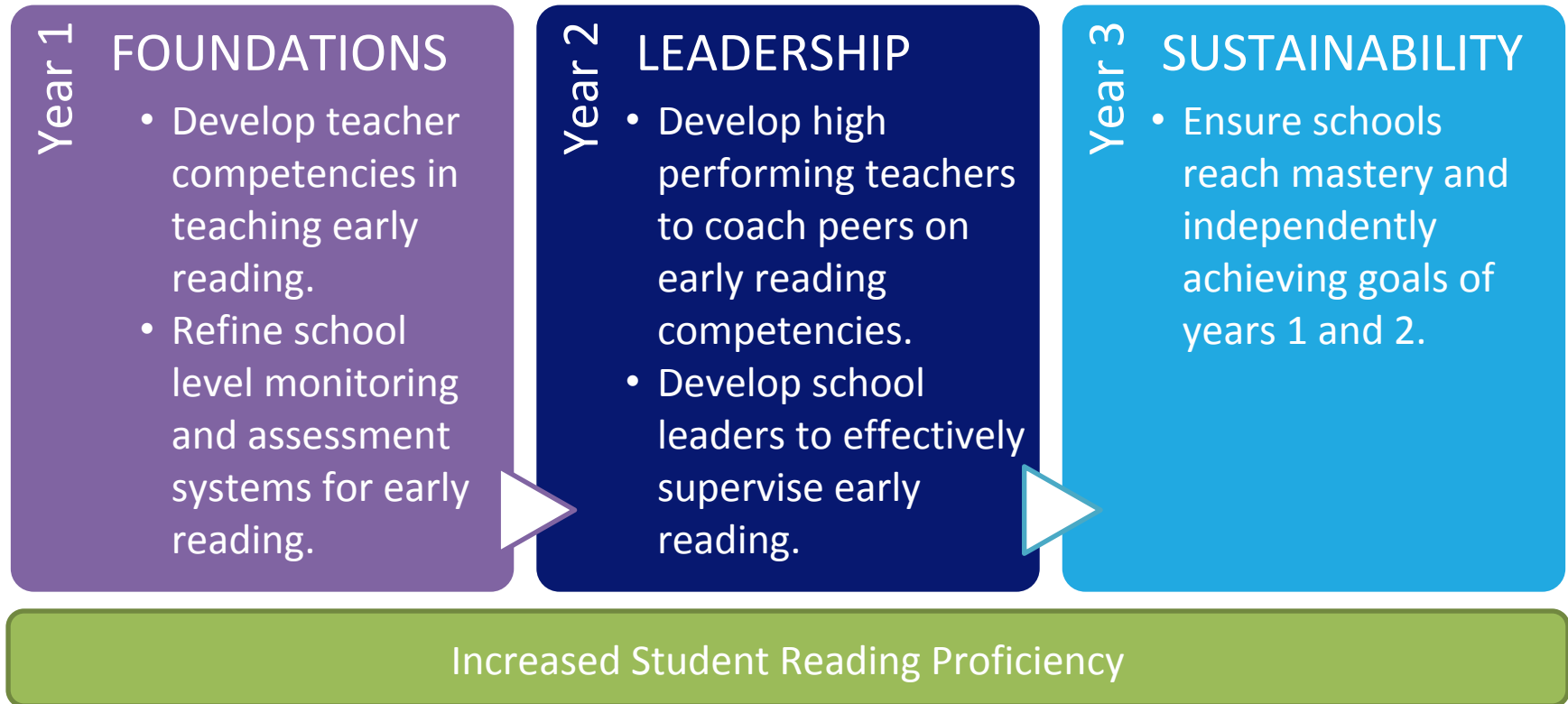
Overview of Early Reading Matters

Program Goals

Early Reading Matters guides K-3 teachers in becoming highly effective practitioners who:

- Implement **best practice in reading instruction** in classrooms containing students with a wide range of needs
- Make informed instructional decisions by **examining** student work and interpreting **student data** together
- Expand capacity within the school for continuous improvement by establishing **effective teams and teacher leaders**

EARLY READING MATTERS: 3 YEAR MODEL



TARGET OUTCOMES

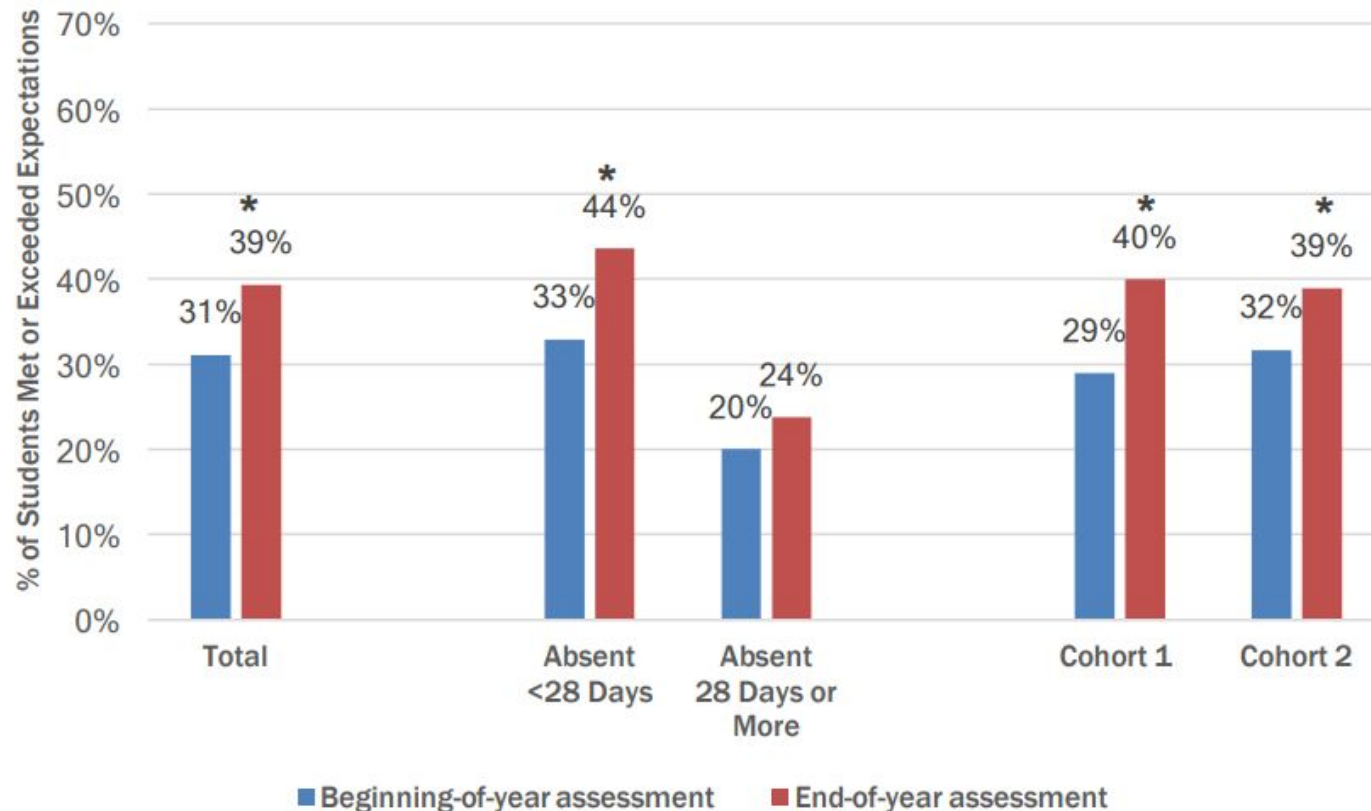
- 75% OF TEACHERS DEMONSTRATE EARLY READING COMPETENCIES
- 70% OF STUDENTS READ ON GRADE LEVEL

Expanding Early Reading Matters Reach in 2017-2020

	2016	2017	2018	2019	2020
Schools	8	17	32	48	62
Teachers	120	350	625	1,125	1,550
Students	3,700	7,500	15,000	27,000	37,200

Overall Impact 2016-17: Gains in all grades

Figure 8. Percent of Grade 1-3 Students with Independent Levels that Met or Exceeded Instructional-Level Benchmark Expectations by Student Absenteeism and Cohort, 2016-17, N=4490 Students

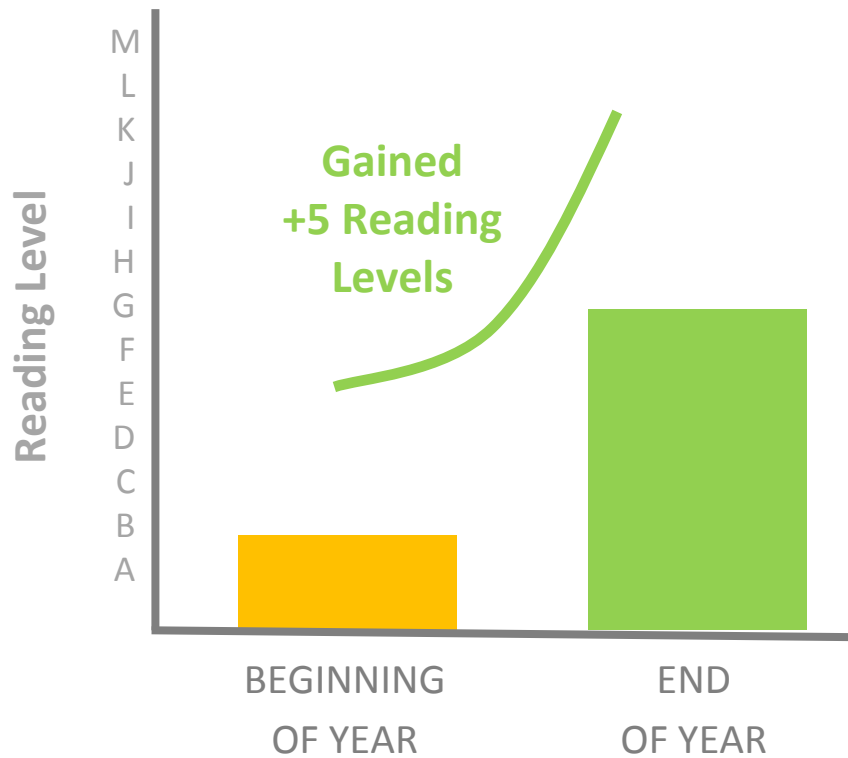


Source: Teacher assessments of student F&P scores

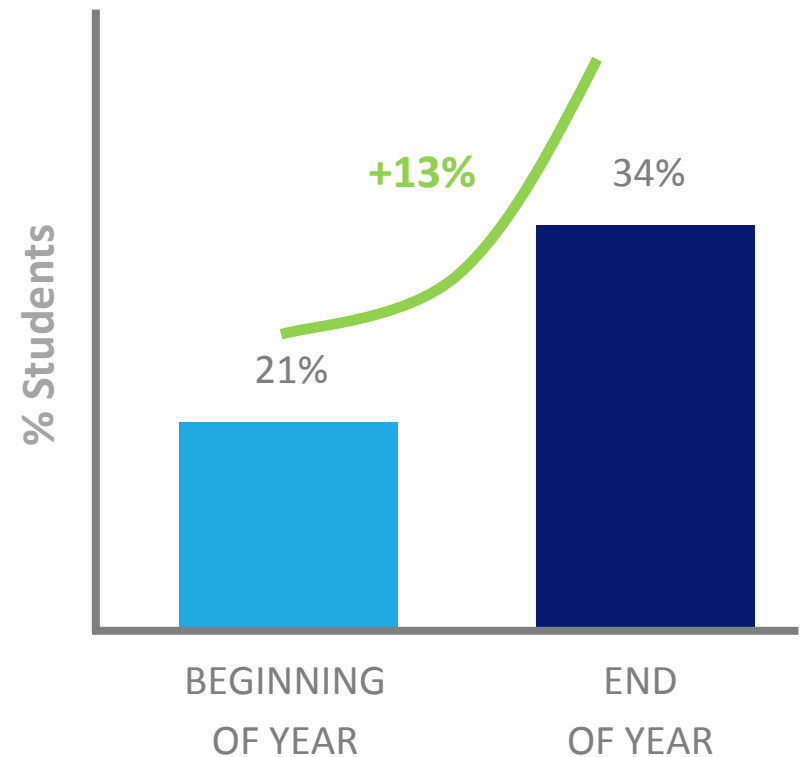
* Indicates a statistically significant difference between baseline and end-of-year scores at the 0.05 level.

1st Grade Impact

Reading Levels

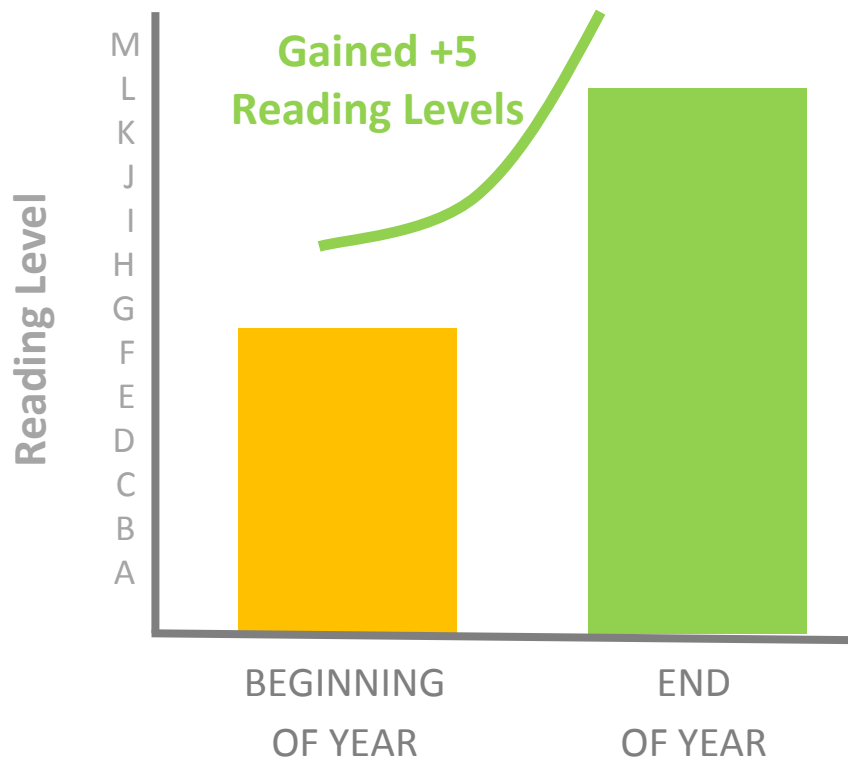


Students at Expected Level

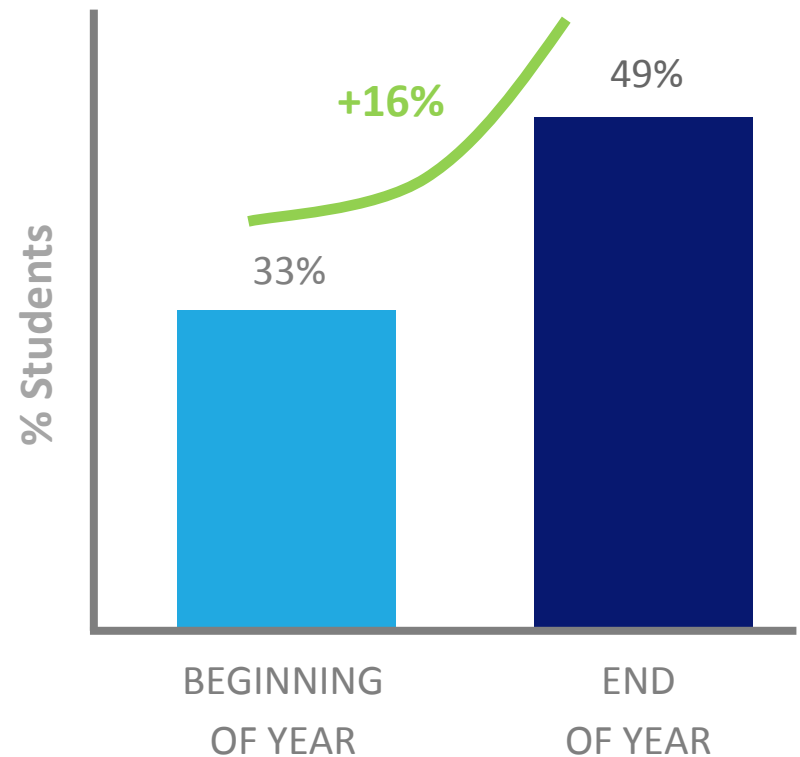


2nd Grade Impact

Reading Levels



Students at Expected Level



What are We Tracking and Why

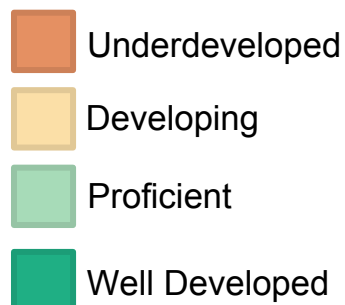
What	Why
School-Level Competencies	High leverage systems and structures
Teacher Early Reading Competencies	To monitor highest leverage instructional practices
Student F&P Levels	To monitor growth in student reading levels.

Looking at relationships between improvement in student performance and the practices that matter most

Data Source 1:

Tracking School Leadership Indicators

	Each column represents a school (names omitted to preserve anonymity)						
➤ Instructional Practice	1.0	3.0	2.0	2.0	2.0	3.0	3.0
➤ Grade Level Progress Monitoring Meetings	2.0	1.0	2.5	3.5	2.5	2.0	2.0
➤ Quality and Quantity of Texts for Students	2.0	3.0	2.0	2.0	4.0	2.0	3.0
➤ Time Invested in Literacy	2.0	2.0	3.0	2.5	2.0	3.5	4.0
➤ Teacher Team Effectiveness	3.0	2.0	2.3	3.5	3.0	2.8	3.0
➤ Accuracy of F&P Scoring	3.0	3.0	3.0	2.0	3.0	3.0	3.8



Intake Form

2. Progress with Success Indicators

Click on each green section to reflect on school-wide progress and needs related to our Early Reading Matters goals.

A. Accuracy of F&P Scoring



B. Grade Level Progress Monitoring Meetings



C. Time Invested in Literacy



How many total minutes are scheduled for literacy per day?

	89 min or less	90 - 105 min (minimum requirement)	106 - 120 min	121 min PLUS
*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many guided literacy lessons does a struggling student (lowest group) currently receive per week?

	0-1 per week	2 per week	3 per week	4+ per week
*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Quality and quantity of texts for students



Data Source 2: Teacher Competencies:

High-leverage Competencies by Reading Area

	Each column represents a teacher (names omitted to preserve anonymity)																
➤ Preparing for Early Literacy Instruction	1.6	1.0	1.6	1.4	1.4	1.5	1.8	1.9	1.5	1.7	1.7	1.7	1.9	2.0	1.9	1.8	2.0
▼ Interactive Read Aloud	1.9	2.0	1.8	1.9	1.7	2.1	1.7	2.0	2.0	1.9	2.0	2.3	2.0	2.0	2.3	2.0	2.0
A. Establish a clear purpose and set of learning targets for the read-aloud(s) using an appropriate text	1.9	2.0	2.0	1.9	1.5	2.1	2.0	2.0	2.0	1.9	2.0	2.3	2.0	2.0	2.3	2.0	2.0
B. Target vocabulary, comprehension and writing about text	1.9	2.0	2.0	1.9	2.0	2.1	2.0	2.0	2.0	1.8	2.0	2.3	2.0	2.0	2.3	2.0	2.0
C. Use effective formative assessment practices to inform instruction	1.9	2.0	1.5	1.9	1.5	2.1	1.0	2.0	2.0	2.0	2.0	2.3	2.0	2.0	2.3	2.0	2.0
▼ Guided Literacy	1.3	1.0	1.0	2.3	1.9	1.9	1.8	1.8	2.3	2.2	2.2	1.9	2.3	1.4	2.0	2.0	2.3
A. Prepare lessons with a clear purpose targeted to the group's instructional reading level	1.3	1.0	1.0	2.3	1.9	2.1	1.8	1.8	1.3	2.2	2.2	1.4	2.3	2.4	2.0	2.0	2.3
B. Use appropriate strategies to teach: sounds and letters for word solving, and text comprehension through discussion and writing	1.3	1.0	1.0	2.3	1.0	1.9	2.4	1.8	1.9	1.2	1.8	2.4	2.3	2.4	2.0	2.0	2.3
C. Use formative and benchmark assessment data to identify students' reading behaviors and level, followed by what instruction is required next	1.3	1.0	1.0	2.3	1.8	1.9	1.9	2.2	1.9	2.2	1.8	2.4	1.7	2.4	2.0	2.0	2.3
➤ Independent Reading	1.0	1.8	1.0	2.3	1.8	1.9	1.9	1.7	1.9	1.8	2.3	1.9	2.1	2.4	2.0	2.0	2.3

Intake Form

Progress with Competencies

Click on each green section to reflect on progress and needs related to our Early Reading Matters goals.

Preparing for Early Literacy Instruction

Interactive Read Aloud

C5: Effectively PLAN interactive read-aloud lessons

	Mastery Not Evident (not working on)	Mastery Not Evident (working on)	Attempting - trying it	Approaching Mastery - most of the strategy	Mastery - all of the strategy
POWER SKILL: Establish a clear purpose and set of learning targets for the read-aloud(s) using an appropriate text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C6: Effectively TEACH interactive read-aloud lessons

	Mastery Not Evident (not working on)	Mastery Not Evident (working on)	Attempting - trying it	Approaching Mastery - most of the strategy	Mastery - all of the strategy
POWER SKILL: Target vocabulary, comprehension and writing about text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C7: Effectively ASSESS interactive read-aloud lessons

	Mastery Not Evident (not working on)	Mastery Not Evident (working on)	Attempting - trying it	Approaching Mastery - most of the strategy	Mastery - all of the strategy
POWER SKILL: Use effective formative assessment practices to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

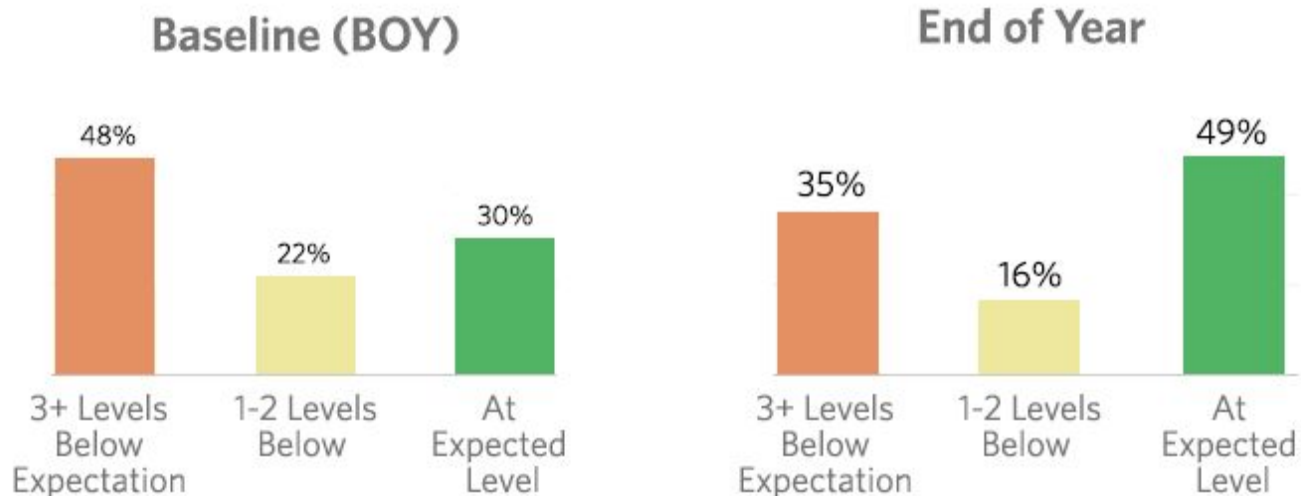
Guided Literacy

Independent Reading

Data Source 3: Student F&P Scores

Cohort-view comparing expected levels over time

2nd Grade



Variation in Performance YR 1 - Grade 1

	Scale is 1-5 (low to high)		Quality of Teacher Team's tracking and use of F&P data	Amount of Time Struggling Students Receive for Guided Literacy	Quality and quantity of texts at this school
	F&P EOY	Change from BOY	End of Year	End of Year	End of Year
School 1	53%	34%	4	3	4
School 2	52%	24%	4	5	4
School 3	66%	14%	4	2	4
School 4	23%	5%	3	4	4
School 5	27%	4%	3	4	4
School 6	26%	-3%	4	2	4
School 7	20%	-3%	4	3	3
School 8	18%	-5%	4	3	4
School 9	35%	-6%	4	3	3
School 10	24%	-7%	3	2	3
School 11	6%	-9%	3	2	3
School 12	22%	-10%	3	2	4
School 13	20%	-12%	3	4	4
School 14	33%	-13%	2	2	2

Looking at Variation in Performance

	Scale is 1-5 (low to high)			Quality of Teacher Team's tracking and use of F&P data		Amount of Time Struggling Students Receive for Guided Literacy		Quality and quantity of texts at this school
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School 2	52%	24%		4		5		4
School 3	66%	14%		4		2		4
School 4	23%	5%		3		4		4
School 5	27%	4%		3		4		4
School 11	6%	-9%		3		2		3
School 12	22%	-10%		3		2		4
School 13	20%	-12%		3		4		4
School 14	33%	-13%		2		2		2

Looking at Variation in Performance

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School 12	22%	-10%	3	2	4
School 13	20%	-12%	3	4	4
School 14	33%	-13%	2	2	2

What kind of variation do you see within change in F and P scores?

Do you see a link between variation in performance and one or more of the following key areas:

- F and P Monitoring
- Text Quality
- Amount of Time for Struggling Students

With this data, what might your next steps be?

Our Learnings: High vs Low Schools Varied in Key Practices

- Monitoring F & P - using formative assessments to drive instructional decisions.
- Higher quality texts

Remaining Challenge: Struggling students across the board do not get enough guided literacy.

Our Next Steps:

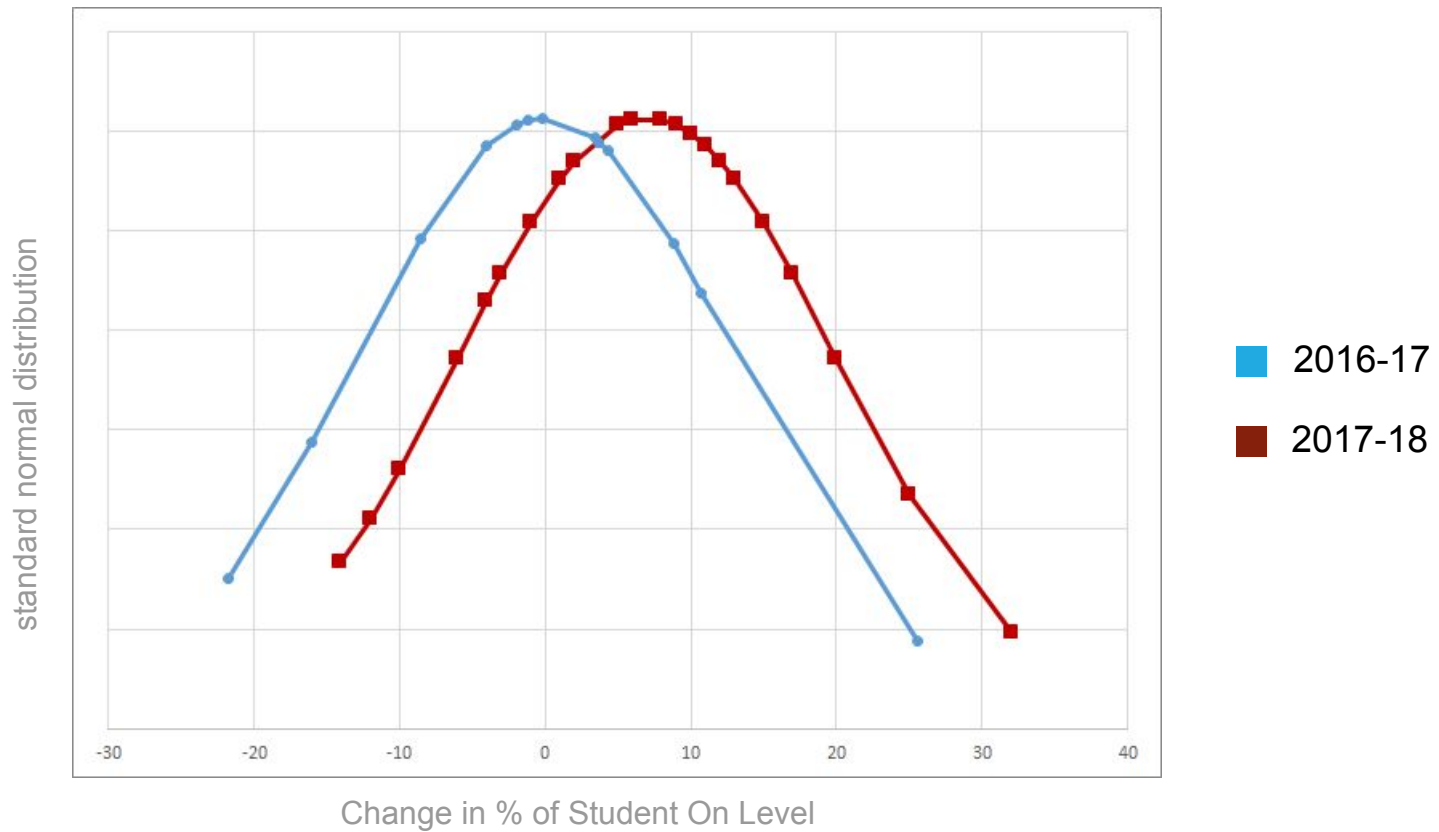
Codify to reduce variation

- Norming Process
- Monthly Student Progress Meeting
- School Progress 3x a year

Done through coaching and online training module and protocol.

Fast Forward

Distribution of School's Change in % of Students on Level Beginning of Year to Mid-Year



Movement in F&P Levels (1st grade)

What is Next in looking at Variation?

- Deeper analysis shows that kids in Kindergarten and First Grade can get “stuck” at the Pre-A Level.
- We field tested a Tier 1 intervention for Pre A students with 6 teachers.
- Initial results moved 60% of the students at least one level in a 6-week cycle. Will field test a second time with double the number of students.

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