



Elementary Reading in Thorp

Past, Present, and Future Success



Our Leadership Team

Admins and Literacy Team

John Humphries, Superintendent

Amy Brunsvold, Reading Specialist

Nicole Demske, School Psychologist

Misti Trowbridge, Elementary Asst. Principal and Director Student Services

Others Not Available:

- Academic Coach
- External Coach
- Title I Reading Teacher



Our Agenda for Today

- Introductions and Data : John
- Thorp Background and Prior Efforts: Amy
- Science of Reading - Building Capacity: Amy and Misti
- Changes in Culture and Coaching: Amy
- Changes in Data Systems: Nicole
- Data Based Decision Making: Nicole
- Wrap-Up: John



State Report Cards: Inadequate Measures

1. Not transparent: do you understand how scores are calculated?
2. Not candid about achievement changes: longitudinal data has been minimized (handout)
3. Overly optimistic: 33% ELA and 48% Math Proficiency = "Meets Expectations?"
4. Conclusion: although we are among the lowest school districts in CESA 10 report cards, we didn't choose to focus on report card scores, instead focusing on student growth and proficiency

Reading is the most important skill we teach

1. Learn to Read (Birth to 3rd Grade), Read to Learn (4th Grade and on...)
2. If a child is not reading proficiently by the end of 3rd grade, the results are catastrophic:
 - a. Up to half of the printed fourth-grade curriculum is incomprehensible to students who read below that level
 - b. 75% of students who are poor readers in third grade will remain poor readers in high school
 - c. High School graduation can be predicted with reasonable accuracy from 3rd Grade reading data
3. What would happen if we got all kids to proficiency?
 - a. Even among students with dyslexia, over 90% can be fluent readers (Sally Shaywitz, [Overcoming Dyslexia](#))

Background on Reading/Literacy in WI

- New teachers not getting trained on Science of Reading
 - [NCTD](#): Wisconsin's training programs have been inadequate for decades
 - FORT: a knowledge test of reading pedagogy shows serious gaps and low pass rates
- DPI's Role
 - Guidance on Literacy is open to many options, not offering clear information about effective programs
- Common Core State Standards
 - Louisa Moats--CCSS Author's concerns on alignment with research, insufficient focus on early literacy
 - DPI's ELA Guide for CCSS puts basic literacy skills in an appendix
- WI State Reading Association: powerful voice for "balanced literacy," which is what???

Message: We are going to need to do this on our own. This is also why some schools with strong PLC models have low proficiency rates.

"Balanced Literacy" leaves it up to the teacher to design, and under-emphasizes Word Recognition

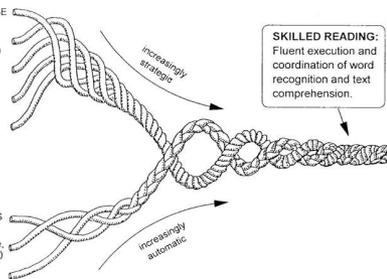
THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

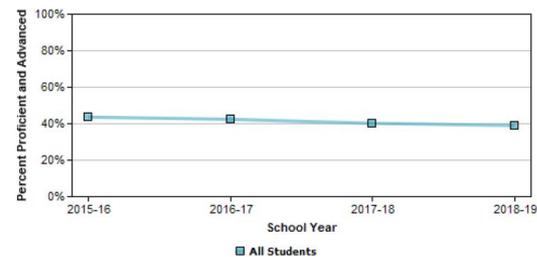
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)



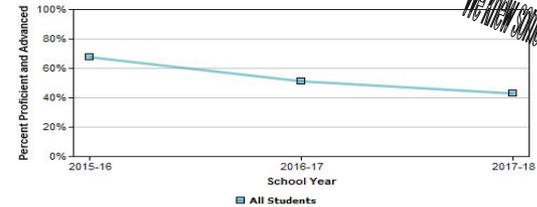
ELA Forward Data - WI 3rd Grade Prof/Adv



Wisconsin's Literacy Results: 2017 NAEP

- Wisconsin 4th graders now rank 34th in the country: the lowest ever.
- There has been a statistically significant decline of 4 points since 2015.
- 65% of students are not reading proficiently.
- Each student sub-group reads below the national average for that sub-group.
 - English Learners AND Students with English as Primary Language
 - Students with Disabilities AND Non-disabled Students
 - Students from Low Income Families AND Middle/High SES Students
 - Students of Color AND White Students

ELA Forward Data - Thorp 3rd Grade Prof/Adv.



SGP (Growth Rate): 62 60 49

Check your Grade 3 ELA Data on WISEDash Public: Any Volunteers?

- What's your proficiency?
- What's your trend?
- At your current rate, when hit 90%?
- Are you satisfied?

Leveraging Resources

1. We needed money for training and external coaching
 - a. Title 2 was already committed to reducing class size instead of PD (\$40,000)
 - b. We used RLIS/SRSA Funds (\$10,000)
 - c. We used Title 4 funds (\$14,000)
2. We needed money for internal coaching
 - a. AGR had been used only for class size reduction
 - b. We had an opportunity to drop one section
 - c. We reallocated that position to a 50% academic coach/50% Interventionist

Leveraging Resources

1. We needed support for gathering data and using data systems—eduCLIMBER, FASTbridge, etc.
 - a. Expanded School Psychologist from 50-80%
 - b. Expanded Student Services Director position via position description change
 - c. Both positions also crucial for supporting student behavior, mental health
2. We needed time for collaboration, data analysis, training
 - a. We bought days in summer via comp or pay
 - b. We created early release days every Wednesday to capture 75 minutes/week for training/collaboration
 - c. Staying with 188 contract days and with 176 school days, we had 12 days for PD, etc.
 - d. All staff had 2 days of training before the regular inservice week
 - e. This year we added 5 Fridays for elementary staff development

Thorp Background and Prior Efforts: Amy

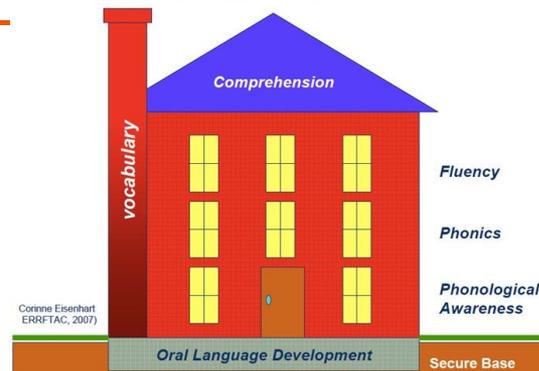
	2015-2016	2016-2017	2017-2018
ASSESSMENTS	STAR, DRA ₂ , WORDS THEIR WAY	STAR, DRA ₂ , WORDS THEIR WAY	STAR, DRA ₂
CORE CURRICULUM	READING STREET	READING STREET	READING STREET
INTERVENTIONS	LLI, HEARBUILDER, EXPLODE THE CODE, READING MASTERY	LLI, HEARBUILDER, EXPLODE THE CODE,	LLI, HEARBUILDER, EXPLODE THE CODE, PRESS (PILOT), FAST FORWARD, READING ASSISTANT, HELPS

Thorp Background and Prior Efforts

Several contributing factors:

- We were trying to intervene our way out of a universal problem
 - Not enough time and resources
 - Growing number of students struggling
- Interventions
 - Not being addressed in the classroom for the most part
 - Were not targeted on the specific skill deficit
- Staff didn't have the necessary background knowledge to teach reading effectively - we all had the same basal, but the extent to which we used it differed.
 - We were not explicit and systematic
 - We weren't sure about how much time we should be spending on different reading elements
 - We were unclear about the importance of skills progression

Beginning Reading Instruction



Science of Reading - Building Capacity

- Form a Leadership Team - Make connections with experts in the field
 - Pati Montgomery ([A Principal's Primer to Raising Reading Achievement](#)) with Schools Cubed
- Get everyone on the same page to adequately address universal instruction
 - Reading Rockets independent study & response (www.readingrockets.org)
 - Susan Niette with Best Practice Associates
- Next Steps Report to establish a baseline and identify areas for improvement
 - Angie Hanlin with Schools Cubed
- Utilize internal and external coaches to review our universal curriculum and improve instructional routines
 - Jan & Donna: Internal and external Coaches
 - Identified areas of weakness and investigated supplemental resources
 - Heggerty for Phonological Awareness
 - PRESS for Phonics (from [MN Center for Reading Research](#))
 - PRESS for Fluency
- Data analysis and further diagnostic assessments to drill down and provide specific and explicit intervention

External and Internal Coaching: Misti

- Clear need for teacher training
 - LETRS training was a possibility, but concerns about resources and applications
 - Decided on multiple training modalities/focus areas
 - Background knowledge and prep with Reading Rockets, 2 paid days in summer
 - Two days on-site with Science of Reading trainer, August for ELA PK-12
 - Two more days on-site with Science of Reading trainer, November for K-8
 - Two more days on-site with Science of Reading trainer, June for K-6
- Additional training and support for all levels of the system with coaches
 - Teachers got coaching and support from Jan (AGR coach)
 - Jan, Amy and Rachel got coaching and support from Donna and Angie (external coaches)
 - Admins and leadership team got training, coaching and support from Pati and Angie (external coaches)
 - Webinars in August, December, and February
 - Onsite visits three times in the year

Change: Amy

- What needs to change?
 - Increasing the role of phonemic awareness and phonics in our instruction
 - Using [Heggerty Phonemic Awareness](#) Program PK-3 with fidelity
 - Increasing the depth of knowledge

Change Creates Stress

- Transitioning our methods and beliefs creates stress
- How do we teach this way?
- Teachers want to jump in and do it all
- [Science of Reading Testimonial](#)

What can a coach do to help?

Whole Group Reading Instruction

Grades K-1	Grade 2	Grades 3-6
5-10 minutes Phonological Awareness 5-10 minutes Phonics 15 minutes Vocabulary 20 minutes Listening Comprehension	10 minutes phonics instruction 15 minutes vocabulary instruction 25 minutes comprehension	5 minutes of Phonics/Spelling 10-15 minutes of vocabulary 20-25 minutes of comprehension
The remainder of your time would be small group instruction.		

Changes in Our Data Systems: Nicole

- Moved to FastBridge for the 2018-19 school year.
- Students screened 4 times this year in both reading and math using multiple screeners, all found within FastBridge.
- FastBridge also has progress monitoring capabilities.
- Screening results are the basis of our data meetings, student groups, progress monitoring scheduling, etc.

Changes in Our Data Systems

- Historically, data points came from multiple sources: AIMSweb, PALs, reading series benchmarks, Forward exam results, DRAs, etc.
- Example from FastBridge: Kindergarten earlyReading screener (Early Literacy):
 - Concepts of Print
 - Onset Sounds
 - Letter Names
 - Letter Sounds
 - Word Segmenting
 - Nonsense Words

Student Learning Objectives (SLOs)

Required part of teacher evaluation system under state law.

FROM

- Teachers create their own SLO

TO

- A grade-level SLO focused on student growth in Reading Fluency

Using screening data, all students at the elementary level have a proficiency goal.

Throughout the year, all students are progress monitored using varying schedules based on baseline proficiency.

EXAMPLE SLO: TES Literacy Growth

Baseline Data/Rationale:

We know that reading and language skills are critical for all students to be successful in school and career/college. This Student Learning Objective is focused on increasing the rates of student growth in ELA skills. **FASTbridge earlyReading** is an evidence-based assessment used to screen and monitor student progress. Each assessment is designed to be efficient and usable.

These data are based on FastBridge scores from 2018-2019.	4K	5K	1
Early Reading Composite	46+23=69	30+4=34	39+29=68

The numbers listed are the percent of students who grew at a TYPICAL rate (40th-75th %ile) PLUS the percent of students who grew at an AGGRESSIVE rate (76th %ile and above) EQUALS TOTAL at Typical and Aggressive rates.

Learning Content/Grade Level:

Each educator should select standards related to literacy skills for their grade level.

Student Population:

All students in grade.

Time Interval:

The 2019-2020 School Year.

Targeted Growth:

Our goal is to increase the percent of students who grow at typical or aggressive rates from Fall to the end of the year. Specific targets are presented in the Goal Statement.

Evidence Source:

We will use Early Reading, CBMreading, or aReading scores comparing Fall to the end of the year.

Instructional Strategies and Supports:

Grade level teams fill this information in on their own.

SLO Goal Statement:

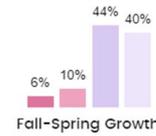
Our goal is to increase the percent of students who grew faster than the national 30th %ile from Fall to the end of the year.

- For an SLO score of 4, the percent of students who grow at typical or aggressive rates will be more than ___.
- For an SLO score of 3, the percent of students who grow at typical or aggressive rates will be between ___ and ___.
- For an SLO score of 2, the percent of students who grow at typical or aggressive rates will be between ___ and ___.
- For an SLO score of 1, the percent of students who grow at typical or aggressive rates will be less than ___.

Thorp 3rd Grade Fall to Spring 2018-2019

CBMreading (fluency)

84% of students had typical or aggressive growth



aReading (comprehensive)

70% of students had typical or aggressive growth



0 - 14.99 %ile 15 - 39.99 %ile 40 - 74.99 %ile 75 - 100 %ile

Disaggregated 3rd Grade Growth Data 18-19

	CBMreading (Fluency) Typical/Aggressive Growth % of Students	aReading (Comprehensive) Typical/Aggressive Growth % of Students	aReading (Comprehensive) Median Growth Percentile
Overall	84%	70%	
Not free/reduced lunch	85%	77%	
Free/reduced lunch	83%	63%	60th *
Reduced lunch (N=5)	60%	80%	59th *
Free lunch (N=19)	89%	58%	48th *

* N = 5

3rd Grade Subskill Data: 2018 versus 2019 Fall

	Moderate Risk 2018	Moderate Risk 2019	High Risk 2018	High Risk 2019
Word Segmenting	11	2	6	0
Nonsense Words	1	15	22	7
Sight Words	3	17	21	2

We have moved students out of the risk category, or from high risk to moderate risk. This shows the impact of high-quality 1st grade instruction.

Past Data Based Decision Making: Amy

- Minimal collaboration between staff about data (no time)
- Look at lowest students who need pull out intervention
- Low students that were left in the classroom were put into a small groups but the intervention may not have been targeted or there were lack of resources
- Last year we knew that we needed to start conversations around data as a district
- We held our first data dig, which was just a way to get grade level teachers together with interventionists in order to start conversation around data

Changes To Our Data Based Decision Making: Nicole

- Assessment Calendar
 - Benchmark screenings (fall, winter, spring, end of year)
 - Grade level data meetings
 - Intervention team meetings
- Data Meeting Agenda
 - Goal - use the data
 - The Why - data drives instruction
 - Norms - facts and solutions
- Intervention Record
 - Ongoing document



Today's Data Based Decision Making

Fall-2 days of meeting with staff

- admiration of the data
- maneuvering the data systems (FASTBridge & EduClimber)
- started the intervention record

Winter-2 days of meeting with staff

- discussed students that were on intervention record and their progress
- any new students we were worried about, looked at data once again with staff

Spring-1 day data team meeting, 1 day meeting with staff

- changed from admiration of the data to problem solving
- data team met and came up with a preliminary intervention plan
- staff looked at data ahead of time, came with questions and concerns

Wrap-up: John

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- Changes in Culture and Coaching: Amy
- Changes in Data Systems: Nicole
- Data Based Decision Making: Amy and Nicole

Lessons Learned

- Provide more support than you think is needed. Full time coach
- Coaching important for all: leadership team, coaches, teachers
- Teachers don't have the time to build this on their own. Neither does the leadership team.
- As with PBIS in the past, we have some bits and pieces, needed to be explicit and systematic
- We work in a system that lacks some fundamental elements needed for success:
 - New teachers aren't adequately prepared
 - State leadership believes strongly in "local control" and does not see a role for themselves in evaluating practices or resources
 - Few resources available to resolve these issues

Recipe for Success: What if...

What if you decided to take this on?

- Start by recognizing that your core literacy instruction is probably not working for more than 50% of students, even though your state report card may say you're "Exceeding Expectations."
- Avoid drive-by training. Save your pennies for complete training and support from internal and external coaches.
- Watch for resources from the Reading League and Wisconsin Reading Coalition.

School District of Thorp

John Humphries, Superintendent
(608) 438-6109 cell
(715) 669-5401 office
jhumphries@thorp.k12.wi.us

Resources, Media, Etc.

- www.schoolscubed.com
- www.bestpracticeassociates.com

In the news...

Reading

- Wolf: [Proust and the Squid](#)
- Dehaene: [Reading in the Brain](#)
- Seidenberg: [Language at the Speed of Sight](#)
- Kilpatrick: [Essentials...Reading Difficulties](#)
- [Teachers Criticize Their Colleges of Ed. for Not Preparing Them to Teach Reading](#)
- [Hard Words: Why aren't kids being taught to read?](#)
- [What parents of dyslexic children are teaching schools about literacy](#)
- [Teach Like a Champion Blog: Tim Shanahan](#)