

Program Evaluation

Reading Improvement 2022-23

LEADERSHIP ■ ■ ■

- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

The Purpose of the Reading Improvement Program is to provide supplemental reading instruction for students identified as not meeting grade-level expectations in order to increase reading proficiency..

Elementary Reading Improvement Team: Dr. Jennifer Beutel, Ann-Marie Cannedy, Amy Cardwell, Melanie Duddy, Jamie Klingenberg, Kathy Smith, Jennifer Wright, Blaire Zessin

Secondary Reading Improvement Team: Dr. Jennifer Beutel, Wendy Assel, Erica Cook, Angela Straubel

CSIP Alignment: A2-The percentage of students identified in subgroups (IEP) scoring proficient or advanced on MAP/EOC will increase annually.



CUSTOMER FOCUS ■ ■ ■

- *Who are our customers relative to this program? What are their needs? How were those determined?*
 - *What are your focus areas in better serving their needs next year?*

Students are identified through a data-driven process to determine eligibility for Reading Intervention. The process begins with the Fastbridge Universal Screening Assessment. Scores related to Phonemic Awareness, Phonics and Fluency, and General Reading generate an individual plan for each student that ranges from “On Track” to “Intense.” Students who have an “Intense” plan are ranked for priority in the Reading Intervention program. Universal screening is conducted in the fall for initial groupings, winter for regroupings (additions and dismissals) and spring to set groups for the next fall. The 2023-24 school year will be the first to begin with previously identified students from the spring screening, using the fall screening as a cross-check and to add new students.

Generally, reading intervention is delivered in small, homogeneous groups that meet daily with a reading specialist. The average caseload is 20-25 students at the elementary level and 15 per class period for secondary. The primary tool for students demonstrating deficits in phonological awareness and/or reading fluency, or displaying characteristics of Dyslexia is Multisensory Structured Language (MSL). The primary tool for students receiving reading intervention at the secondary level is Read 180.

STRATEGIC PLANNING ■ ■ ■

- *How are our goals developed?*
- *What are our long term goals?*
- *What are our short term goals?*
- *What are your objectives to determine progress?*
- *Which CSIP strategies/actions are most related to the goals of this program?*
- *How does your budget align to your strategic plan?*

Goal: Reading Intervention students will demonstrate growth and progress toward attaining grade level outcomes.

Objective: The Reading Improvement Program will increase the number of at-risk students demonstrating academic success as measured by the MAP.



WORKFORCE FOCUS ■ ■ ■

- *How do we determine what our staff needs?*
- *What are we doing to support our staff to achieve our goals?*

Reading teachers collaborate monthly through district-wide meetings for logistical information and alignment as well as for opportunities for specific professional development aligned to their roles, and dyslexia interventions.

To support our Reading Improvement staff, we provide (and continue to support):

- (2020-2021) Training in Multisensory Structured Language (MSL), one full day, 5 half days. Participants completed a written assessment and demonstrated a model lesson to show content mastery.
- (2021-2023) Ongoing support and calibration in MSL for all participants
- Regular meetings to calibrate, refine and support processes, and problem solve
- Collaboration on entrance and exit criteria for systematic and systemic identification
- Training in FastBridge implementation and use of reports
- Implementation of progress monitoring for students eligible for reading intervention through Fastbridge
- Advocacy for alignment and implementation at Tier 1 to Science of Reading research

To support all staff we are providing:

- Implementation of Board-approved ELA curriculum with Lesson Study
- FastBridge support for Tier 2A
- Ongoing Professional Development grounded in structured literacy and evidence-based learning

MEASUREMENT/ANALYSIS/KNOWLEDGE ■ ■ ■

- *How did you measure the progress of your Strategic Planning Goals?*
- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What knowledge did you gain for this year related to your continuous improvement?*
- *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

Current Measures:



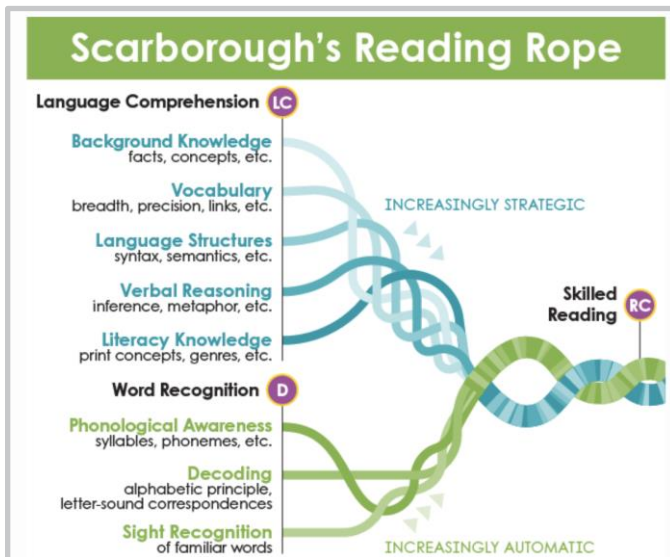
- MAP data
- SWOT Analysis
- FastBridge Universal Screening and Progress Monitoring

PROCESS ■ ■ ■

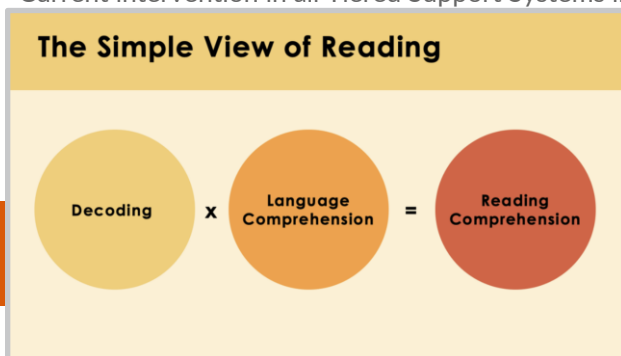
- *What processes did you develop or improve this past year? How were those developed or improved?*
- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed or improved? What process/improvement actions did we focus on last year to improve this program?*
- *What processes/improvement actions will we focus on this year to improve our processes?*

Ongoing Process Improvement Actions:

- Overhaul of identification processes and use of FastBridge data to guide and support instruction
- Ongoing refinement and professional development for all reading teachers in MSL and scope and sequence alignment to Tier 1
- Current Intervention in all Tiered Support Systems to integrate and apply [Dr. Hollis Scarborough's Reading Rope](#): a visual metaphor for the complexities in achieving literacy proficiency



- Current intervention in all Tiered Support Systems incorporate the [Simple View of Reading](#):



- Implementation of [Spellography: A Fun Guide to Better Spelling](#) (by Louisa Moats, Ed.D., and Bruce Rosow, Ed.D.) in secondary reading programs
 - Explicit, systematic, and cumulative approach to help students develop a deeper understanding of the English spelling system
- Alignment to Senate Bill 681
 - Aligning literacy instruction to the Science of Reading will provide our students with a better chance at learning to read
 - Creation and development of connections in our brain is necessary for reading proficiency

RESULTS ■ ■ ■

- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*
- *What are the results of our SWOT analysis for this year?*
- *How are we doing? How have we done over time? How have we done compared to others (if applicable)?*

Reading Improvement Program SWOT ANALYSIS Themes

- Continue to expand the knowledge and expertise of our interventionists (Orton Gillingham Scope and Sequence, FastBridge, LETRS)
- As we increase our data pool, we can more formalize processes in ensure systemic identification
- The shift to district-level decisions-making regarding eligibility has been difficult; continue communication and training to increase understanding
- Small groups allow for intensive intervention using evidence-based practices aligned to Tier 1 instruction
- Lack of implementation for Tier 2A could decrease overall impact of layered interventions
- Team would like to continue to explore Tier 2B interventions for kindergarten students
- Sub shortages impact deployment of interventions



Parent Survey: I am satisfied with the services my child receives from Reading Improvement Services.

Building	2017 SPI	2018 SPI	2019 SPI	2020 SPI	2021 SPI
<i>Pathfinder</i>	436.11	451.28	452.27	434.21	428.21
<i>Siegrist</i>	435.14	417.65	430.00	407.69	416.67
<i>Compass</i>	415.15	400.00	432.43	421.43	423.81
<i>Barry</i>	422.73	380.77	373.68	396.00	373.91
<i>PCMS</i>	431.58	422.22	434.48	428.13	403.33
<i>PCHS</i>	400.00	409.09	387.50	358.82	380
<i>District-Wide (# respondents)</i>	424.85 (165)	414.08 (213)	427.51 (189)	413.25 (166)	407.1 (155)

Programmatic Approaches Strengths and Limitations

Approach	Strengths	Limitations
<i>Multisensory Structured Language (MSL)</i>	<ul style="list-style-type: none"> Breaks down phonemic awareness and phonics instruction into an explicit and sequential system 	<ul style="list-style-type: none"> The scope and sequence doesn't perfectly align to Tier 1. Advanced vowels and consonants, multisyllabic words are not



	<ul style="list-style-type: none"> ● Aligned to student needs in addition to features related to dyslexia ● Multisensory approach increases retention and engagement ● Student gains in phonemic awareness and phonics ● Solid and proven techniques and structures ● Strong manipulation of sounds using chips and chaining and Science of Reading ● Builds decoding success ● Consistency ● Diagnostic assessments provide personalized plans ● Consistent language and resources ● Data drives this instruction ● Our progress monitoring is showing this is working for students 	<p>addressed quickly enough to assist in Tier 1</p> <ul style="list-style-type: none"> ● Need support embedding vocabulary/comprehension/writing into MSL ● Morphology support is needed ● Lack of authentic text ● Acclimating new students into existing groups in the right fit ● Difficulty with focusing on overall fluency ● Hyper focus on decoding portion of the Reading Rope ● Challenging to group students if some move more quickly ● Continued need for PD to refine skills. Language comprehension training is needed ● Planning-intensive
<p><i>Read 180</i></p>	<ul style="list-style-type: none"> ● Software is engaging ● Addresses all 5 Pillars of Reading ● Rapid Automatic Naming component aligns with needs of students with characteristics related to Dyslexia ● Versatile and student-paced ● Multi-level groupings within the same story ● Builds a bridge from fluency to comprehension ● Student independence through “we do” and “you do” ● Emphasis in content and academic vocabulary ● Creates real world connections 	<ul style="list-style-type: none"> ● Less focus on decoding ● Requires lots of training to use ● R Book lacks rigor



