Program Evaluation:
Reading Improvement 2023-2024

Dr. Jen Beutel, Executive Director, Pupil Services
Pupil Services District Liaisons for Reading Improvement: Jenn Wright

---

Leadership

- **How is our mission determined?**
- **What is our purpose?**

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 (District Liaison), Blaire Zessin

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

---

Customer Focus

- **Who are our customers relative to this program?**
- **How do we determine the needs of the customer?**
- **What are the needs of the customer?**

Students are identified through a data-driven process to determine eligibility for Reading Intervention, [Data Dig Process for Universal Screening and Periodic Monitoring](#). 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 began with previously identified students from the spring screening and used the fall screening as a cross-check and to add new students. This cyclical process will be replicated with each Universal Screening.

Generally, reading intervention is delivered in small, homogeneous groups that meet daily with a reading specialist. The average caseload is 25-28 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.

Workforce Focus

- **How do we determine 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. Additionally, there is a focus on dyslexia interventions.

To support our Reading Improvement staff, we provide (and continue to support):
- (2020-2023) 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
- (2023-2024) Monthly training provided by KCRPDC based upon Reading Interventionist Needs Assessment
- (2023-2024) Monthly District-Wide Reading Collaboration

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

Process

- **What process/improvement actions did we focus on last year to improve this program?**

Ongoing Process Improvement Actions
- Development and implementation of Fidelity Protocols
- Continued use of identification processes and 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
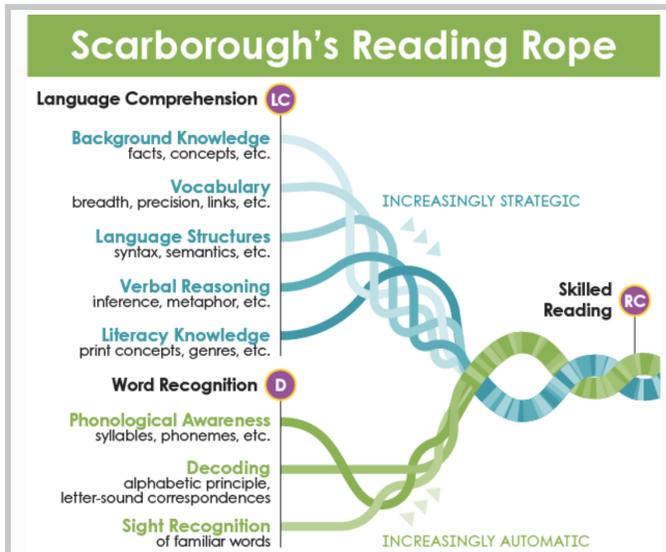
- Current intervention in all Tiered Support Systems incorporate the Simple View of Reading:
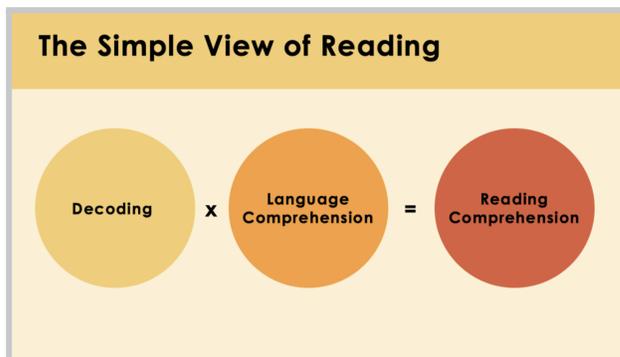
- Implementation of Spellography: A Fun Guide to Better Spelling (by Louisa Moats, Ed.D., and Bruce Rosow, Ed.D.) in secondary reading programs
  - Explicit, systematic, and cumulative approach to help students develop a deeper understanding of the English spelling system
- Alignment to Senate Bill 681
- Reading Success Plans developed to support students exhibiting a substantial reading deficiency
  - Process in place for gathering and analyzing student data
  - Data used to set student growth goals

- - ○ Assessment of whether growth goals are met at end of instruction
  - Aligning [Structured Literacy](#) within our Reading Improvement programming 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

---

Measurement/Analysis/Knowledge

- **What are the results of our SWOT analysis for this year?**
- **What are our measures to determine progress/success?**

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

Reading Improvement Program SWOT ANALYSIS Themes
- Continue to expand the knowledge and expertise of our interventionists (Pillars of Literacy, Morphology, Orton Gillingham, FastBridge, LETRS)
- As we increase our data pool, we can more formalize processes in ensure systematic identification
- 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

---

Results

- **How are we doing? How have we done over time? How have we done compared to others (if applicable)?**

Parent Survey Data

I am satisfied with the services my child receives from Reading Improvement Services. (Parents)				
Building	2019 SPI	2020 SPI	2021 SPI	2022 SPI
Pathfinder	452.27	434.21	428.21	440.54
Siegrist	430.00	407.69	416.67	386.67
Compass	432.43	421.43	423.81	439.13
Barry	373.68	396.00	373.91	422.22
PCMS	434.48	428.13	403.33	394.12
PCHS	387.50	358.82	380	386.36
District-Wide (# respondents)	427.51 (189)	413.25 (166)	407.1 (155)	412.78 (122)

Programmatic Approaches - Strengths and Limitations

Programmatic Approaches: Strengths and Limitations		
Approach	Strengths	Limitations
Multisensory Structured Language (MSL)	- Knowledge and expertise of our interventionists - Professional Development provided by KCRPDC - District-wide ½ collaboration and work time each month - Dedication and work ethic of Reading Improvement Teachers - MSL is a practical and relevant intervention to meet students' decoding and word recognition needs - MSL is anchored in the Science of Reading - Our intervention is more aligned with the new Tier 1 Phonics curriculum	- Scheduling: It is difficult to work around the master schedule protected times for pulling out students. The district created strict guidelines for the length of intervention making it impossible to be flexible. - Diagnostic assessments and the MSL intervention hyper-focus on the word recognition side of the simple view of reading and have little to no focus on the language comprehension side of the simple view of reading. - Scope and Sequence from our initial MSL training are slow-paced and do not provide the skills students need to read grade-level material in a timely manner.

	• District Reading Teachers provide Tier 1 professional development and support • Fastbridge Assessment targets the appropriate skills to identify readers who are at risk in comparison to STAR and running records that provide more generalized information on each reader. • Fastbridge is uncovering students who have been overlooked for help in the past because of their compensating skills and scoring just high enough not to qualify for reading services from STAR and running record. • Use of diagnostic assessments to target specific skill deficits and assist in forming groups	• Lack of resources to address the language comprehension side of the SVR • Lack of resources to provide continued practice for our students in their mastery journey • Unequal distribution of Reading teachers at buildings • Current district policy does not provide access to reading improvement services for kindergarten students. • Lack of training for Tier 1 teachers administering the Fastbridge Benchmarks (fall, winter, spring) at times can impede our ability to gather accurate data. • Inability to intensify by group size/amount of time offered for students who are not making progress because of district restrictions • SST differs at every building and changes yearly
Read 180	• Variety of interventions to better match instruction to student needs. • Knowledge and expertise of our intervention • Collaboration amongst reading teachers- in processes; administration of assessments; identification of students • Consistency across buildings for identifying students who qualify for reading intervention • Student growth and transitioning out of the program • Dedication and work ethic of RI teachers- learning and growing • Small, grade-level group sizes - able to provide more effective instruction	• Scheduling ○ With the master schedule, students will be pulled from an elective course. • Tier 2a intervention not meeting student needs or is non-existent (Ex. phonemic awareness with Heggerty) • Communication with teachers about student progress in reading workshop • Communication with teachers about our process • Communication with parents about student progress • Spring Window (May) is very short to get everything ready for next year in the Fall

- **How are goals developed?**
- **What are our long-term goals?**
- **What are our short-term goals?**
- **What are our objectives to determine progress?**

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 FastBridge and MAP.