



APPENDIX OOO-11-1
May 20, 2013

DATE: May 1, 2013

TO: Board of Education

FROM: Lisa Wachtel, Executive Director, Curriculum & Assessment

RE: Read 180/System 44 Mid-Year Gains Report

I. Introduction

A. Introduction: Representatives from Scholastic met with MMSD staff on April 23, 2013 to review the mid-year gains analysis report on student performance for students participating in the Read 180 and System 44 interventions.

B. Presenters:

Lisa Wachtel, Executive Director, Curriculum & Assessment

Andrew Statz, Chief Information Officer

Becky Kilzer, Program Support Teacher, Educational Services

Background Information

MMSD offers Read 180 and System 44 as a reading intervention to adolescent students who are two or more years behind their grade level in reading in regular education, special education and the English as a Second Language program. Read 180 and System 44 are integrated into the District's Response to Intervention (RtI) plan to provide students with access to these research-based intervention materials in all district secondary sites, including middle schools, high school and alternative programs.

Read 180 is an intensive reading intervention program that meets the needs of struggling adolescent readers whose reading achievement is below proficient. The program addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literacy and explicit instruction in reading, writing and vocabulary development.

The Read 180 instructional model provides a way to organize instruction and classroom activity. Each session begins and ends with whole-group teacher-directed instruction. During the class, there is a structure for the use of time including whole group and small student groups. In the small group time, students rotate among three stations, including:

- Computer center – students use the READ 180 software independently, providing them with intensive, individualized skill practice;
- Small group – students receive diagnostically informed instruction where individual needs can be met;
- Independent center – students read from READ 180 paperbacks and audiobooks. Journal writing, reader responses and reading strategies are applied.

System 44 is an intervention program that is designed for struggling adolescents that need basic support in letter sounds, decoding, word recognition, word-level fluency and strategies for unfamiliar words. System 44 helps middle and high school students “crack the code” on the 44 sounds and 26 letters in the English language. It is intended to be a short term intervention, with students only remaining in the program until they have mastered the sounds of the English language. When student master the decoding, skills as determined by the Scholastic Phonics Inventory, they may advance to Read 180 or another intervention if appropriate. System 44 incorporates a screening tool for reading and phonics to assist with the proper identification of students into either System 44 or Read 180. While MMSD has used Read 180 for several years, System 44 was made available district-wide in 2012-13.

C. Action Requested: No action requested. This is an annual update.

II. Summary of Current Information

During the 2012-13 school year, the district implemented both Read 180 and System 44 across 17 secondary schools. Instructional times vary across schools, with the ranges indicated below:

- Read 180 was implemented daily for 45-60 minutes, except at Black Hawk (3 of 4 sections are 90 minutes), Wright (1 of 3 sections is 90 minutes), La Follette (all sections are 90 minutes and 1 semester in length), and Memorial (1 of 4 sections is 90 minutes).
- System 44 was implemented daily for 45-60 minutes in both stand-alone classroom settings and mixed model classroom settings. A mixed model setting is where both Read 180 and System 44 instruction is occurring.

The summary information is from Scholastic Achievement Partners, reflecting data pulled on March 4, 2013 and analyzed for mid-year gains during first semester. The greatest student growth occurs in the second half of the school year in these programs (approximately 60% of the growth). Therefore mid-year gains represent about 40% of student growth. All Read 180 and System 44 students will be assessed at the end of the year approximately between May 13 and 24, 2013. The goal for these interventions is for students to make two years of growth in one year’s time which is calculated specifically for each student according to their entry level using norms. This is accelerated growth, and is the basis for an intervention in order to get students back on track.

Read 180

- Read 180 was used by 614 students in 17 schools across grades 6-12.
- Average student entering the program is reading at the fourth grade level (2-6 years below grade level).
- 12% of students had 2.0+ years of gain, 33% had 1.0+ years of gain, and 14% of students on grade level and ready for exit in 17 weeks of usage.
- Approximately one-third of schools are on track for expected results.
- Students with strong attendance and greater program usage had the highest gains.

System 44

- System 44 was used by 286 students in 14 schools.
- The average student entering the program was reading at the bottom of the second grade level, though they are located in grades 6-12 (4 – 10 years below grade level).
- 47% of students have exceeded a year's gain as measured by SPI fluency and 18% of students are ready to exit from System 44 to READ 180.

It is apparent from the data, that the more Read 180 segments or System 44 series that students complete has a direct correlation to the amount of growth achieved. It is also apparent that more fidelity to the implementation model produces better results. Challenges include:

- Implementation models varied from school to school.
- Student attendance and instructional effort impact the magnitude of student gains.

Increasing the rate of student achievement requires continuing focus on improving fidelity of implementation and providing staff training and on-going support.

District-wide Support for Implementation

Teachers of Read 180 and System 44 are provided professional development through a variety of offerings. These include district-wide full-day Read 180 training and separate System 44 full-day training before classes begin with a special session in September for late hires. School based training and individualized training sessions were provided for the Alternative Programs and by specific school requests. In addition, in-class coaching is available throughout the year to support teachers with:

- First year instructional support for all teachers new to teaching R180 or S44 (regularly scheduled visits during first semester or longer if needed, regular correspondence/communication)
- Classroom visits to all schools/teachers (fall, midyear)
- Additional classroom support/coaching if need observed/requested

- Assistance with placement decisions (fall, middle-high transition, spring)
- Professional Development in PCT time for Read 180/System 44 staff as requested
- Continual monitoring of data base, reports, software for all
- Continual support available via phone and e-mail every day of the school year for all

In 2012-13, two afterschool professional development sessions were offered. These sessions were designed for System 44 teachers and were open to all teachers of adolescent reading interventions.

- Building Decoding Skills in Older Readers: Developing Foundational Reading Skills with Students in Grades 4-12; 13 hours with continuous collaboration and coaching.
- Building Decoding Skills in Older Readers: Putting Knowledge into Practice; 10 hours with continuous collaboration and coaching, opportunity to continue meeting throughout school year.

III. Recommendations

The following recommendations to improve fidelity and student gains were made by Scholastic for MMSD:

- Recognize the achievement of classrooms with strong results and take steps to replicate those results in other classrooms.
- Review results with schools/classes who did not achieve at least one year's growth or who had a significant number of students below 20 sessions.
- Continue to support teachers with re-testing procedures.
- Continue building capacity of leadership with ongoing training and in-school support.
- Provide on-going training for both novice and experienced teachers.

IV. Implications

- A. Budget: Costs for replacement texts, software maintenance and professional development are included in the 2013-14 cost to continue budget shared by Curriculum & Assessment and Educational Services.
- B. District Plan: Ensuring all students read at grade level is critical to closing the achievement gap. As such, Read 180 and System 44 are integral components of the Response to Intervention and a Multi-tiered System of Support.

C. Implications for the Organization: With the increased use of evidence-based interventions and assessment tools, there are disproportionate numbers of MMSD students identified as below proficiency and are in need of accelerated learning. While interventions are crucial, development and improvement in core instruction remains the long-term solution.

V. Supporting Documentation

A. Read 180 Results by School

B. System 44 Results by School

READ 180 Results by School

SRI and Software Results

| School Information | | | | | Average SRI Results | | READ 180 Software Participation | | | | |
|-----------------------|---------|-----|-----|-----|---------------------|-----|---------------------------------|----|-----|------|---|
| Whitehorse MS | 6 to 8 | 35 | 613 | 742 | 54% | 69 | 16 | 33 | 1.8 | 16.4 | 4 |
| East High | Gr. 9 | 28 | 784 | 850 | 48% | 57 | 17 | 40 | 2.4 | 16.2 | 4 |
| O'Keefe MS | 7 to 8 | 15 | 574 | 661 | 27% | 106 | 17 | 65 | 3.5 | 15.2 | 8 |
| Jefferson MS | 6 to 8 | 43 | 583 | 693 | 40% | 95 | 15 | 33 | 2.4 | 17.2 | 6 |
| Wright MS | 6 to 8 | 57 | 540 | 620 | 42% | 110 | 17 | 41 | 2.4 | 15.7 | 6 |
| Innovative & Art High | Gr. 11 | 5 | 913 | 943 | 20% | 54 | 17 | 21 | 2.1 | 15.3 | 2 |
| Cherokee MS | 6 to 8 | 40 | 663 | 703 | 33% | 81 | 15 | 33 | 2.2 | 17.1 | 3 |
| West High | 9 to 12 | 54 | 963 | 703 | 41% | 91 | 13 | 47 | 2.7 | 14.7 | 4 |
| Sherman MS | 6 to 8 | 75 | 464 | 502 | 27% | 136 | 13 | 53 | 2.0 | 19.2 | 7 |
| Spring Harbor MS | 6 to 8 | 17 | 574 | 611 | 33% | 93 | 16 | 25 | 1.5 | 14.6 | 3 |
| Black Hawk MS | 6 to 8 | 71 | 531 | 571 | 23% | 117 | 17 | 37 | 2.3 | 14.1 | 3 |
| Sennett MS | 6 to 8 | 71 | 633 | 673 | 30% | 80 | 17 | 34 | 2.0 | 17.5 | 4 |
| Toki MS | 6 to 8 | 27 | 437 | 464 | 11% | 157 | 16 | 33 | 1.9 | 14.1 | 6 |
| Memorial High | 9 to 11 | 41 | 833 | 837 | 26% | 37 | 17 | 37 | 2.3 | 16.2 | 3 |
| Hamilton MS | 6 to 8 | 15 | 613 | 610 | 33% | 82 | 17 | 36 | 2.5 | 15.4 | 5 |
| La Follette High | 9 to 12 | 24 | 822 | 814 | 23% | 59 | 13 | 46 | 3.1 | 14.3 | 4 |
| READ 180 SRI Total | 6 to 12 | 614 | 614 | 330 | 33% | 93 | 17 | 40 | 2.3 | 15.2 | 5 |

Results typically indicate a correlation between Software usage and reading growth. Use the chart below to track daily Software usage and compare against student SRI growth. When reviewing SRI growth, it is important to consider the average initial Lexile, as growth expectations vary based on initial Lexile. The approximate grade level growth column provides an average growth rate for the school based on individual growth expectations for each student, values color-coded low to high. Review the weeks between SRI tests to ensure all schools are testing within established testing windows. For Software usage, compare total sessions (days of usage) across all schools. On a standard 90-minute daily model, schools should strive for at least 100 sessions of usage. Average session length should be between 15-19 minutes. Review results to identify successes and areas that may need additional focus. Use the *READ 180 Results Summary Report* for more information.

System 44 SRI Gains Analysis

SRI Metrics by School

| School Information | | | | Average SRI Results | | | System 44 Software Participation | | | |
|---------------------|---------|-----|-----|---------------------|-----|-----|----------------------------------|----|------|----|
| Jefferson MS | 6 to 8 | 31 | 522 | 604 | 82% | 113 | 15 | 36 | 13.7 | 10 |
| Whitehorse MS | 6 to 8 | 20 | 142 | 310 | 20% | 253 | 17 | 42 | 17.5 | 7 |
| Spring Harbor MS | 6 to 8 | 16 | 237 | 353 | 13% | 190 | 16 | 40 | 15.0 | 3 |
| East High | 9 to 11 | 8 | 310 | 387 | 13% | 195 | 17 | 52 | 16.0 | 13 |
| O'Keefe MS | 6 to 8 | 18 | 213 | 305 | 11% | 235 | 17 | 38 | 14.7 | 3 |
| Sherman MS | 6 to 8 | 18 | 111 | 194 | 11% | 272 | 13 | 50 | 15.7 | 6 |
| Charlree MS | 6 to 8 | 23 | 304 | 352 | 7% | 193 | 15 | 39 | 16.7 | 10 |
| West High | 9 to 12 | 20 | 236 | 333 | 35% | 219 | 13 | 33 | 14.1 | 6 |
| Wright MS | 6 to 8 | 27 | 355 | 332 | 7% | 171 | 15 | 34 | 15.3 | 9 |
| Hamilton MS | Gr. 6 | 7 | 331 | 390 | 14% | 150 | 17 | 33 | 13.4 | 6 |
| Black Hawk MS | 6 to 8 | 16 | 109 | 119 | 0% | 279 | 13 | 33 | 16.2 | 7 |
| Sennett MS | 6 to 8 | 26 | 374 | 353 | 12% | 161 | 13 | 36 | 15.0 | 12 |
| Tohl MS | 7 to 8 | 3 | 174 | 152 | 0% | 265 | 13 | 43 | 10.7 | 5 |
| Memorial High | 9 to 11 | 20 | 374 | 342 | 10% | 133 | 17 | 31 | 13.7 | 5 |
| System 44 SRI Total | 6 to 12 | 233 | 302 | 353 | 15% | 137 | 16 | 43 | 15.3 | 8 |