WPS: Formative DRA, F&P, & Growth
2018-2019 Grades K-4

Every Student-Every Day

Presented by: Mrs. Joan Seamans & Mrs. Bethany Chandler
### Reading Facts

**Research by:** Kennewick School District, WA; Fielding, Rosier, and Kerr (2007)

<table>
<thead>
<tr>
<th>FACT #1</th>
<th>FACT #2</th>
<th>FACT #3</th>
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</thead>
<tbody>
<tr>
<td>“Up to 70% of children in high-poverty schools are below basic” (Breechen) WPS K have been between 50-60% below the norm since we began FAST assessments in 2014. The problem is preventable if we begin with Pre-K-1 and use research-based instruction.</td>
<td>National Institute of Child Health and Human Development (NICHD) characterizes reading difficulties as a <strong>major public health concern</strong>. Because more: students drop out are delinquent experience unplanned pregnancy are chronically underemployed. This contributes to ‘generational poverty’.</td>
<td>Poor readers at the end of Grade 1 are significantly at risk for long term academic difficulty, for example; There is an 88% probability that those grade 1 students will also be poor readers in grade 4.</td>
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</table>
## Reading Facts


<table>
<thead>
<tr>
<th>FACT #4</th>
<th>FACT #5</th>
<th>FACT #6</th>
</tr>
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</table>
| Learning to read requires the use of the whole brain.  
Learning to read is a science.  
Reading requires use of Auditory, Visual, Motor and Primitive Reflexes (Executive Functioning). | “Good growth” is not enough for students falling behind.  
Accelerated rates of growth are essential. This means that those students need three times more repetition than average readers to achieve. | Proficient readers depend on:  
- Phonological Awareness  
- Letter sounds  
- Fluency  
- Using phonics to decode  
- Word meaning  
- Constructing meaning |
WPS Students are below the Norm in K

Challenge 1

According to Fielding, Kerr, and Rosier (2004, 2007) in order to catch-up we need to provide at least:

- **90 minutes** of core instruction daily.
- **30 minutes** additionally 3x a week for those below the 50th percentile.
- **60 minutes** of content (writing and social studies) with reading enhancements.
- **60 minutes** of homework 2 x a week.

Challenge 2

Balancing all other elements (math, science, social studies, social emotional health).

- Having a large number of students that need support. Having the necessary support to reach our students.
- Time required to provide our students with a competitive advantage.
- How do we choose our priorities when asked to do so much?

Challenge 3

Changing current practices in literacy instruction. Some practices unfamiliar.

- Flexible grouping students and establishing trust.
- Understanding the data.
- Relying on data to make decisions and inform instruction.
- Social emotional concerns.
WPS Students deserve to compete with all other towns in Massachusetts, as our vision dictates...

Wareham Public Schools offers: Challenging, engaging, innovative, globally minded educational experiences, providing a competitive advantage for our students, our schools, and our community, to ultimately create a better world.

Years of exploration indicates where the problems are but there is little research providing the specific strategies to mitigate the issues. Time is essential and we need the right strategy for each student.

CSS Consulting provides the necessary interventions through specific movements, integrated into literacy practices, that prepares the brain for learning. Many research journals have indicated the problems but none identify the actions needed to mitigate the issues. Carrie has provided us with the answers that appear to be working. She has taken all that she has learned from various programs and practices, backed by research, and enacts those solutions by helping teachers identify the problems and implement those strategies to enhance skills and sustain learning.

We know we have a small window of opportunity. (PreK-K-1 & Grades 2 and 3).

Reading is complicated and the work is rigorous.
Results
2018-2019 Kindergarten FAST Growth

Growth Of All Students In Group
By Normative Categories:

- 6% 0-19.99 %ile
- 8% 20-29.99 %ile
- 58% 30-84.99 %ile
- 28% 85 %ile and Above

Fall-Spring Growth
2018-2019 Grade 1 FAST Growth

Growth Of All Students In Group
By Normative Categories:

- 0-19.99 %ile: 7%
- 20-29.99 %ile: 11%
- 30-84.99 %ile: 65%
- 85 %ile and Above: 18%
2018-2019 Grade 2 FAST Growth

Growth Of All Students In Group
By Normative Categories:

- 0-19.99 %ile: 18%
- 20-29.99 %ile: 11%
- 30-84.99 %ile: 62%
- 85 %ile and Above: 9%
Wareham has HIGH expectations for ALL students.

For the 2018-19 school year the Kindergarten EOY benchmark was raised from the national average, a 3/4, to a 6. More than half of our students MET or EXCEEDED that increased expectation!
2018-2019 Kindergarten DRA

2018-2019 Gr K DRA

- **Sept 2018**: 105 (Well Below), 20 (Below), 1 (Average), 0 (Above Average), 6 (Well Above)
- **Jan 2019**: 77 (Well Below), 38 (Below), 17 (Average), 8 (Above Average), 1 (Well Above)
- **May 2019**: 65 (Well Below), 65 (Below), 55 (Average), 28 (Above Average), 9 (Well Above)
Wareham has HIGH expectations for ALL students.

For the 2018-19 school year the First Grade began the Fall with a reading level expectation of a DRA 4 and were expected to exit at a DRA 18, this means our students had to successfully master a wide range of literacy skills to accomplish this goal!
2018-2019 Grade 1 DRA

2018-2019 Gr 1 DRA

- Well Below
- Below
- Average
- Above Average
- Well Above

<table>
<thead>
<tr>
<th></th>
<th>Sept 2018</th>
<th>Jan 2019</th>
<th>May 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Below</td>
<td>19</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Below</td>
<td>54</td>
<td>36</td>
<td>17</td>
</tr>
<tr>
<td>Average</td>
<td>0</td>
<td>35</td>
<td>64</td>
</tr>
<tr>
<td>Above Average</td>
<td>76</td>
<td>38</td>
<td>47</td>
</tr>
<tr>
<td>Well Above</td>
<td>36</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>192</td>
<td>98</td>
<td>114</td>
</tr>
</tbody>
</table>

Note: The image contains a bar chart showing the distribution of DRA scores for Grade 1 students from September 2018 to May 2019.
Wareham has HIGH expectations for ALL students.

For the 2018 - 2019 school year, Ninety-one Second grade students have met or exceeded the End of Year (EOY) Third grade reading benchmark of a DRA 38!
2018-2019 Grade 2 DRA

2018-2019 Gr 2 DRA

Sept 2018: Well Below 28, Below 21, Average 7, Above Average 31
Jan 2019: Well Below 19, Below 18, Average 15, Above Average 48, Well Above 46
May 2019: Well Below 17, Below 25, Average 30, Above Average Well Above 91

Well Below, Below, Average, Above Average, Well Above
46.6% of the Kindergarten students achieved Accelerated Growth in Reading.

83.2% of the First Grade Students achieved Accelerated Growth in Reading.

60% of the Second Grade Students achieved Accelerated Growth in Reading.
# Special Education / 504

## K-2 Special Education:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of IEP Students</th>
<th>Number of 504 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>First</td>
<td>49</td>
<td>2</td>
</tr>
<tr>
<td>Second</td>
<td>35</td>
<td>4</td>
</tr>
</tbody>
</table>
### Decas Student Support Council - (SSC)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total of SSC Cases</th>
<th>Total Referred for Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 - 2018</td>
<td>88</td>
<td>48</td>
</tr>
<tr>
<td>2018 - 2019</td>
<td>57</td>
<td>14</td>
</tr>
</tbody>
</table>
## Decas Disciplinary Data

<table>
<thead>
<tr>
<th></th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Referrals</td>
<td>518</td>
<td>404</td>
</tr>
<tr>
<td>Number of suspensions</td>
<td>68</td>
<td>26</td>
</tr>
<tr>
<td>PBIS Fidelity Check:</td>
<td>83%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Minot Forest Elementary School
Winter to Spring Literacy Data
2018-2019 Grade 3

Students On Track: Met Low-Risk Benchmark

90% 137/153
CBMreading English
ACCURACY

69% 108/157
aReading
BROAD
Wareham has HIGH expectations for ALL students.

Percentage of F & P Growth in FAST Winter to Spring

- 62% of 3rd graders made typical or accelerated growth
- 45% of those student made accelerated growth
2018-2019 Grade 3 Comparison Fall to Spring FAST

Scores Of Students In Group By Normative Categories:
2018-2019 Grade 4

Students On Track: Met Low-Risk Benchmark

98% 169/173
CBMreading English
ACCURACY

57% 99/175
aReadingBROAD
Wareham has HIGH expectations for ALL students.

Percentage of F & P Growth in FAST
Winter to Spring

- 67% of 4th graders made typical or accelerated growth
- 60% of those students made accelerated growth
2018-2019 Grade 4 Comparison Fall to Spring FAST

Scores Of Students In Group By Normative Categories:

- 26% F (0-19.99 %ile)
- 19% S (0-19.99 %ile)
- 5% F (20-29.99 %ile)
- 7% S (20-29.99 %ile)
- 57% F (30-84.99 %ile)
- 65% S (30-84.99 %ile)
- 12% F (85 %ile and Above)
- 9% S (85 %ile and Above)
### 3-4 Special Education:

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<thead>
<tr>
<th>Grade Level</th>
<th>Number of IEP Students</th>
<th>Number of 504 Students</th>
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<tbody>
<tr>
<td>Third</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Fourth</td>
<td>41</td>
<td>9</td>
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<tr>
<td>2018 - 2019</td>
<td>13</td>
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