



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)

FACT #1

“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.

FACT #2

National Institute of Child Health and Human Development (NICHD) characterizes reading difficulties as a **major public health concern.**

Because more:
students drop out
are delinquent
experience unplanned pregnancy
are chronically underemployed.
This contributes to ‘generational poverty’.

FACT #3

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.

Reading Facts

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

FACT #4

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).

FACT #5

“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.

FACT #6

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).

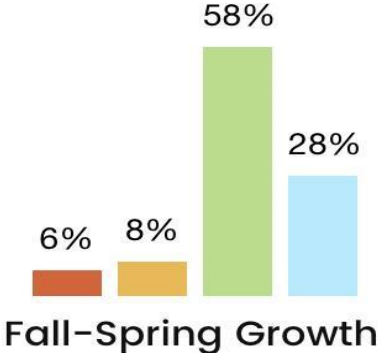
Reading is complicated and the work is rigorous.



Results

2018-2019 Kindergarten FAST Growth

Growth Of All Students In Group
By Normative Categories: ?



0-19.99 %ile

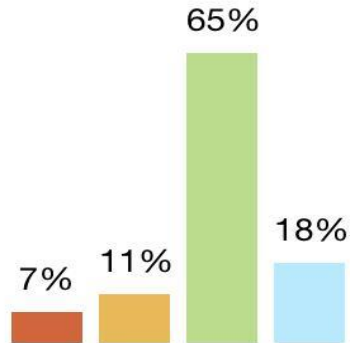
20-29.99 %ile

30-84.99 %ile

85 %ile and Above

2018-2019 Grade 1 FAST Growth

Growth Of All Students In Group
By Normative Categories: ?



0-19.99 %ile

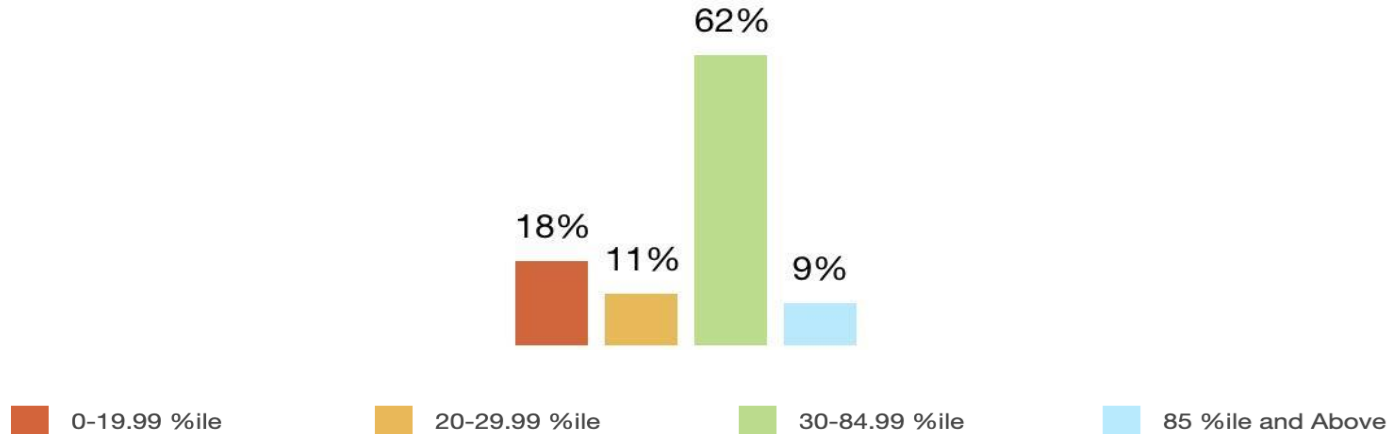
20-29.99 %ile

30-84.99 %ile

85 %ile and Above

2018-2019 Grade 2 FAST Growth

Growth Of All Students In Group
By Normative Categories: ?

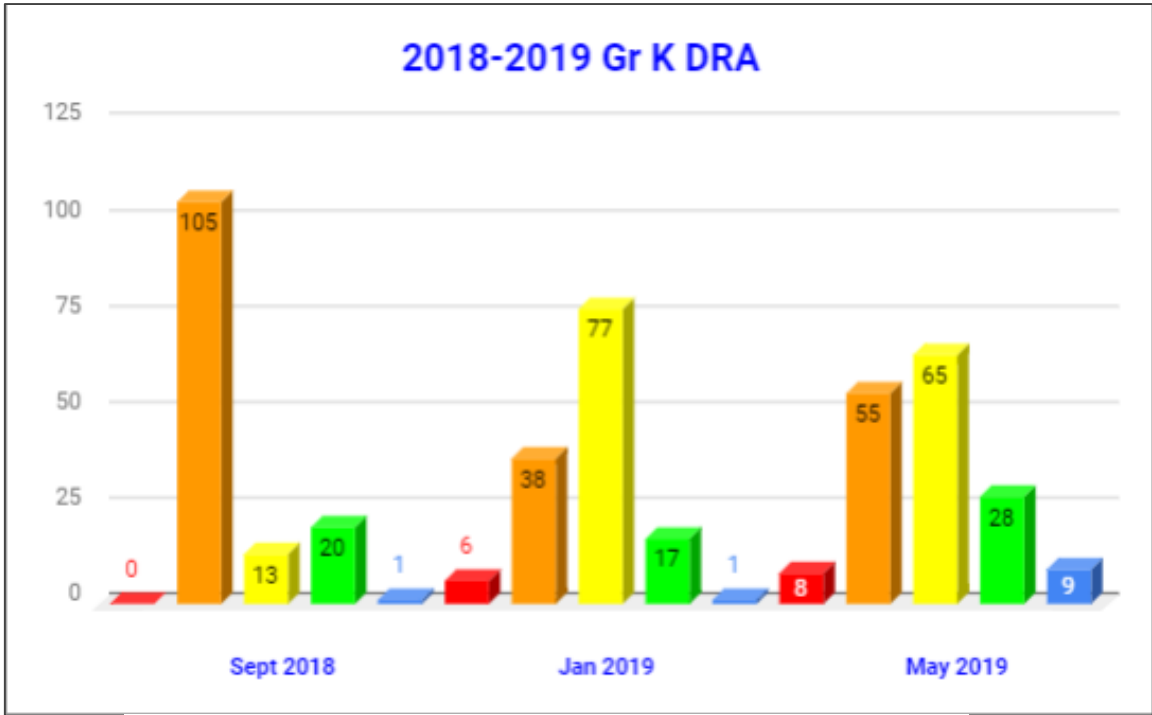


Wareham has HIGH expectations for ALL students.

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



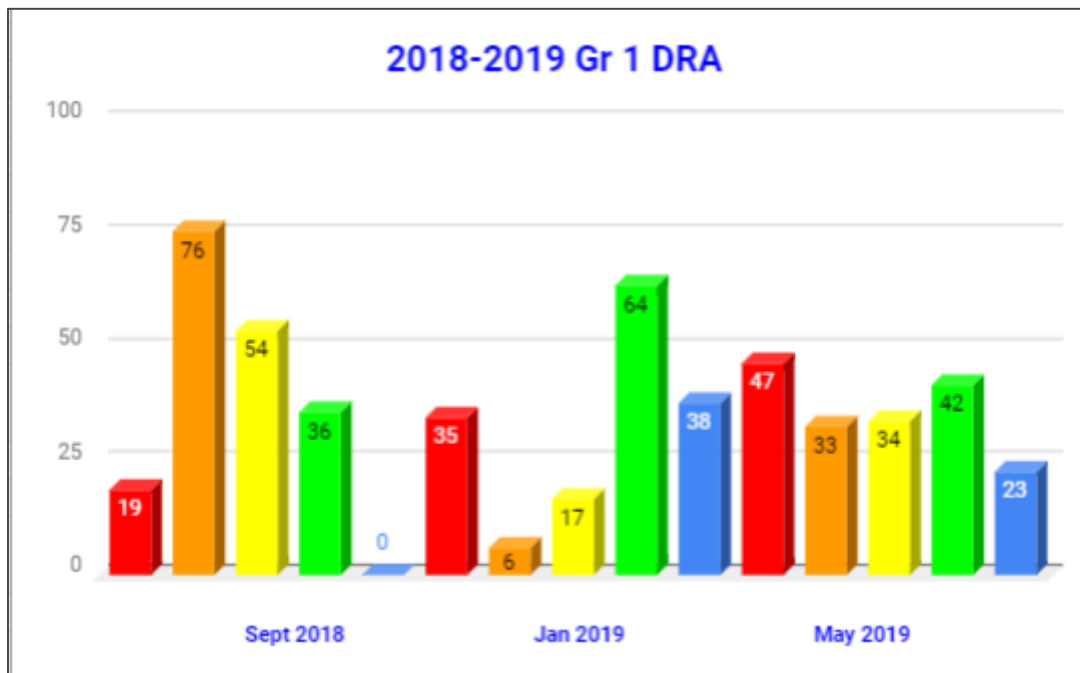
● Well Below ● Below ● Average ● Above Average ● Well Above

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



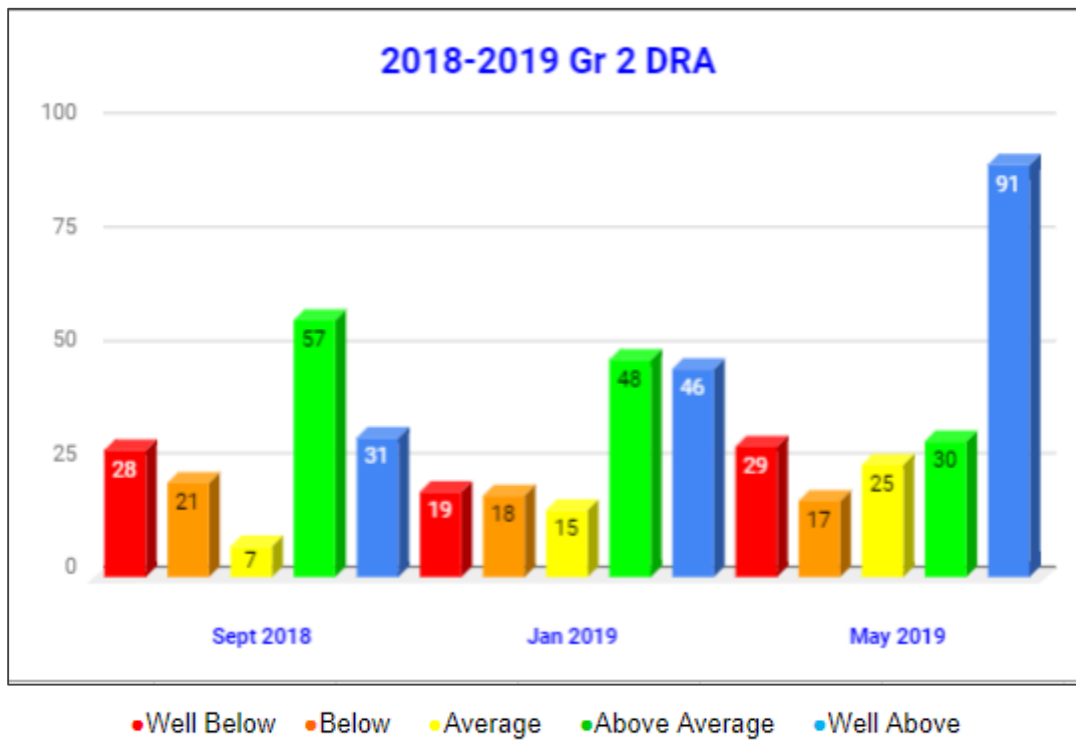
• Well Below • Below • Average • Above Average • Well Above

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



K - 2 Accelerated DRA Reading Growth 2018-2019



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:

Grade Level	Number of IEP Students	Number of 504 Students
Kindergarten	24	6
First	49	2
Second	35	4

Decas Student Support Council - (SSC)

	Total of SSC Cases	Total Referred for Evaluation
2017 - 2018	88	48
2018 - 2019	57	14

Decas Disciplinary Data

	2017-2018	2018-2019
Total Referrals	518	404
Number of suspensions	68	26
PBIS Fidelity Check:	83%	93%

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.

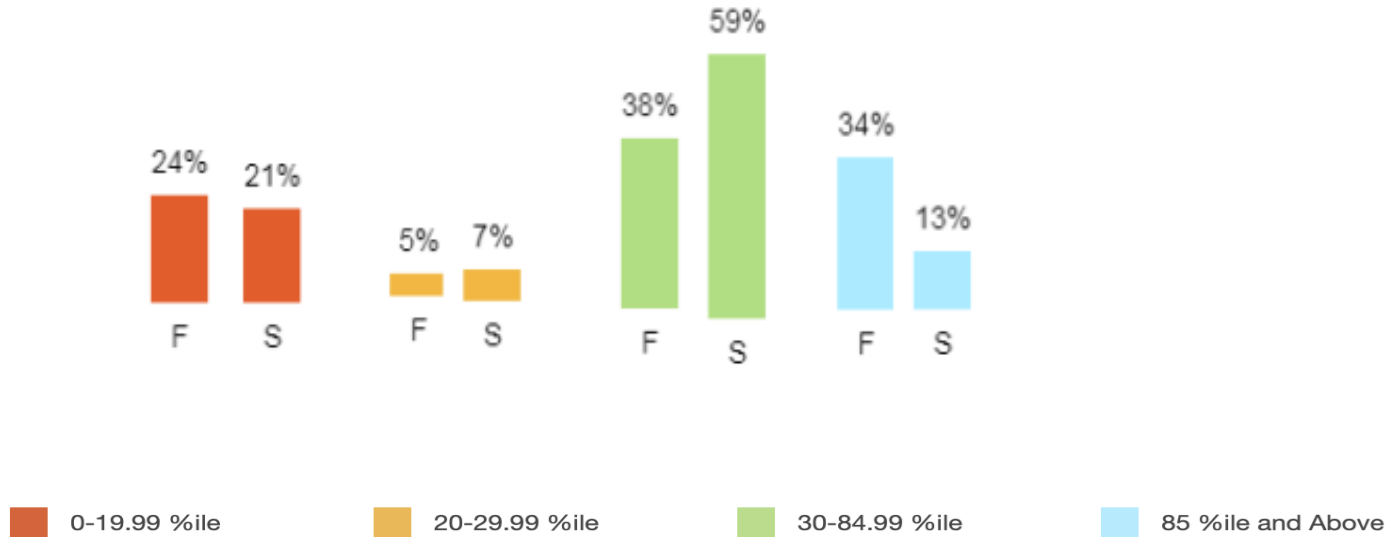
Percentage of F & P Growth in FAST Winter to Spring



- 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.

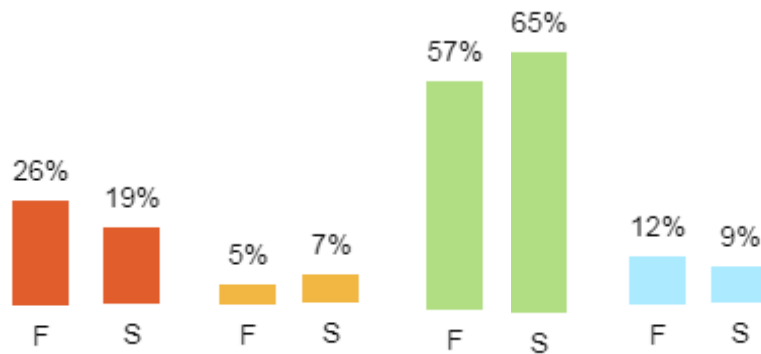
Percentage of F & P Growth in FAST Winter to Spring

- 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:



0-19.99 %ile 20-29.99 %ile 30-84.99 %ile 85 %ile and Above

Special Education

3-4 Special Education:

Grade Level	Number of IEP Students	Number of 504 Students
Third	45	10
Fourth	41	9

Minot Forest Disciplinary Data

	2017-2018	2018-2019
Total Referrals	366	368
Number of suspensions	56	37

Minot Student Support Council - (SSC)

	Total of SSC Cases	Total Referred for Evaluation
2017 - 2018	25	9
2018 - 2019	13	6