Primary Literacy Update

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Coordinator of Literacy Performance
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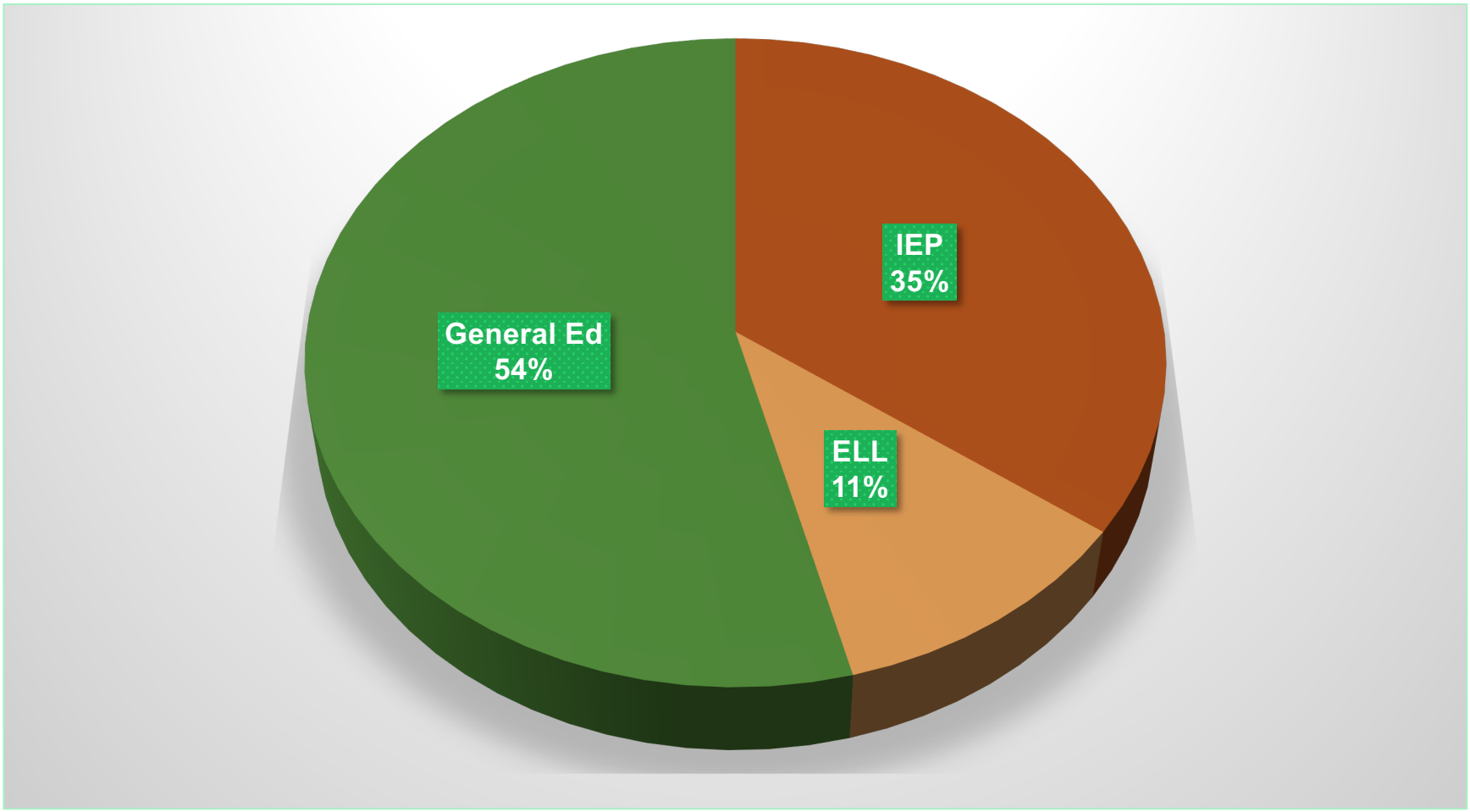
Be Your Own Superhero!
Summer READ Camp, 2021

- *June 7 – July 1, 2021*
- Falcon Elementary (FZ)
- Springs Ranch Elementary (SCZ)
- Stetson Elementary (PZ)
- Enrollment
- Collaboration with Special Education
- Evidence-Based Best Practice
- Support Shout Outs:
  - Nursing: Nurses on call and support with Health Techs at each site
  - Warehouse & Transportation
  - Learning Services Administrative Assistant: Wendi Sidney

BE YOUR OWN SUPERHERO SUMMER READ CAMP, 2021

ZONE	REGISTERED	IN ATTENDANCE
FALCON ZONE	105 60	95 51
POWER ZONE	128 59	115 47
SAND CREEK ZONE	93 64	80 55
TOTAL	326 183	290 153

READ Camp Demographics



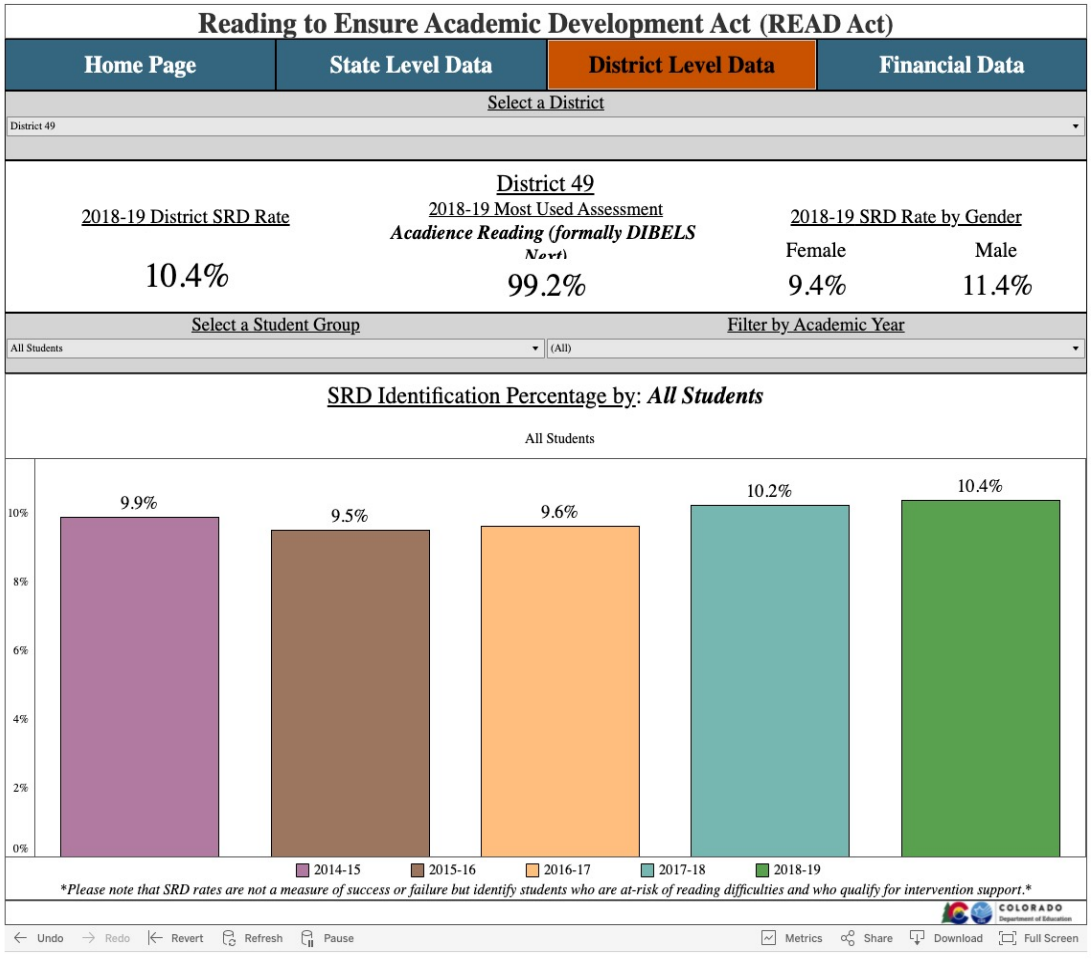
Primary Literacy Updates

- Acadience Training – Base Camp, 2021
- Evans Elementary Early Literacy Grant – Year 4
- CDE Evidence-Based Reading Professional Development Requirement
- Primary Literacy Meetings: Sept 13-24
- READ Act Funds

CDE READ Act Dashboard

- The Colorado Reading to Ensure Academic Development Act (READ Act) focuses on early literacy development for all students, with special attention for students at-risk of not achieving reading proficiency by the end of third grade.

- ***"SRD rates are not a measure of success or failure but identify students who are at-risk of reading difficulties and who qualify for intervention support."***



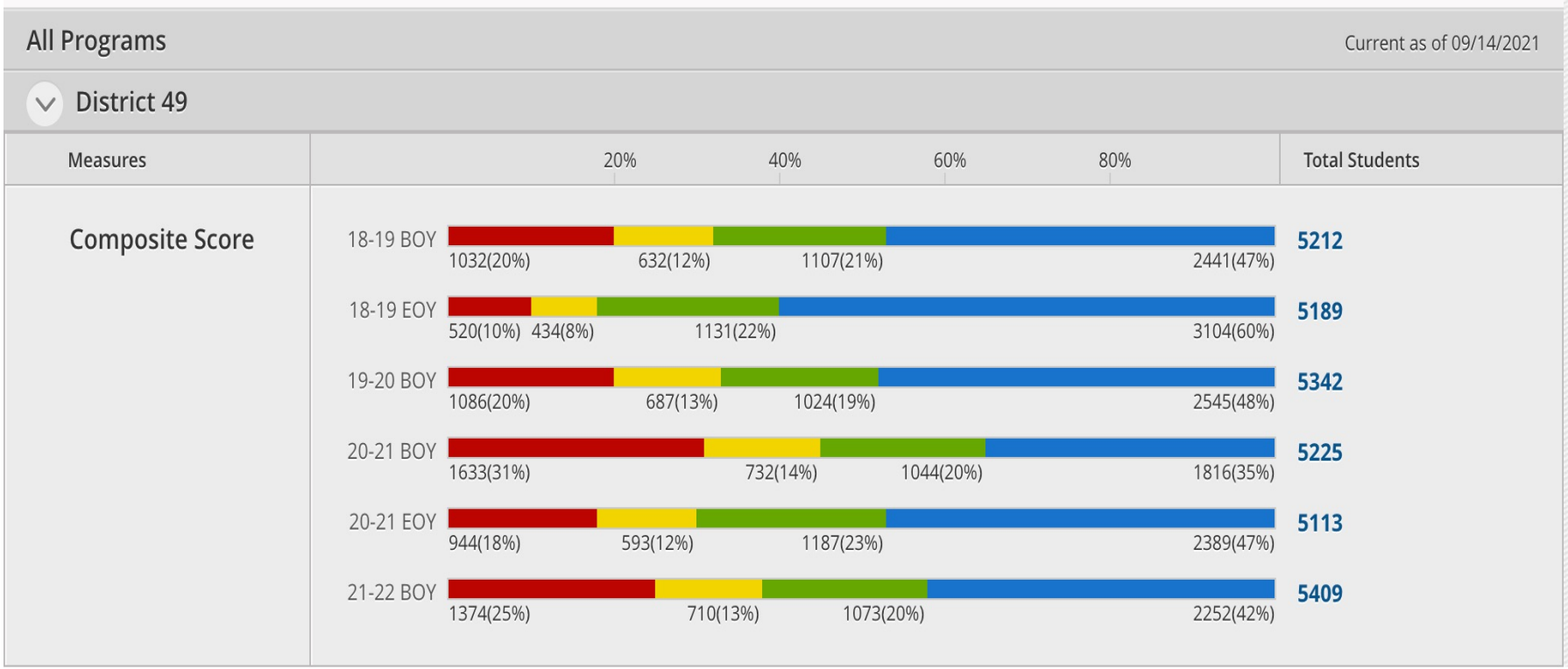
READ Act: SRD Percentages By Comparison

DISTRICT Competitors	PERCENTAGE of STUDENTS with a SIGNIFICANT READING DEFICIENCY (2019)
District 49	**10.4%**
Academy 20	10.3%
District 11	19.1%
State SRD Rate	**16.3%**

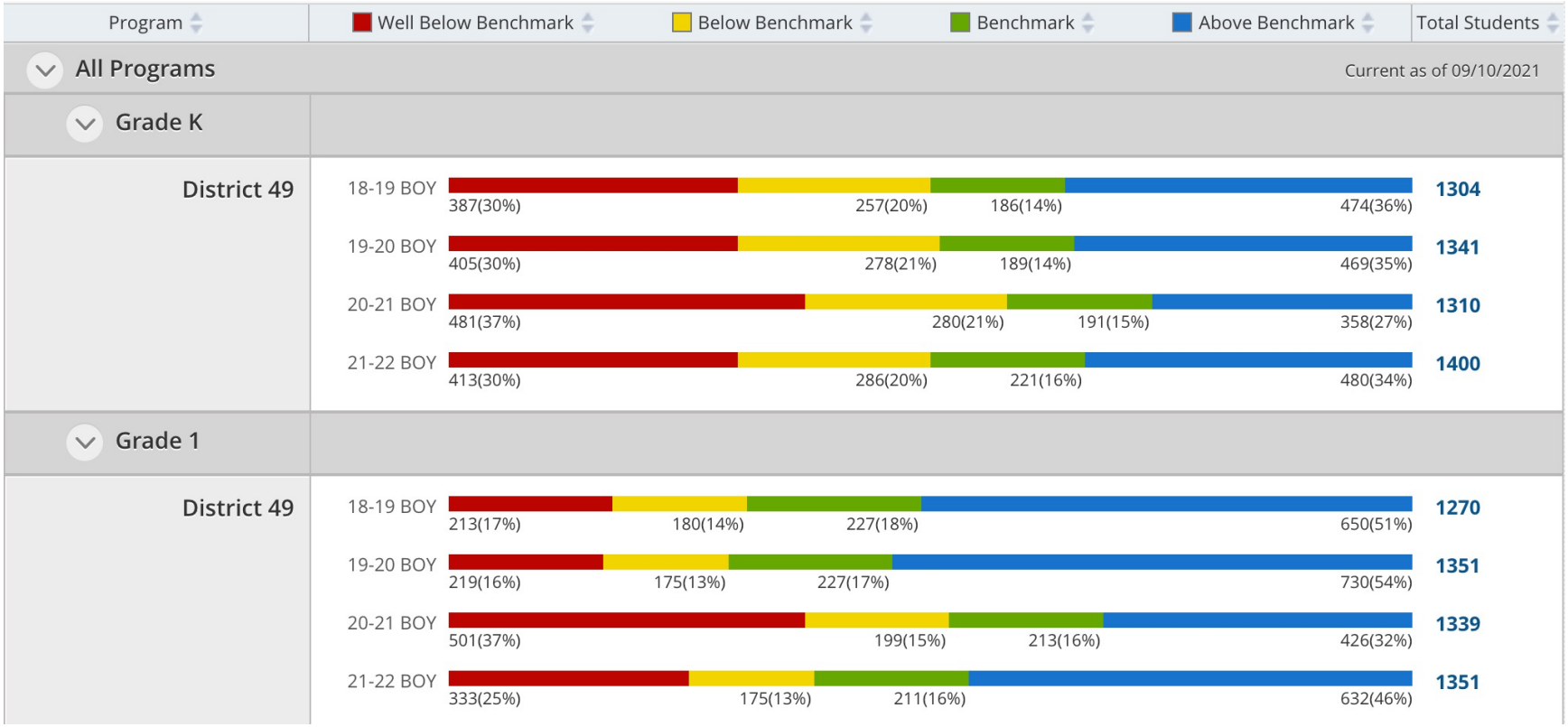
Source:
https://www.cde.state.co.us/code/readactdashboard

DISTRICT By Comparison	PERCENTAGE of STUDENTS with a SIGNIFICANT READING DEFICIENCY (2019)
Brighton D27	17.5%
Littleton D6	9.1%
Mesa D51	22.7%
Poudre R-1	12.3%
Widefield D3	12.9%

Acadience Benchmarking Outcomes: Back to Basics

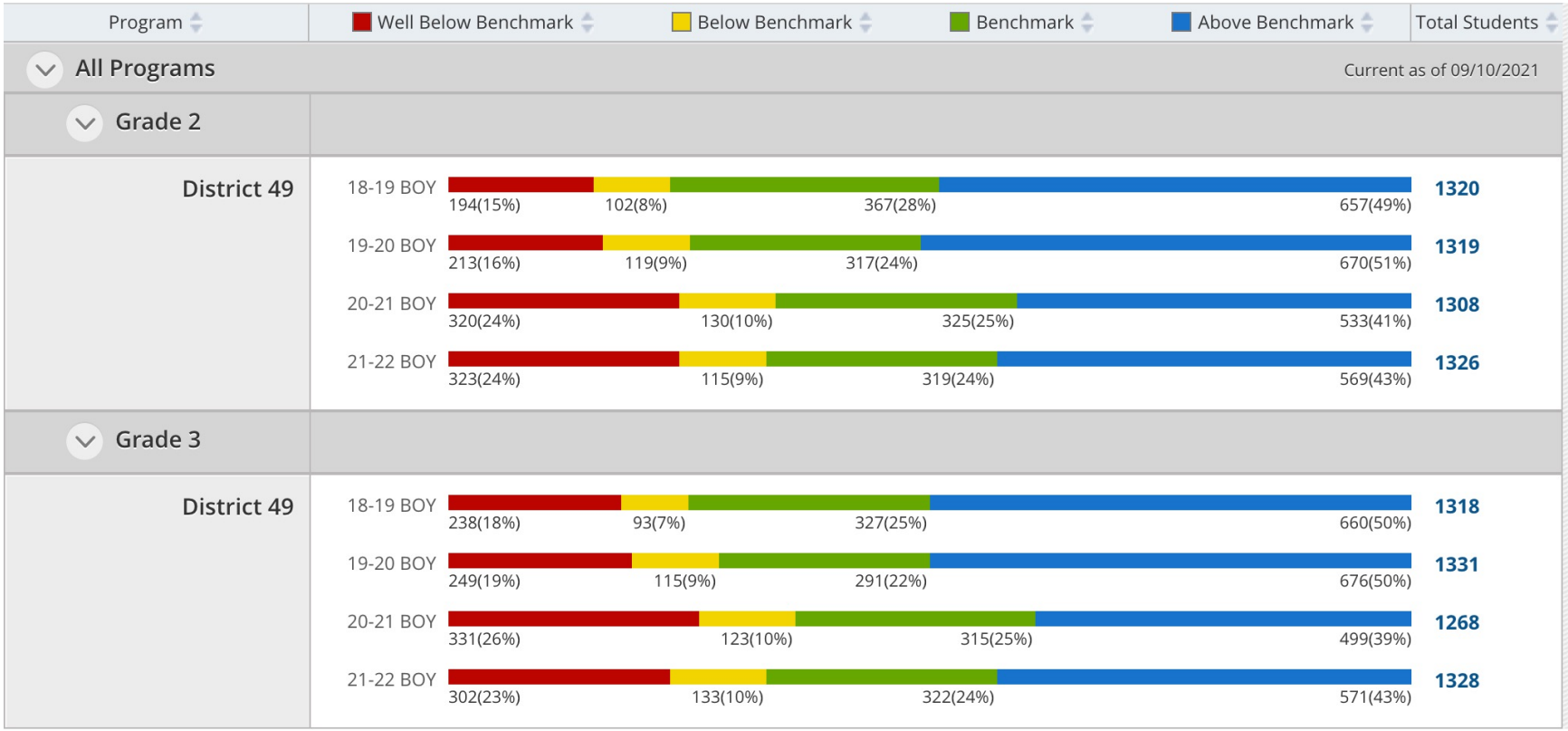


Acadience BOY Benchmarking: Kindergarten & First Grade



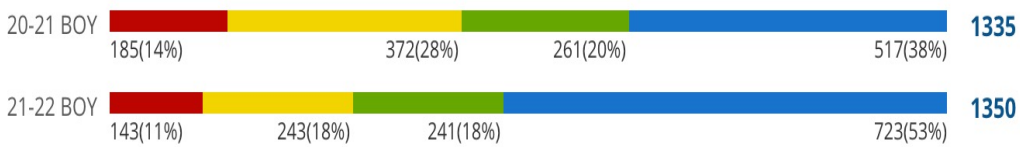
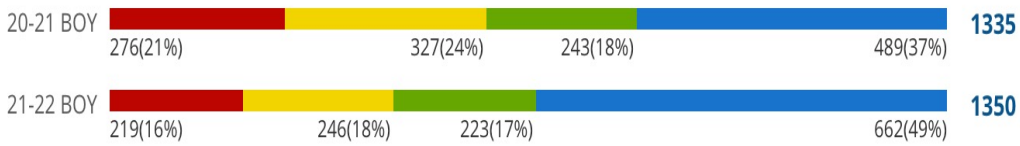
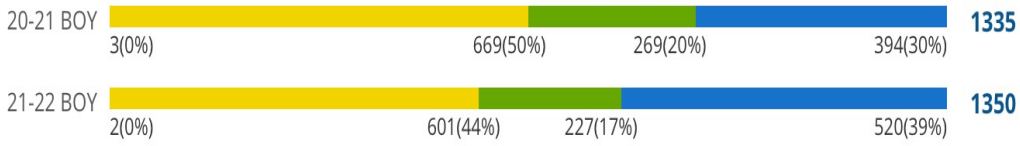
Program	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
All Programs					Current as of 09/10/2021
Grade K					
District 49	18-19 BOY	387(30%)	257(20%)	186(14%)	474(36%)	1304
	19-20 BOY	405(30%)	278(21%)	189(14%)	469(35%)	1341
	20-21 BOY	481(37%)	280(21%)	191(15%)	358(27%)	1310
	21-22 BOY	413(30%)	286(20%)	221(16%)	480(34%)	1400
Grade 1					
District 49	18-19 BOY	213(17%)	180(14%)	227(18%)	650(51%)	1270
	19-20 BOY	219(16%)	175(13%)	227(17%)	730(54%)	1351
	20-21 BOY	501(37%)	199(15%)	213(16%)	426(32%)	1339
	21-22 BOY	333(25%)	175(13%)	211(16%)	632(46%)	1351

Acadience BOY Benchmarking: Second & Third Grade

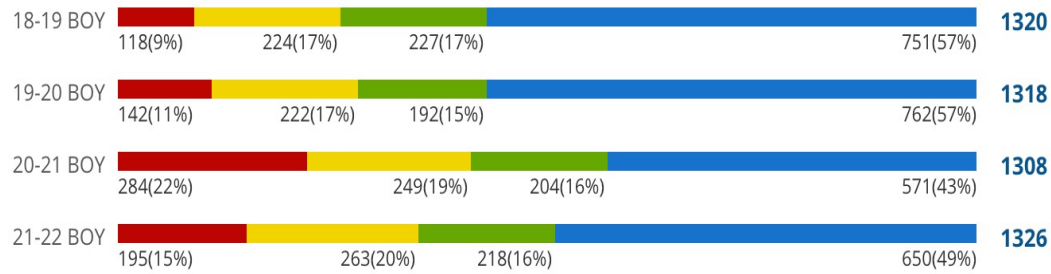
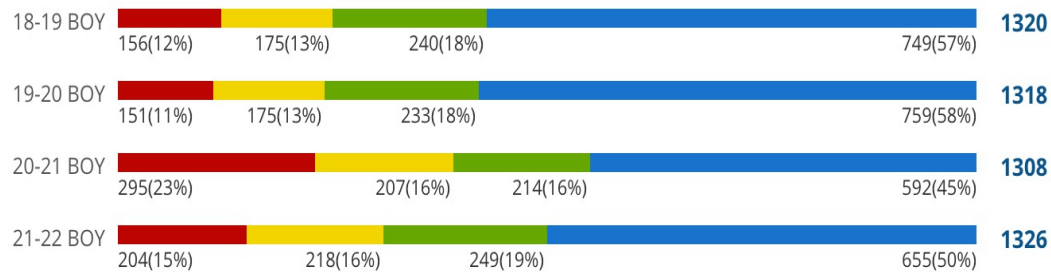


Program	Well Below Benchmark	Below Benchmark	Benchmark	Above Benchmark	Total Students
All Programs					Current as of 09/10/2021
Grade 2					
District 49	18-19 BOY	194(15%)	102(8%)	367(28%)	657(49%)	1320
	19-20 BOY	213(16%)	119(9%)	317(24%)	670(51%)	1319
	20-21 BOY	320(24%)	130(10%)	325(25%)	533(41%)	1308
	21-22 BOY	323(24%)	115(9%)	319(24%)	569(43%)	1326
Grade 3					
District 49	18-19 BOY	238(18%)	93(7%)	327(25%)	660(50%)	1318
	19-20 BOY	249(19%)	115(9%)	291(22%)	676(50%)	1331
	20-21 BOY	331(26%)	123(10%)	315(25%)	499(39%)	1268
	21-22 BOY	302(23%)	133(10%)	322(24%)	571(43%)	1328

First Grade: Prioritized Skills

PSF	
NWF (CLS)	
NWF (WWR)	

Second Grade: Prioritized Skills

NWF (CLS)	
NWF (WWR)	

Second & Third Grade: What Matters Most

Grade 2

Measures	20%	40%	60%	80%	Total Students
DORF (Accuracy)	18-19 BOY	160(12%)	198(15%)	354(27%)	607(46%)	1319
	19-20 BOY	188(14%)	203(15%)	321(24%)	607(47%)	1319
	20-21 BOY	285(22%)	205(16%)	320(24%)	498(38%)	1308
	21-22 BOY	273(21%)	232(17%)	318(24%)	503(38%)	1326

Grade 3

Measures	20%	40%	60%	80%	Total Students
DORF (Accuracy)	18-19 BOY	175(13%)	213(16%)	402(31%)	528(40%)	1318
	19-20 BOY	167(13%)	225(17%)	360(27%)	579(43%)	1331
	20-21 BOY	224(18%)	249(20%)	342(27%)	452(35%)	1267
	21-22 BOY	210(16%)	220(17%)	376(28%)	522(39%)	1328

Focus: Data-Driven Instruction

D49 Primary Literacy Initiative— Key Measure #7: Using Data to Drive Learning

	Flatland	Foothills	Timberline	*Peak
Learn	❑ Educators understand and can access progress-monitoring data. ❑ Effective practices by individual educators are becoming consensus data protocols.	❑ Educators analyze progress monitoring data to identify general patterns. ❑ Educators share and practice data protocols for effective instruction.	…and* ❑ School leaders and other educators examine progress-monitoring data to identify specific patterns for subgroups and individuals. ❑ Educators use and augment data protocols to enhance effective instruction and target interventions.	…and* ❑ Educators, students, and parents monitor student performance to celebrate progress and energize improvement efforts. ❑ Educator teams post and discuss diagnostic conclusions from data patterns to share their learning about literacy performance.
Work	❑ Educators administer screening assessments inconsistently. ❑ Educator teams analyze composite data at school or student levels.	❑ Educators administer standard screening assessments with consistent fidelity. ❑ Educator teams disaggregate data for subgroups, grade levels and performance ranges.	❑ Educators use assessment data to form valid conclusions about student and instructor performance trends. ❑ Educator teams analyze ad hoc groups based on performance on specific indicators and probes.	❑ Educators use assessment data to implement additional, more precise, formative assessments. ❑ Educator teams individualize assessment and instruction based on specific student performances.
Lead	❑ Some educators plan around a school assessment calendar. ❑ School leaders presume that assessors are effective and comply with protocols. ❑ School leaders apply general data observations to planning instruction.	❑ All educators follow an assessment calendar and some individualize plans accordingly. ❑ School leaders monitor assessors to ensure compliance with basic protocols. ❑ School leaders delegate the work of data investigations to teachers and specialists.	❑ Educators develop and adhere to a consensus calendar linking assessments to plan development. ❑ School leaders monitor the quality of assessment to optimize assessor training and performance. ❑ School leaders are essential facilitators for data investigations and instructional planning.	❑ Educators, parents, and students embrace a meaningful cycle of assessment and learning. ❑ All educators set and meet goals for improving the quality of assessor performance and interpretation. ❑ School leaders engage educators and parents in insightful dialogues about data and learning plans.

Progress Monitoring Fidelity

- **Who is responsible for monitoring PM fidelity/completion in your building?**
- **How are progress monitoring expectations communicated to teachers and teams?**
- **What is the criteria for PM students off grade-level?**

Based upon BOY Acadience Benchmark Outcomes:

- What is the ***percentage of Kindergarten students being PM in FSF*** every 10-12 days?
  - ***How is that skill being addressed in both core and intervention instruction?***
- Keeping in mind that BOY is the last time PSF is assessed in first grade, what is the ***percentage of first grade students being PM in PSF***?
  - ***How is that skill deficiency being addressed in both core and intervention instruction?***
- What is the ***percentage of second grade students being PM in NWF*** (CLS & WWR, respectively)?
  - ***How is that skill deficiency being addressed in both core and intervention instruction?***
- What is the ***percentage of second grade students being PM in both ORF Accuracy and Fluency?***
  - ***How is that skill deficiency being addressed in both core and intervention instruction?***
- What is the ***percentage of third grade students being PM in both ORF Accuracy and Fluency?***
  - ***How is that skill deficiency being addressed in both core and intervention instruction?***