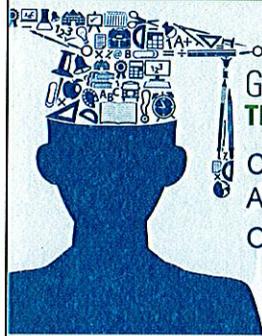




**GRADUATION:
The Measure of Tomorrow**

Creating Change for
Adolescent Readers---
One step at a time!



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

November 18-20, 2015

Adolescent Literacy

The literacy demands that adolescents will face as 21st century workers and citizens will far exceed what has been required in the past.

Moore, Bean, Birdyshaw, & Rycik (1999)



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Struggling Readers:

Poor readers in 7th grade have struggled with reading from the beginning and have developed lots of bad habits.

****Those readers also engage in much less reading than their grade level peers.**



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A struggling reader in MS or HS:

- less fluent readers - sight word vocabularies are smaller than average readers
- know the meaning of fewer words
- have less conceptual knowledge
- less skilled in strategies to enhance comprehension or repair it when it breaks down
- Typically do not enjoy reading or do not choose to read for pleasure

Two types of struggling readers:

Those who struggle with initial word reading skills (below the 3rd grade level)

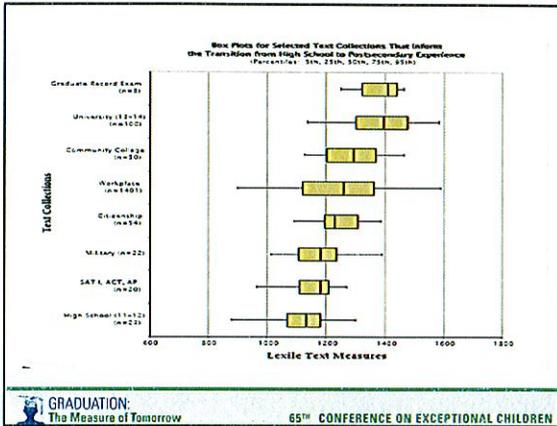
Those who have "adequate" word level skills (though not fully fluent), but struggle with vocabulary, knowledge, reasoning, comprehension strategies, and motivation.

Consequences for Struggling Readers:

For secondary level students, the social and economic consequences will be cumulative and profound...

- *failure to attain a high school diploma
- *a barrier to higher education
- *underemployed or unemployed
- *difficulty in managing personal lives

Peterson et. al. (2000)

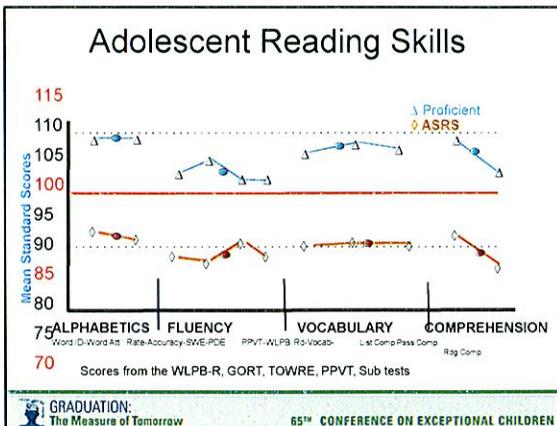


Data Based Decisions:

Multiple Indicators:

- NAEP assessments
- Standards-based assessments
- Complaints from employers
- Scores on standardized tests
- TOSCRF baseline testing

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Reading 4-12

- Extend sight word vocabulary to unfamiliar words in increasingly challenging text
- Learning meaning of thousands of new words - vocab expansion
- Increasingly detailed knowledgeable of text structures and genres
- Expansion of content knowledge in many domains
- Thinking and reasoning skills increase
- Reading specific comprehension strategies become more complex

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Improving Reading Skills

- Schedule a 90 minute block of instruction - every day - for students with word level plus comprehension problems
- Word level skills - accuracy and fluency
- Strategy instruction and engagement in thinking about text
- Both embedded and systematic vocabulary inst
- Lots of guided, supported practice in reading

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Fusion Reading System

Establishing The Course
Units of Study

TIME	LESSON OBJECTIVE
5 - 8	Wrap-Up
20 - 15	Thinking Reading
40 - 25	Explicit Instruction <ul style="list-style-type: none"> • Reading Strategies • Explain • Model • Practice w/feedback • Integrate and Generalize • Assessment
20 - 10	Vocabulary
5 - 5	Wrap-Up
Book Study	



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Avery County Schools
Demographics

- 2,214 Students enrolled
- 346 Exceptional Children Eligible
- 197 Academically Gifted
- 5 Elementary Schools (k-5)
- 2 Middle Schools (6-8th)
- 3 High Schools (9th and 9th-12th)
- All 10 schools are Title 1
- Graduation Rate 93.8%

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Avery County Schools
Selecting Program Participants

- Collaborate with the county middle schools to determine the up coming 9th grade student reading needs.
- Students are strategically placed based on lexile levels/ reading deficits, teacher recommendations, and past performance.

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Avery County Schools
Data Collection

- We assess/progress monitor student achievement using Aimsweb for reading fluency and comprehension. We also administer Informal Reading Inventories for each student to identify reading levels and deficits.
- We benchmark students in the fall, winter and spring and progress monitor on a monthly basis.

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Avery County Schools
Improving Student Outcomes

- Providing self-selected reading time within the school day to increase reading skills and foster a love for reading.
- Providing opportunities for students to choose from a variety of genres in order to develop their individual interests that will fuel them to keep reading.
- By progress monitoring monthly and sharing scores, students begin to take a vested interest in their own reading growth.

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Avery County Schools
Improving Student Outcomes

- Grant
- Barnes and Noble
- Book Room
- Reading recommendations

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Avery County Schools
Commitment, Scheduling and Training

- Full administrative support and cooperating teacher buy in is essential to ensure program success.
- 90 min inclusion in regular year long English classes.
- Integration in middle school to prepare for full implementation in high school.
- Parental involvement and support of the program is imperative.
- Recommended training for the program is vital to it's success.

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Charlotte Mecklenburg Schools

- 160 schools
- 145,000 students
- Economically Disadvantaged: 53%
- 13,564 students with disabilities
- MA/Racial: 2%
- Asian: 5%
- African-American: 42%
- Hispanic: 18%
- White: 32%

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Exploration

FUSION

Unique district

Achievement gap

Especially designed instruction

Learning Lab

Co-teaching

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Measures of Academic Progress (MAP)

- Year 1- 58% met growth projection
- Year 2- 64% met growth projection
- Year 3-

Contextualized Reading Fluency (TOSCRF)

- Year one students: 1.1 average grade equivalency growth
- *3.0 > 4.1

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Cleveland County Schools

25th largest school district

16,004 students, 2,348 SWD 16 elementary schools 2 intermediate schools 4 middle schools 5 high schools 1 alternative school 1 special purpose school	15,500 Pre K-12 population African-American 25.5% White 64.3% Hispanic 4.7% Multi 4.5% Asian .81% American Indian .16% Free/reduced lunch 63/3%
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Cleveland

Curriculum & Instruction Restructure

Communication between parents, students, special ed and gen ed teachers	Classroom organization-lessons and activities based on IEP goals	Class Schedule 80% goal progress 20% participation 90 minute daily block
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Implementation of Reading Program

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Cleveland

- CCS decided to pilot program in one of our four zones for middle and high school
- Administration buy-in for both schools
- EC purchased materials for all
- EC Teachers determined who needed the program based on IEP goals and created groups for C and I classes

Cleveland

Curriculum Based Measure Schedule for 2015-2016 School year

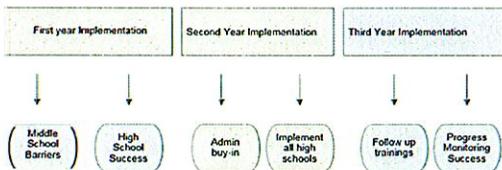
Oral Reading Fluency

Maze Fluency

EasyCBM comprehension passages

Level	Code	Area	Administration	Administrative Code
1	103	Reading	2015 F13	2015 F13
1	104	Mathematics	2015 F13	2015 F13
1	105	Science	2015 F13	2015 F13
1	106	History	2015 F13	2015 F13
1	107	Art	2015 F13	2015 F13
1	108	Music	2015 F13	2015 F13
1	109	Physical Education	2015 F13	2015 F13
1	110	Health	2015 F13	2015 F13
1	111	Foreign Language	2015 F13	2015 F13
1	112	Career and Technical Education	2015 F13	2015 F13
1	113	Other	2015 F13	2015 F13
2	203	Reading	2015 F13	2015 F13
2	204	Mathematics	2015 F13	2015 F13
2	205	Science	2015 F13	2015 F13
2	206	History	2015 F13	2015 F13
2	207	Art	2015 F13	2015 F13
2	208	Music	2015 F13	2015 F13
2	209	Physical Education	2015 F13	2015 F13
2	210	Health	2015 F13	2015 F13
2	211	Foreign Language	2015 F13	2015 F13
2	212	Career and Technical Education	2015 F13	2015 F13
2	213	Other	2015 F13	2015 F13
3	303	Reading	2015 F13	2015 F13
3	304	Mathematics	2015 F13	2015 F13
3	305	Science	2015 F13	2015 F13
3	306	History	2015 F13	2015 F13
3	307	Art	2015 F13	2015 F13
3	308	Music	2015 F13	2015 F13
3	309	Physical Education	2015 F13	2015 F13
3	310	Health	2015 F13	2015 F13
3	311	Foreign Language	2015 F13	2015 F13
3	312	Career and Technical Education	2015 F13	2015 F13
3	313	Other	2015 F13	2015 F13

Cleveland



Davie County Schools

Davie County Ethnicity

Graduation rate 2014 - 85.3% for 4 Year graduates; 88.8% for 5 year graduates

41.97% free and reduced lunch

Total Student Body Population: 6,323

910 out of the 6,323 are in the Exceptional Children's program

12 Schools: 6 Elementary; 3 Middle Schools; 1 High School; Central Davie Academy; Davie Early College High School

Davie County Schools

Year 1: One year long English I class, two HQ EC teachers trained

Year 2: Two year long English I and II classes, two HQ EC teachers trained

Year 3: Three classes (two year long English I and II classes; One additional English I combination class ; Two EC, one combination general education/EC students; three teachers trained

Davie County Schools

- 50 students (20 - 10th; 30 - 9th graders)
- Increase of 5.3 grades in word reading ability

Grant written to purchase GRADE Assessment

TOSCRF Cohort Data

Davie County Schools

- Two HS teachers trained; small case loads
- Data reviewed - high student growth
- Fusion PLC developed
- Administrator and additional teachers buy-in
- Changed OCS matrix
- Added a third teacher to include General Ed and Special Ed students in Fusion Classes

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Davie Teachers Speak Out...

We thought it would be a challenge to get students to participate in the Vocabulary process!

I'm dumb and poor!! I cannot go to college!!
Student B
Little by Little, she began to write about her hopes and dreams - for today and tomorrow!

Students really enjoy reading, sadly we often have to cut them off because we run out of time (and have limited time for each activity)

Students get so involved in the Thinking Reading book, they don't want to stop reading!

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NEWTON-CONOVER CITY SCHOOLS





- 3000 students
- 3 elementary, 1 middle, 2 high schools, 1 special school
- Serve 399 SWD
- 55% free and reduced lunch

Graduation Rate for 14-15 School Year

WE ARE DIVERSE
 WHITE - 50%
 AFRICAN-AMERICAN - 14%
 ASIAN - 6%
 HISPANIC - 24%
 OTHER - 6%

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Newton-Conover City Schools

How do we schedule for interventions?

NCHS	2012-2013	One hq English teacher-One EC teacher in Year long English I class
	2013-2016	Elective class for two semesters
NCMS	2012-2013	Intervention Block built into middle school schedule
	2013-2015	Built into regular schedule with EC teacher also being high qualified in ELA
	2015-2016	Intervention Blocks

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Types of Assessments Used

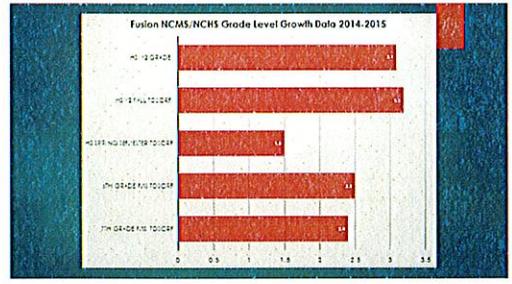
Test of Silent Reading Contextual Fluency (word reading score)

- Pro-ED
- Given at the beginning for screening purposes to use as a screening measure to determine which intervention students will be placed in
- Given at middle, and end of each semester to check for progress monitoring
- 3 minute whole group assessment

GRADE Test (Comprehension)

- Pearson Learning
- Grade Level test--M for middle school and H for high school
- Gives grade level equivalent score in sentence comprehension, passage comprehension, vocabulary, and listening comprehension
- Given at the beginning and then again at the end to measure growth

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Grade	Growth Score
4th GRADE	2.1
5th GRADE	2.2
6th GRADE	1.4
7th GRADE	2.1
8th GRADE	2.2

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Commitment

- Data is a powerful motivator for students, parents, teachers, and all staff involved
- Parent meetings (yes, even with high school students)
- Age appropriate and high interest material
- Willingness to make it work for students.
- Success!

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Question and Answer Work Session

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