## CSUSA Indianapolis Mid-Year Update

Indiana State Board of Education Meeting March 16, 2016

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### After Initial Fall Testing we knew:

- The average student at EDES was 1-2 grade-levels behind in math and reading on nationally normed assessments, falling in the lowest third of students nation-wide
- Students in grades 7+ were, on average, 2-3 grade levels behind in math and 4 grade levels behind in reading



## The importance of early intervention and "catch-up" growth...

- One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up.
- The poor reader in first-grade almost invariably continues to be a poor reader

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(Shaywitz, F., Shaywitz, S. & Fletcher 1996)
(Torgesen & Burgess 1998)
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While early intervention in elementary is critical, catching up <u>is</u> possible – Annual Growth vs. Catch-up Growth



### Annual Growth – Catch-up Growth

- There is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level
- Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process
- When students are more than a year behind it is only after <u>2-3 years</u> of comprehensive reading instruction of <u>more than 200 minutes per day</u> that students begin to cross the threshold of grade-level performance.

(Fielding, Kerr and Rosier 2007)





## Student Status CSUSA Indianapolis Fall/Winter 2015-16

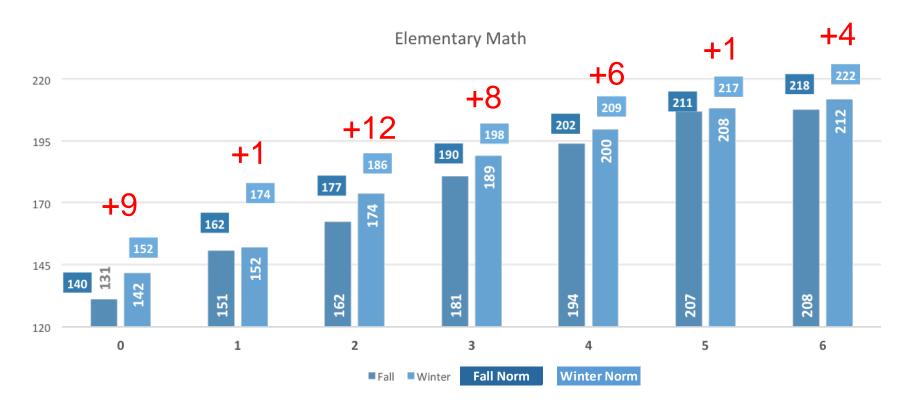
- Only about 1/3<sup>rd</sup> of students enrolled this year in Grades 8+ at CSUSA Indianapolis schools have been with us since at least the beginning of the 13-14 school year
- This is less than the 3 years needed for catch up growth when students are between 2-3 years behind...
- At the beginning of the year, students in grades 7+ were, on average,
   2-3 grade levels behind in math and 4 grade levels behind in reading



### Are we growing?



### Math Progress

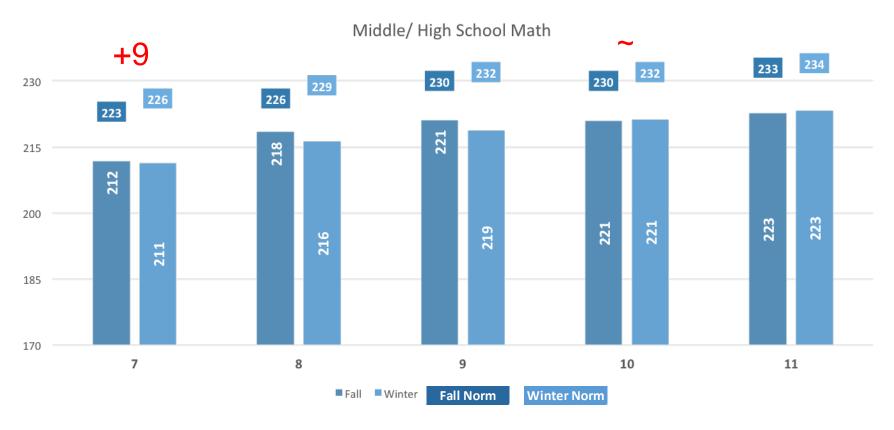


- RIT (scale) score growth in every grade level
- But still very far below their peers nationally





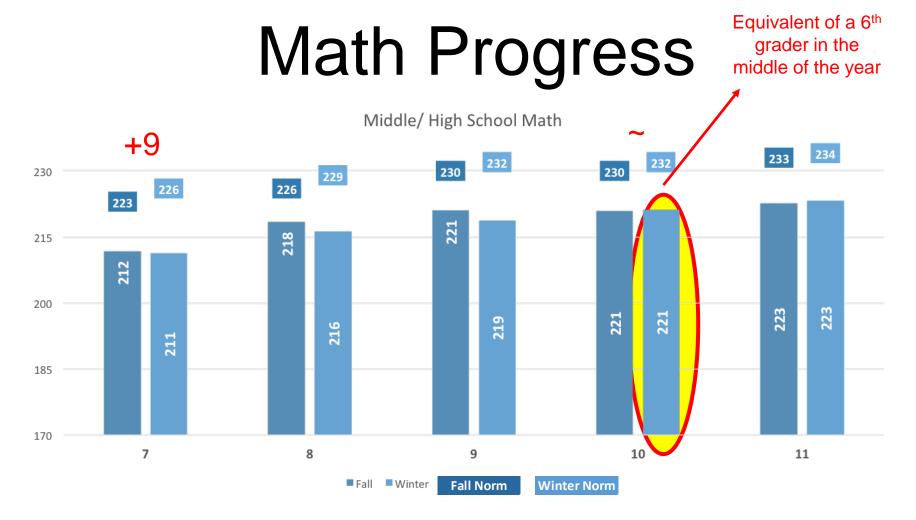
### Math Progress



- Students are well below national grade-level peers
- Minimal growth from Fall to Winter at the Middle/High School level





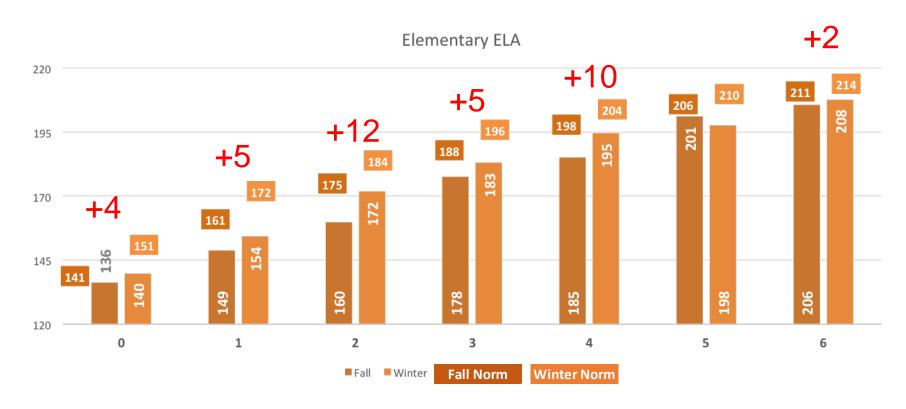


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### **ELA Progress**

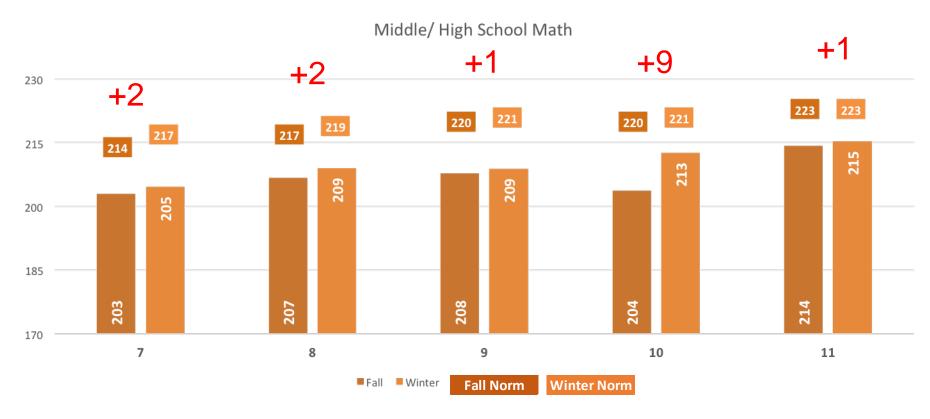


- RIT (scale) score growth in every grade level except 5<sup>th</sup>
- Students are still very far below their peers nationally





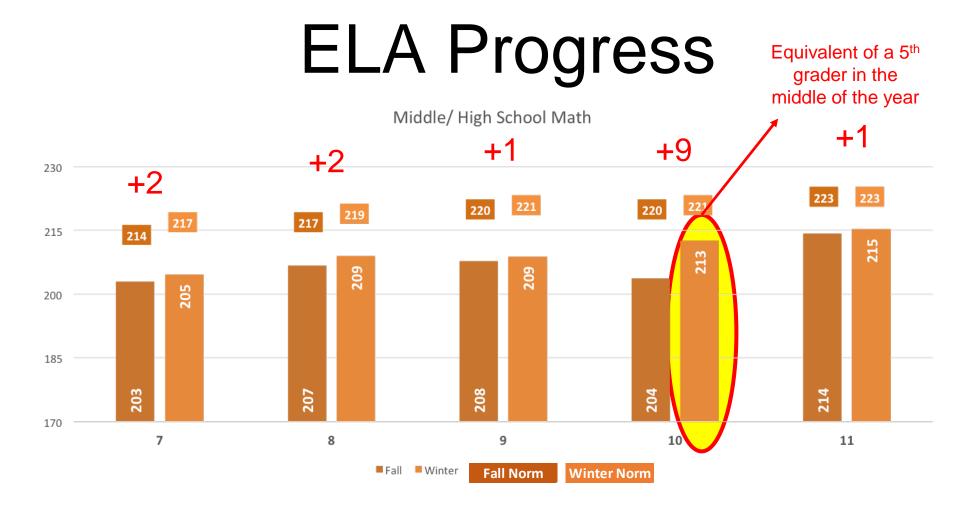
### **ELA Progress**



- RIT (scale) score growth in every grade level
- Students are still very far below their peers nationally







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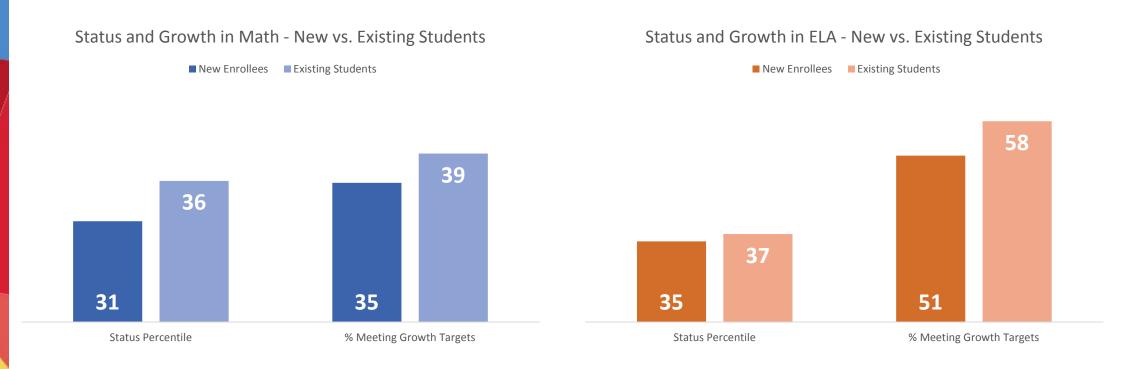


Are students who have been with CSUSA for more than 2 years performing higher and growing more than new enrollees?





### New vs. Existing Student Performance



- On both status and growth metrics, students with CSUSA for 2+ years outperform their peers new to CSUSA Ed Model (excludes EDES data)
- Generally, ELA growth exceeds math growth, outperforming national growth norms and similar students nationwide.

## Early intervention is critical for struggling readers

**Remember:** When we started the year the average student at EDES was 1-2 grade-levels behind in math and reading on nationally normed assessments, falling in the lowest third of students nation-wide.

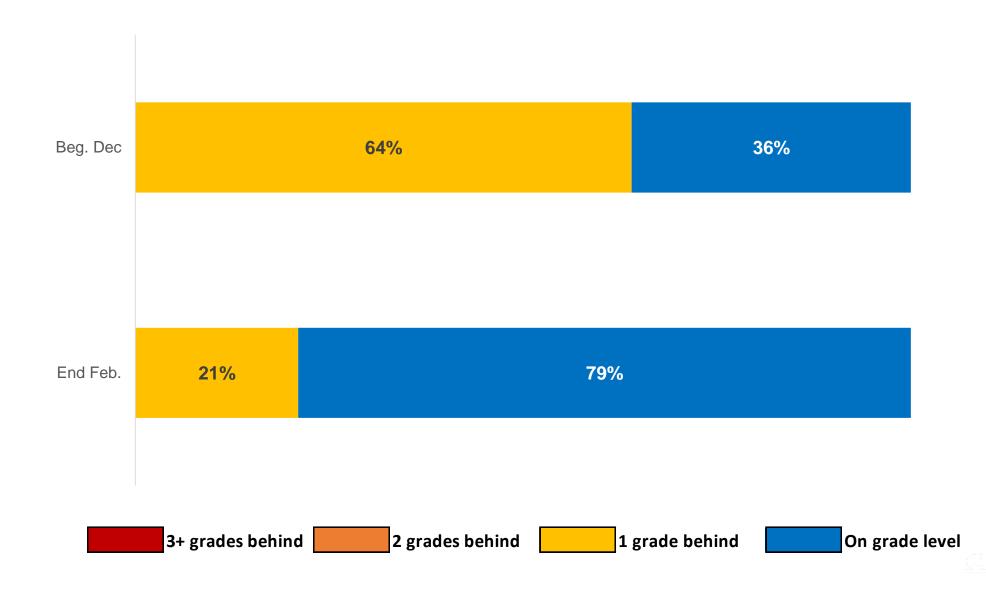
### Improving and Tracking Early Literacy with Lexia and Fountas & Pinnell's Running Records

#### Lexia

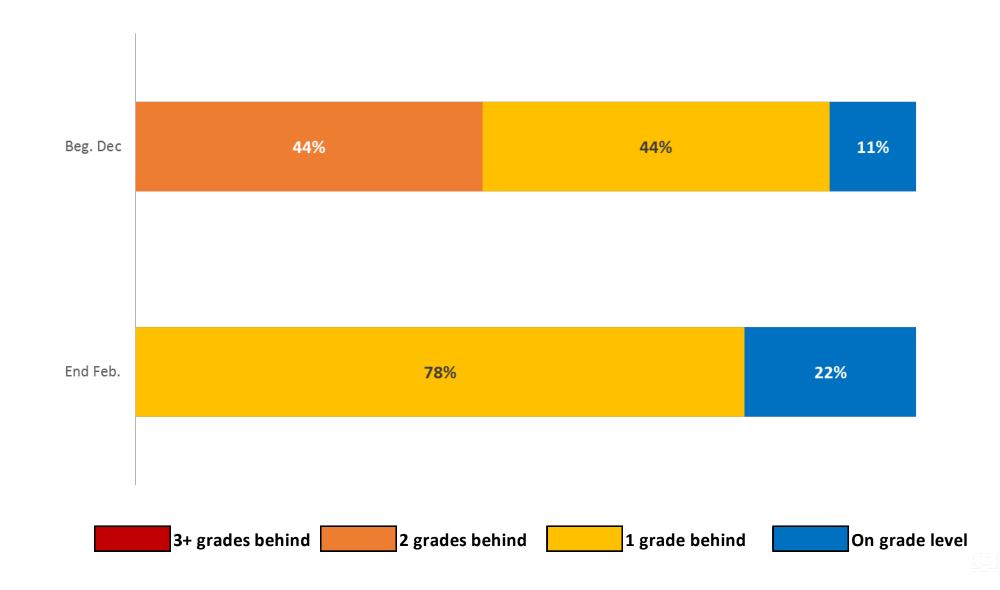
- Adaptive reading program tailored to each student's specific skill gaps
- When used with fidelity you can see measureable growth in less than one year
- EDES began using Lexia at the beginning of December for grades K-2
- After just 11 instructional weeks utilizing the program, EDES early readers have made dramatic improvements



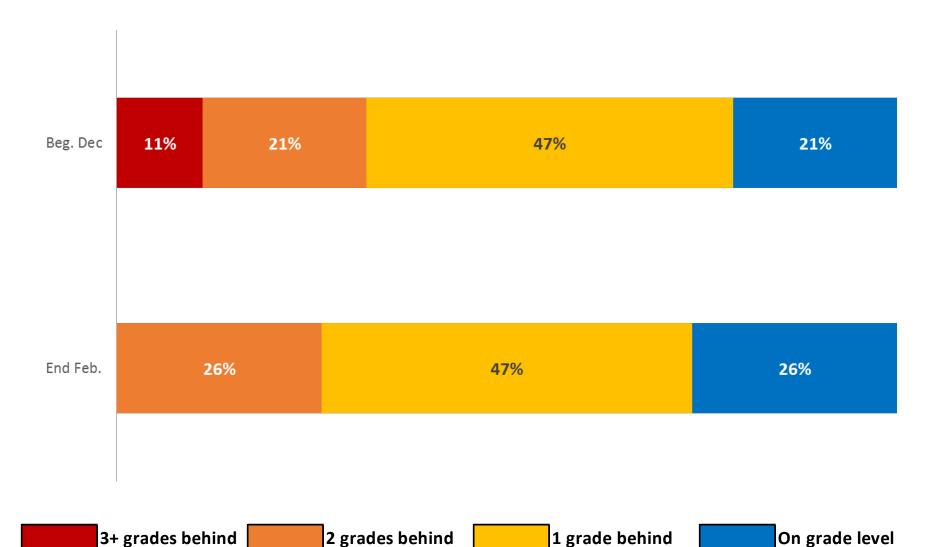
### Lexia - Kindergarten



#### Lexia – First Grade



#### Lexia - Second Grade





### Fountas & Pinnell Running Records

Grade Level	Fountas-Pinnell Guided Reading	
<b>1</b>	Α	
	В	
	С	
	D	
	E	
	F	
	G	
	н	
	I	
2	J, K	
	L, M	
3	N	
	О, Р	

- Approved for RTI monitoring
- Administered at least 3 times per year to all Kindergarteners, first and second graders
- Scores (letters) are aligned to F&P's grade level expectations for literacy
- Beginning and mid-year targets:

Grade Level	Beginning of the year	End of the year	
K	Α	В	
1	С	E	
2 J		K/L	



### Fountas & Pinnell Running Records

		% on g		
		Fall	Winter	
	K	0%	29%	+29%
	1	14%	20%	+6%
	2	54%	68%	+14%
	K-2 Total	17%	37%	+20%

- From September to January all primary grade levels increased the percent of students reading at grade level
- K-2 saw a 20% point increase over all students



## Early intervention and growth are happening at EDES!



# LINING THE

