

LIVING THE

# HOW



# Emma Donnan Elementary

## Innovation School Update

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How do we continue to  
drive student  
achievement through  
school innovation?

{ Essential Question }

# Taking the First Steps

- PL 221 – SBOE is able to intervene on behalf of kids in failing schools.
- PL 1321 – A new model of *innovation* for schools within IPS became possible
- PL 1009 - expanded this innovation to the rest of the state.

# The importance of early intervention for “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

(Shaywitz, F., Shaywitz, S. & Fletcher 1996)

(Torgesen & Burgess 1998)

- Early intervention in early elementary is critical!
- Catching up is 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
- It is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade-level performance (50<sup>th</sup> percentile).

(Fielding, Kerr and Rosier 2007)

# Student X



**Dream:** Wants to play professional basketball.

**Reality:** Needs to be academically prepared to get a scholarship to a university.

**Student X goes  
with 2<sup>nd</sup> option  
two options**

**Enter at  
Kindergarten**

**Enter at  
7<sup>th</sup> grade**

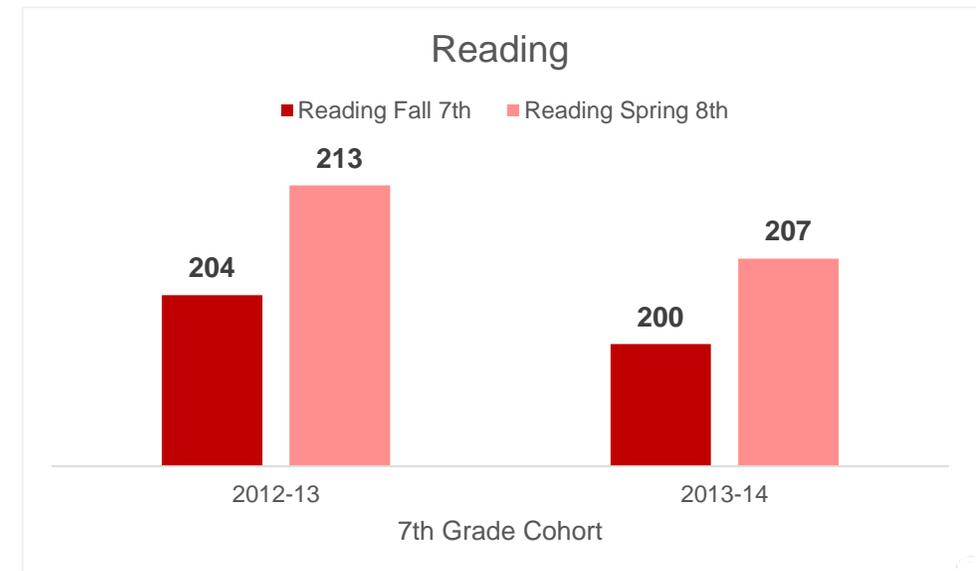
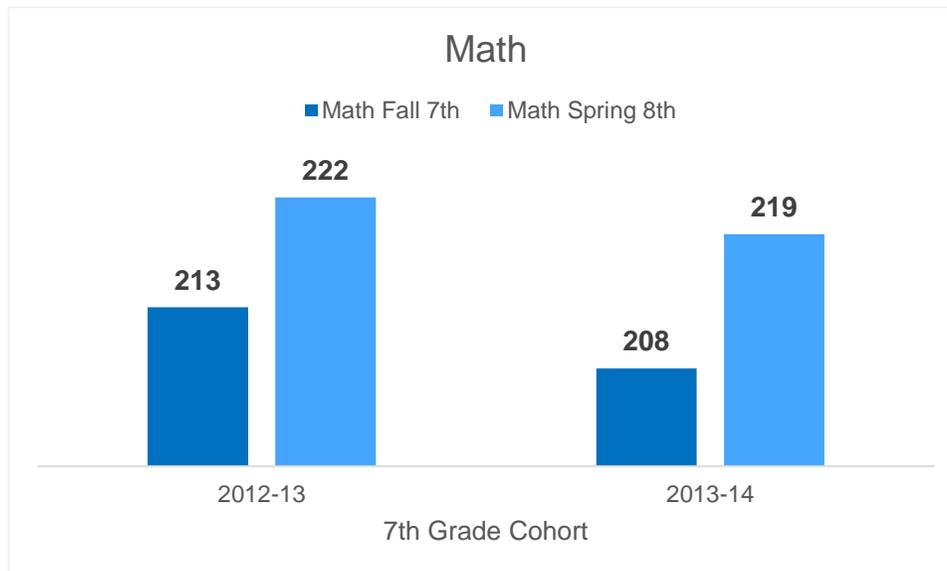
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# Historical 7<sup>th</sup> Grade Performance – EDMS

- Most students come to school multiple years behind
- For example, in 2014 21% of students were on grade level nationally in math and only 17% in reading

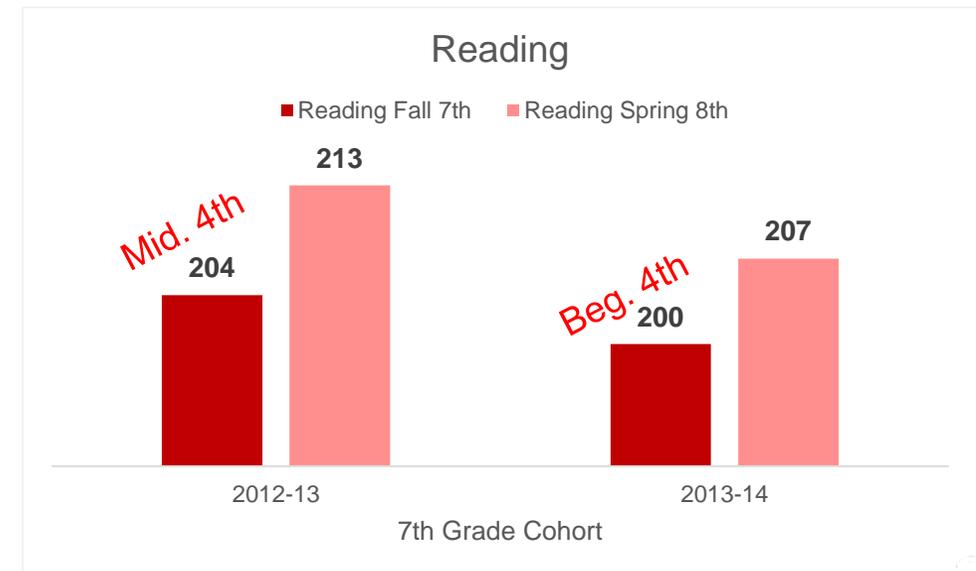
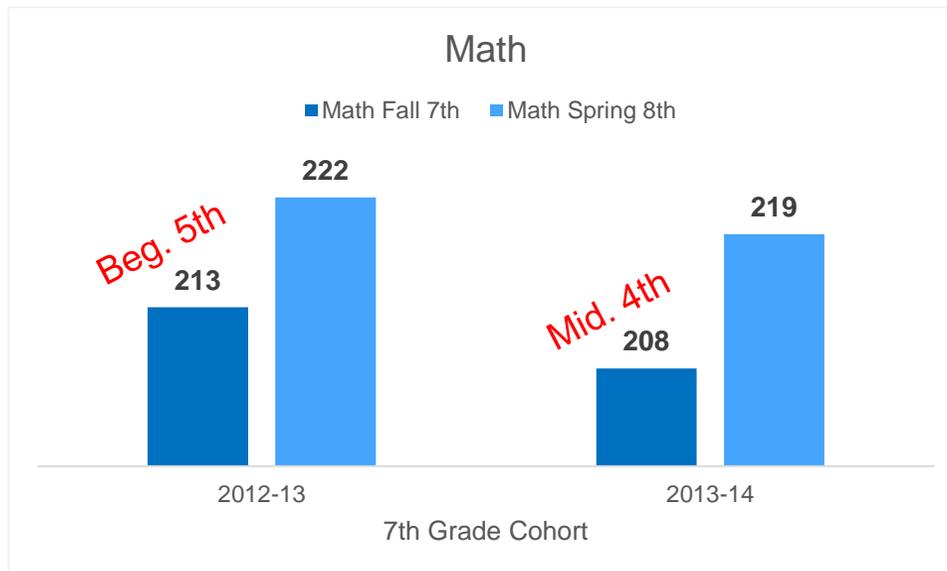
Historical RIT growth from the beginning of 7<sup>th</sup> grade to the end of 8<sup>th</sup> grade at EDMS–



# Historical 7<sup>th</sup> Grade Performance – EDMS

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Historical RIT growth from the beginning of 7<sup>th</sup> grade to the end of 8<sup>th</sup> grade at EDMS—  
**The average student is 2 to 3 years behind**



**Student X goes  
with 1<sup>st</sup> option**

**Enter at  
Kindergarten**

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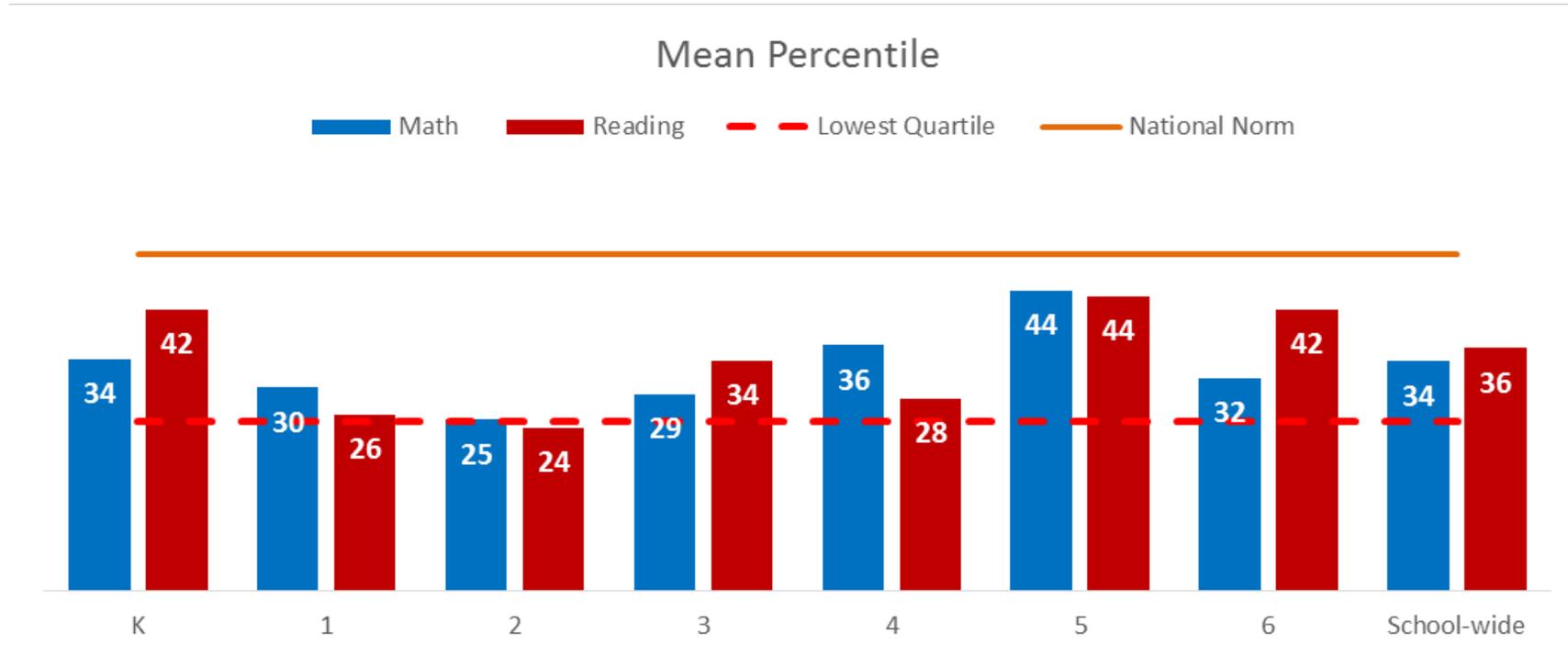


# 2015-16 Cohort of EDES K-6

- The average student at EDES is 1-2 grade-levels behind in math and reading on nationally normed assessments, falling in the lowest third of students nation-wide
- One third of students are considered on grade-level nationally in reading and only one quarter in math
- Highest need for catch-up growth:
  - Math school wide
  - Reading 1<sup>st</sup> - 3<sup>rd</sup> and 6<sup>th</sup>

# Average Percentile by Grade

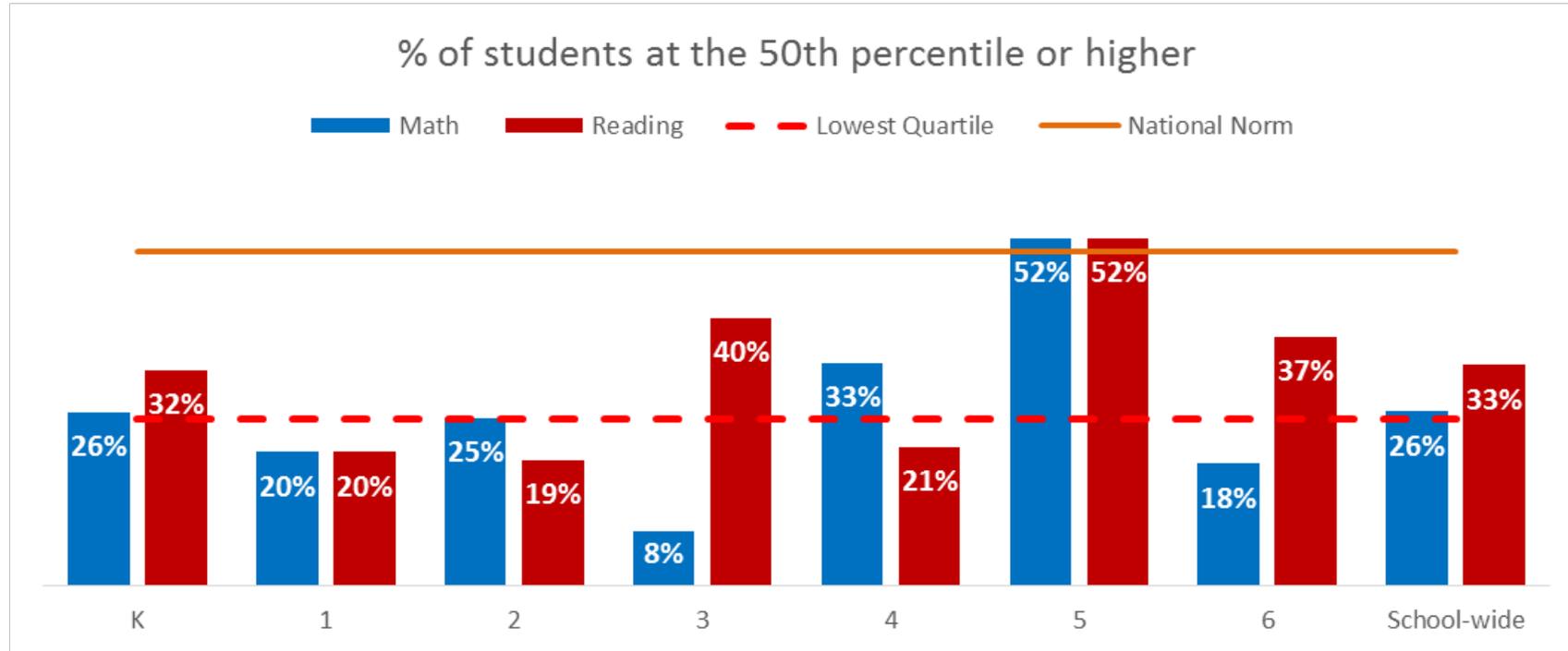
How students rank nationally



- In every grade level the average student scored below grade-level nationally
- The average second grader is in the lowest quartile of students nationwide for **both** reading and math
- All other grade levels' baseline performance is below the 44th percentile, below average, in **both** math and reading

# Percent of Students On Grade-level

How students perform nationally



- The highest performing cohort is fifth grade with 52% of students scoring at or above the 50th percentile in both math and reading
- Only 8% of 3rd graders are at or above the nationwide average in math
- In second grade, only 19% of student are on grade level nationally in reading with fourth grade coming in a bit higher with 21% of students at or above the nationwide average

# Lexile Scores by Grade

	EDES Mean Lexile	CCR Lexile Ranges	% BR
K	--	BR	100%
1	--	190-530	100%
2	211	420-820	81%
3	364		36%
4	418	740-1010	17%
5	645		< 5%
6	727	925-1185	< 5%

- The average student in every grade level is reading below their grade-appropriate college and career readiness (CCR) Lexile range
- A significant number of non-kindergarten students are classified as Beginning Readers (BR)

If you want something new, you  
have to stop doing something old.

Peter F. Drucker

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### The Alphabet

Aa	Bb	Cc	Dd	Ee	
Ff	Gg	Hh	Ii	Jj	
Kk	Ll	Mm	Nn	Oo	
Pp	Qq	Rr	Ss	Tt	
Uu	Vv	Ww	Xx	Yy	Zz

### Numbers 1-100

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### Classroom Expectations

1. Follow directions using whole body listening.
2. Enter your hands and feet to yourself.
3. Respect yourself and others.
4. Do your best!

### 2-in-1 Chart Tablet

Write Story

2-in-1 Chart Tablet

Ruled Roman and Script

2-in-1 Chart Tablet

# Early Intervention Planning EDES

- Increased instructional minutes in reading/writing (ELA) for all students
- Built in intervention block – in addition to expanded ELA block
- Provide Tier 2 and Tier 3 RTI interventions to qualifying students with progress monitoring
- Use of a guaranteed and viable curriculum, along with research-based strategies and materials
- Instructional focus plans to re-teach and re-assess mastery
- Differentiated and targeted small group instruction

# Early Intervention Planning EDES

- Data driven instruction
  - NWEA – Provides instructional level skills students are ready to learn and aides in small group creation
  - CMA – Provides data based on mastery of grade level standards
- Additional support provided by building-based Curriculum Resource Teachers and a local Curriculum Specialist
- Use of research-based instructional software programs
- Extended School day allows for targeted interventions and tutoring for **all** students
- After-school tutoring available for students in grades 3-6

Dreamers are mocked as impractical. The truth is they are the most practical, as their innovations lead to progress and a better way of life for all of us.

Robin S. Sharma

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How do we continue to  
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{ Essential Question }

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# Wrap-Up & Conclusion

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