

Site Action Planning Workbook for Improving Student Reading Achievement



**Monday, October 28, 2002
2 p.m. – 4:30 p.m.**

Southern Regional Education Board
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Atlanta, GA 30318-5790
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Using Data to Improve Student Reading Achievement

Agenda

Monday, October 28 8:00 a.m.-Noon

Key Practice 3—Increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address read-world projects and problems.

- 8:00 a.m. Introductions and Objectives
- 8:15 a.m. **Use your school's *HSTW* assessment report** to determine your status in completing the recommended academic core
- 9:00 a.m. **Discuss with school leaders from Spartanburg District 3** what they did to make the most progress in teaching more students the recommended English/language arts curriculum
- 9:45 a.m. **Identify achievement gaps in reading.**
Performance by gender and ethnicity
Analyze *HSTW* reading exam problems for proficient level work
- 10:15 a.m. **Analyze school data to determine the major causes of the achievement gap.** Is the gap due to poor teacher preparation; lack of across-the-curriculum literacy emphasis; failure to enroll students college-preparatory-level English courses; assigning the weakest teachers to teach the most challenged students; or failure to engage students in using reading and writing to learn content?

HSTW recommended English/language arts curriculum
English course taking patterns
Quality instruction
Integrating literacy into career/technical courses
Expectations, guidance and extra help
Middle school to high school transition
Supporting *HSTW* data with other school-based data
- 11:00 a.m. **Target literacy achievement gaps and set goals** for 2004.
- 11:20 a.m. **Develop a plan** for engaging teachers with this and other data.
- 11:30 a.m. **Develop actions** for achieving the 2004 goals.

Improving Student Reading Achievement

- Data Sources:** 1. 2002 *HSTW* Assessment Report (pages 8, 10-17, 19-20, 26, 31-33, 39-40, 62, 82, 103, 106-108, 110-112, 130, 152)
 2. School-based Data

I. How are we doing? How is your school doing?

Reading Achievement 2002: Percent of students meeting reading performance goal (see page 8)			
	Percent	Mean Score	<i>HSTW</i> Goal
All schools	53%	299	279
Your school	48%	296	279

Reading Achievement 2002: Average reading scores (see pages 42-43)			
	2000	2002	<i>HSTW</i> Goal
All schools	274	277	279
Your school	266	272	279
High Achieving		298	279

Reading Achievement 2002: Average reading scores by gender (see pages 42-43) – <i>HSTW</i> reading goal is 279			
	All schools	Your school	High Achieving
Females	281	279	298
Males	273	268	297

Reading Achievement 2002: Average reading scores by race/ethnicity (see pages 42-43) – <i>HSTW</i> reading goal is 279			
	All schools	Your school	High Achieving
African American	267	262	286
Latino, Hispanic	269	270	299
White	281	273	298
Other	273	263	297

Reading Achievement 2002: Percentage of students at proficient levels (see page 44)					
	2000	2002	Your school	High achieving	NAEP National
Below Basic	33	26	31	9	23
Basic	51	36	35	30	37
Proficient	15	32	31	47	35
Advanced	2	6	3	14	6

1. **Study the reading achievement status of your school.**

2. **What are the gaps in achievement?**
 - a. Between overall achievement and reading goal?
 - b. Between gender and getting 85 percent to meet the *HSTW* goal?
 - c. Between different race/ethnic groups?
 - d. What are the differences in each group's achievement based on classroom experiences and opportunities?
 - Fewer than half meet reading goal.
 - Of those who meet goal, average scores are 20 points above goal. Thus those not meeting goal are low. Big discrepancy b/t high and low scores.
 - Girls score slightly higher than boys, but both are well below high achieving schools.
 - Afro-Americans score 10 points below Caucasians. Hispanics score is similar to Caucasians.

3. **How is your site different or similar to high-achieving sites?**
 - a. Why is your site doing worse, or better, than high-achieving schools with students like yours?

4. **What can you do to help your school look more like the HSTW high-achieving sites?**

II. Teaching the Recommended Curriculum: Are we teaching the *HSTW* recommended English/Language Arts curriculum? How is your school doing?

Percent of students completing the recommended <i>HSTW</i> English/Language Arts curriculum (see page 33)										
	All Schools		Your Schools						High Achieving Schools	
	%	Score	2000		2002		2004		%	Score
			%	Score	%	Score	%	Score		
Four credits in college-preparatory English	34%	287	17	275	27	290			51	302

Percent of students <u>not</u> completing the recommended <i>HSTW</i> English/Language Arts curriculum (see page 33)										
	All Schools		Your Schools						High Achieving Schools	
	%	Score	2000		2002		2004		%	Score
			%	Score	%	Score	%	Score		
Less than four credits in college-preparatory English	66%	271	83	264	73	266			50	287

- 1. What is the achievement gap between those who completed the recommended English/Language Arts curriculum and those who did not at your school?**

Those without 4 years of English scored an average of 24 points below those who completed the curriculum.

**** Are students reporting that they do not take 4 years of English or that the course is not “College Prep?” Are most schools offering Basic or VT English?**

- 2. What can your school do to get 85% of the students to complete four years of college-preparatory level English/language arts?**

Students may misperceive question. At Salisbury, students reported taking Reading, Basic English, & Basic English. We only offer CP English.

Reading Achievement 2002: Percentage of students with correct responses by purpose and stances. (see page 46)					
Purposes	Percentage of Correct Responses Your School			Percentage of Correct Response All Schools	Percentage of Correct Response High Achieving
	2000	2002	2004		
To Gain Information	51	60		62%	71%
To Perform a Task	65	65		68%	77%
Stances	2000	2002	2004		
Initial Understanding	71	77		78%	85%
Develop Interpretation	57	63		65	75
Personal Response	38	42		46%	57%
Critical Stances	64	63		66%	75%

1. **What statements can you make about your students reading achievement as it relates to purposes and stances? Why?**

In general, scores are slightly lower than the percentage for all schools. Scores are 10-13 points below high achieving schools.

2. **What are the connections to students completing the HSTW recommended English/language arts curriculum?**

Connecting Reading Achievement to Course-Taking Patterns: Percent of students in levels of 12th grade English/language arts and their average scores (see page 49)						
	All Schools- 2002		Your School - 2002		High Achieving Schools –2002	
	%	Score	%	Score	%	Score
Basic English 12	8%	257	23	260	4%	272
General English 12	43%	272	21	277	36%	286
Applied Communication/Tech. English 12	10%	266	21	263	3%	285
AP or Academic English	41%	287	35	286	56%	299

1. Which English/Language Arts courses seem to make the most difference in increasing students' reading achievement? Why?

AP or Academic scores are highest. Basic English students score lowest.

****Scores may not be accurate if students mis-report courses. SHS reports 26% take Basic English, a course not offered.**

2. Which seem to make the least? Why?

2. What are the implications for getting more students to take English/Language Arts courses that meet *HSTW* recommended curriculum?

IV. Quality Instruction Matters: do we have quality instruction and what about your school?

Engaging Instructional Activities	Your school	All Schools	High Achieving Schools	HSTW 06 Goal
Read 25 or more books across all classes (page 58)	10%	1%	16%	85%
Read 2 or more hours outside of class each week (page 58)	20%	22%	23%	65%
Students draft, rewrite and edit writing before receiving a grade weekly. (page 55)	11%	18%	19%	65%
Students read assigned book in science monthly. (page 97)	22%	36%	36%	85%
Students complete short writing assignments in all classes weekly. (page 53)	21%	27%	28%	65%
Students write for mathematics project once a semester. (page 74)	15%	25%	24%	75%
Students complete research paper at least once a year. (page 51)	61%	92%	93%	90%

1. Which English/language arts classroom practices seem to make the most difference in increasing students’ reading achievement? Why?

2. What are the major gaps in quality reading instruction at your school?

Between LCTI and all schools:

- **Writing/revising**
- **Reading across the curriculum (Science)**
- **Writing for mathematics**
- **Research paper**

3. Why do the gaps exist?

4. What are the implications for literacy instruction and having more students engaged in challenging literacy assignments?

V. Integrating Literacy and Career Technical Studies: Making It Work

Student Achievement and Perceptions of Literacy in CTE Classes						
Page 16 Table 20 – pages 106-108 Table 21 – page 109 Table 22 – pages 111-117	All Schools	00	02	04	High Achieving Schools	HSTW Goal 2006
Reading technical books or manuals to complete career/technical assignments at least weekly	26%	52%	38%			80%
CTE teachers often stressed reading.	12%	31%	20%		11%	
CTE teachers often stressed writing	11%	28%	25%		11%	
Joint projects required by academic and CTE teachers at least once a semester: reading	50%		13%		44%	
Joint projects required by academic and CTE teachers at least once a semester: writing	52%		13%		47%	
Completed short writing assignments for CTE classes of one to three pages that were graded weekly	8%		10%		8%	
Prepared a written report or research study at least once a year	85%		21%		85%	

Reading Achievement and CTE Area – HSTW reading goal is 279 (see page 103)						
CTE Area	Site		Network		High Performing Sites	
	%	Mean Score	%	Mean Score	%	Mean Score
Agriculture	3	274	7	294	3	314
Business, Marketing, Computer	12	282	29	300	36	311
Family & Consumer Science	5	273	11	287	6	298
Industrial & Manufacturing	8	261	3	290	1	326
Transportation	13	266	6	285	2	306
Home & Commercial Repair	2	240	0	281	0	304
Health	8	268	12	298	16	314
Communications	8	265	5	299	10	317
Electricity, Electronics	10	273	5	302	5	317
Cosmetology	6	261	3	282	2	295
Construction	13	257	5	287	2	313
Community Protection	3	256	2	292	4	305
Drafting & Design	1	269	3	308	5	321
Project Lead the Way/Pre-Engineering	0		0	315	0	339
Other CTE Major	7	266	10	303	8	316

1. **In which career/technical area did students have the highest reading score? Why?**

**Business, Marketing, Computer
Agriculture
Family & Consumer Science
Electricity, Electronics**

2. **The lowest? Why?**
3. **Why is the present approach to integration of academic and technical studies not working?**
4. **What are the implications for reading achievement and career/technical classroom practice?**

VI. Getting Students to Make the Effort and Giving Them the Support Needed Matters: Are students in classrooms that expect effort? Are students receiving good advice and quality extra help?

Expectations and Reading Achievement (see page 2)				
Expectation Level	High Scoring Schools		Your School	
	% of students	Average score	% of students	Average score
Intensive	6%	306	4	289
Moderate	58%	300	45	281
Little	35%	293	46	264

Timely Guidance and Student Reading Achievement (see page 7)				
Level of Guidance Received	All Schools		Your School	
	% of students	Average score	% of students	Average score
Intensive	3%	305	1	296
Moderate	75%	299	73	276
Little	19%	293	19	259

Extra Help and Guidance	2000	2002	2004 Goal	HSTW 06 Goal
Received the extra help they needed in reading from teachers at their school a few times a week. (page 150)		7%		75%
Received extra help in English several times a week (page 151)		11%		75%
Students report that extra help was often helpful. (page 147)		36%		*75%

*Of students who said they needed help.

- 1. Which expectation practices could your English/Language Arts department implement that would have the greatest impact on reading achievement?**
- 2. What guidance actions can your school take that would result in 85 percent of your students completing college-preparatory/honors English?**
- 3. What are the strengths and weaknesses of your school's extra help system for improving reading achievement? What actions can be taken to provide more students with quality extra help?**

VII. Middle School to High School Transition: Getting more students ready for a challenging high school curriculum

Middle School/High School Transition			
Teachers report their school is effectively using:	Site	All <i>HSTW</i>	2006 Goal
Summer bridge program in reading and mathematics to help selected eighth graders get ready for high school		26%	60%
Schedule that allows double periods in reading and mathematics for students who need extra help		29%	85%

- 1. What are the implications for school policies and practices related to readiness for high school and reading achievement? (pages 190-196)**

VIII. Connecting school-based data to *HSTW* findings

School-based data	<u>YES</u>	<u>NO</u>
<p>On your state assessment(s) and college-placement (ACT, SAT) data results for <u>reading, language arts and/or writing</u></p> <ul style="list-style-type: none"> • Is one group (gender, ethnic, socio-economic) progressing at a faster or slower rate than others? • What are the differences in each group's achievement based on classroom experiences/opportunities? 		
All English/language arts courses have been aligned to state and national standards.		
All English/language arts teachers have identified the essential standards that students need to know, be able to do and understand.		
Common end-of-unit, end-of-grading period and end-of-course exams are used.		
All English/language arts teachers are qualified with depth of content knowledge and are certified in the content area.		
Master teachers teach ninth and tenth grade English/language arts courses.		
The number of English/language arts courses/sections taught by non-certified teachers		
Course placement practices focus on placing at least 85 percent of students in college-preparatory-level English/language arts courses than in lower level courses.		
Students are required to pass a literacy exam as part of their career/technical program		
Emphasis on literacy across-the-curriculum		

IX. Identifying and Targeting Major Literacy Achievement Gaps

1. Analyze the data and information compiled about your students' reading achievement, course taking patterns, quality instruction, expectations and support. Prepare a PowerPoint slide on each of the following questions:
 - a. What current school and classroom practices are working in advancing students' reading achievement?
 - b. What are major gaps in students' reading achievement that your school needs to address?
 - c. What are the major gaps in school and classroom practices that your school needs to address?

X. Set Specific Reading Achievement Goals

Reading Achievement Goals for 2004 and 2006			
	Current Status	2004	2006
Above Basic			
African-American Students Above Basic			
Males Above Basic			

Note: You need to set goals for the increase in achievement you expect to make by 2004 and by 2006 for all students and for subgroups of students.

Schoolwide Literacy Goals for 2004 and 2006			
	Current Status	2004	2006
Read 25 books across the curriculum			
Write weekly in all classes			
Use reading and writing strategies across the curriculum			
Write research papers in all classes			
Classes taught as if honors			

XI. Develop Major Actions for Reaching 2004 and 2006 Reading Goals

Note: Develop specific actions you will take to have more students complete the HSTW-recommended curriculum, improve quality of literacy instruction, raise expectations and give students quality support and support teachers with necessary staff development and planning time.

Major Actions for Year 1

Major Actions for Year 2

Major Actions for Year 3

XII. Getting Teachers to Take Ownership of the Problem and Develop and Implement Needed Change

Note: When you return to the school, how will you engage the English/language arts teachers in examining your assessment report, further developing it and implementing an action plan to improve reading achievement?

Engaging Teachers: How We Will Do It

Five Goals for High-Level Literacy Programs

Students will read the equivalent of 25 books per year across the curriculum. To raise their reading skills and to increase their understanding of the content of all classes, students must be expected to read more and a wider range of materials. Teachers in every class should assign reading appropriate to the course content and expect students to demonstrate their understanding of what they read. Students should read both fiction and non-fiction, including technical manuals and journal and magazine articles. They should be given choice in the selection of materials within parameters that will allow them to meet course goals. To demonstrate understanding, students should be asked to prepare written reports, make oral presentations and perform tasks that are described in the text.

Students will write weekly in all classes. Students should be expected to complete short writing assignments each week in all classes. The assignments can take many forms, including journals, letters, essays, process descriptions, open-response questions, reports and written summaries. Some writing assignments should be for audiences and purposes outside the classroom. Students should have frequent opportunities to revise their writing to improve quality. Teachers should use common grade-level rubrics for evaluating student work.

Students will use reading and writing strategies to help them understand and use the content of all classes. Students should read two to three books or their equivalents in each class other than language arts. Students should read materials appropriate to the subject and demonstrate their understanding in writing. Students should be taught and required to use a variety of strategies to deal with different kinds of materials read for different purposes. They should summarize what they have learned, ask clarifying questions, use pertinent vocabulary appropriately, and analyze the content, purpose and structure of a piece of writing

Students will write research papers in all classes. Uncovering what has already been written and learned about a topic is a valuable process to increase learning. Research is an integral part of most adult occupations and is therefore a skill that must be learned in school. Individual research allows students to become experts on a particular topic and contribute to their classmates' learning. Research includes multiple steps—defining the question, locating and evaluating information, summarizing and paraphrasing information, combining information in a logical piece of writing and documenting sources. Students should write some research papers in the traditional format; others may be in the forms such as proposals, laboratory reports or journal articles. Students should have opportunities to produce research papers of varying lengths from five to twenty pages.

Students will be taught as if they were in honors language arts classes. All students should be expected to read 10-12 books in language arts each year. To reach this goal, students may need to complete some summer reading assignments. Assigned materials are to include a wide variety of grade-level selections, including young adult and classic novels, biographies, poetry, drama, short stories and essays. Students will have the opportunity to generate and respond to questions and reflect on what they have read. Students should be expected to make connections among various reading materials and to relate what they read to personal experiences and real life. Written work will demonstrate students' understanding of what they read and reflect a growing ability to organize thoughts and communicate clearly.

What Students Must Know and Be Able to Do to Be Successful in College-Preparatory High School English

Read Extensively

Read 10-12 books per year in Reading/ Language Arts and at least an additional 3 in each other subject

Read all types of fiction and nonfiction

Read pieces of varying lengths

Identify confusing words or phrases and clarify them using a variety of strategies

Select appropriate materials for a given purpose

Use organizational features to locate information and aid in understanding

Demonstrate Comprehension after Reading, Listening, and Viewing

Summarize, paraphrase, and categorize information

Distinguish between relevant and irrelevant information

Distinguish fact from opinion and identify bias

Make inferences and predictions

Identify and interpret literary structures, elements, devices, and themes

Evaluate the quality of information and material

Compare and contrast information, ideas, and structures of various materials

Connect what is read (or listened to or viewed) to personal experience and the outside world

Write Extensively for Many Audiences, Purposes, and Situations

Write something every day in all classes

Write short pieces (1-3 pages) in every class every week

Write longer pieces (over 5 pages) once a month in Language Arts and at least once a semester in other subjects

Use a writing process that includes pre-writing, composing, and re-writing

Gather and use outside information to provide background and support arguments

Use technology to retrieve information, compose and rewrite compositions, and present information

Demonstrate Writing and Speaking Proficiency

Convey a clear main point and support it with evidence, examples, and reasoning

Select the best format, style, and language for the audience and purpose

Organize compositions and presentations for the strongest effect

Use proper grammar, punctuation, capitalization, and spelling

Use appropriate verbal and nonverbal techniques for oral presentations

Reading Proficiency Levels

Twelfth-Grade

Basic

¹**Scores:** 262 - 287

Twelfth-graders performing at the basic level demonstrate a general understanding of grade-level texts. They locate specific information and identify the main ideas and purpose. Students make simple connections between ideas within a text and provide general evaluations of the meaning or purpose. In addition, they identify interpretations and text-based support for those interpretations.

Proficient

Scores: 288 - 316

Twelfth-graders performing at the proficient level demonstrate understanding of grade-level texts. They understand explicitly stated ideas, compare and contrast information in different parts of a text, determine the relative importance of different ideas and provide overall interpretations of a text's meaning. Proficient readers recognize connections between ideas in the text, with other texts and with real-life experiences. They recognize general organizational features and can extend ideas in the text through making inferences such as predictions and conclusions.

Advanced

Scores: 317+

Twelfth-graders performing at the advanced level demonstrate a thorough understanding of grade-level texts. They integrate text ideas, explain causal relationships and evaluate complex information and organizational features. Students analyze text ideas to provide specific and extensive support for evaluations and interpretations of the text. They evaluate an author's opinion and explain how that opinion is conveyed. They make connections between complex, deeply embedded ideas within the text, with other texts and with real-world experiences. They can interpret and explain specialized terminology.

***HSTW* Goal**

Score: 279

Twelfth-graders performing at goal demonstrate specific and general understanding of grade-level texts. They use explicitly stated ideas to support interpretations, identify and evaluate relevant information and connect ideas from across a text to make simple inferences. Students use examples and specific information to support straight forward interpretations and evaluations. They use knowledge of common structures and types of texts to describe and evaluate how information is presented.

¹ Twelfth-grade scores are on a 500-point scale.

2002 ASSESSMENT SPECIFICATIONS FOR PURPOSES AND STANCES (Percent of Items in Categories)	
READING	%
Purposes	
Reading to Gain Information	49%
Reading to Perform a Task	51%
Stances	
Initial Understanding	6%
Developing an Interpretation	60%
Personal Response	13%
Critical Stance	21%
Open-Ended Questions	15%
Multiple-Choice Questions	85%

After reviewing the key findings from the data, choose two major actions on which to work during years one, two and three. **These should become a part of your school improvement plan.**

1. Choose two major actions on which to work during **year one**.

Major Actions	Person(s) Responsible	Staff Development	Monitoring/Evaluation
Staff Development Needed?		Linked to School Improvement Plan Goal # _____	

2. Choose two major actions on which to work during year two.

Major Actions	Person(s) Responsible	Staff Development	Monitoring/Evaluation
Staff Development Needed?		Linked to School Improvement Plan Goal # _____	

3. Choose two major actions on which to work during year three.

Major Actions	Person(s) Responsible	Staff Development	Monitoring/Evaluation
Staff Development Needed?		Linked to School Improvement Plan Goal # _____	