


Delta County
School District 50J
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January 5, 2022

RE: Paonia Elementary School—Colorado Department of Education (CDE) letter dated October 18, 2021, stated as RE: Elementary Reading Instructional Program Requirements

Purpose

The Colorado Department of Education letter identified that a single PES program, Units of Study, did not meet scientific or evidence-based requirements. The CDE letter further specified that Delta County School District and Paonia Elementary School could submit the precise core programming if the submitted information were not accurate or up to date.

Background

Paonia Elementary School (PES), previously a Kindergarten through 6th-grade school, became a K-8 school in the 2021-2022 school year. The new Paonia Elementary School was formed by joining Paonia Elementary School K-6 and Paonia Jr/Sr High School 7/8 due to a District-wide reconfiguration of multiple Delta County School District schools in the North Fork. The reconfiguration occurred through strategic planning to address financial concerns and increase student opportunities. Paonia Elementary School is one of seven elementary schools within the Delta County School District.

Paonia Elementary School serves a total of 250 students. Since 2010, PES has been designated eight times from the Colorado Department of Education for the Governor's Distinguished Improvement Award. As well as earning a performance rating within our district of distinction for nine consecutive years. In addition, in 2018 and 2019, PES received the Colorado John Irwin School of Excellence Award. Also, in 2018, Paonia Elementary School

received the Succeeds Prize for Transformational Impact. They also were named a 2020 National ESEA Distinguished School.

Instructional Narrative

Paonia Elementary currently utilizes a variety of evidence-based programs for core instruction of K-3 foundational reading skills. By only indicating one resource on the K-3 Literacy Program Reporting Template, we did not effectively express all of the resources utilized in our core literacy instruction. Paonia Elementary School's instruction is constantly evaluated by teachers, reading interventionists, and administration for its effectiveness; The instructional programming is explicit and guided by the science of reading practices. All Paonia Elementary K-3 teachers have taken the CDE Science of Reading class and know the importance of teaching reading explicitly using evidence-based resources and strategies. We progress monitor our students using the Acadience mClass tool with fidelity and adhere to a progress monitoring schedule. Our intensive students are monitored weekly, our strategic students bi-weekly, and our benchmark-and-above students monthly.

Paonia Elementary utilizes systematic and evidence-based instructional programs as their core programming through conscious design. Part of the core instruction is provided to the class as a whole, and a portion is instructed during the small group, differentiated instruction period. Instruction is differentiated by student needs during the small group period. Materials and lesson procedures from the core programs provide reteaching and additional teaching to students according to their needs. Utilizing multiple resources allows for more targeted and individualized instruction. Phonological awareness, decoding, and sight recognition of familiar words are instructed and interleaved together as the reader becomes accurate, fluent, and increasingly automatic with repetition and practice. Concurrently, background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge reinforce and interweave together to develop language comprehension and create skilled readers.

Core Programming Structure and Design

The following information details the comprehensive instructional programming of the five components of reading instructed at Paonia Elementary School. Core programming instruction is implemented by unifying multiple systematic and evidence-based programs.

Phonics	Phonemic Awareness	Fluency	Vocabulary	Comprehension
Phonics First Decodables from BrainSpring/Phonics First READ Live	Heggerty Phonics First	Six-Minute Solutions READ Live Brainspring Reading A to Z FlyLeaf Decodable Texts FCRR Florida Center for Reading Research	READ Live	Reading A to Z Leveled Texts READ Live Story Maps Graphic Organizers Units of Study

Paonia Elementary School Explicit Instruction of Comprehension		
Text Structures and Features	Comprehension Strategies	Vocabulary and Knowledge Building
<ul style="list-style-type: none"> • Cause/Effect • Description • Problem/Solution • Sequence • Compare/Contrast 	<ul style="list-style-type: none"> • Activate and Connect to Background Knowledge • Ask and Answer Questions • Create Mental Images or Visualize • Monitor and Clarify • Retell/Summarize • Sentence Structure and Syntax 	<ul style="list-style-type: none"> • Direct Vocabulary Instruction • Indirect Vocabulary Instruction
Through the Use of (not limited to) the Following Techniques		
<ul style="list-style-type: none"> ▶ Analysis of Amplify data to create targeted small group instruction ▶ Teacher selected texts from various genres that support the purpose for instruction ▶ Think Aloud/Modeling ▶ KWL Method 	<ul style="list-style-type: none"> ▶ Anticipation Guides ▶ Generating Questions ▶ Visualization/Sensory Language ▶ Collaborative Strategic Reading 	<ul style="list-style-type: none"> ▶ Summary and Question Logs ▶ Response to Reading ▶ Inferencing ▶ Guided Discussion
Using the Following Resources		
<ul style="list-style-type: none"> • READ Live • Teacher-selected high-quality texts from various genres that support the purpose of instruction • Leveled Texts (Reading A to Z) • Read Aloud (Teacher selected high-quality texts from various genres) • Lucy Calkins Units of Study in Reading 		

Paonia Elementary School Systematic and Explicit Instruction of Word Recognition			
Phonological Awareness	Decoding	Sight Recognition	Fluency
<ul style="list-style-type: none"> • Rhyming • Word Manipulation through: <ul style="list-style-type: none"> ○ Rhyming ○ Syllables ○ Segmenting ○ Blending ○ Deletion • Phoneme Manipulation 	<ul style="list-style-type: none"> • Phonics • Spelling • Six Syllable Types • Morphology 	<ul style="list-style-type: none"> • Irregular and High-Frequency Words 	<ul style="list-style-type: none"> • Reading with speed, accuracy, and inflection
Through the Use of (not limited to) the Following Techniques			
<ul style="list-style-type: none"> ▶ Discriminate Sounds ▶ Phoneme Matching, Isolating, Blending, Segmenting, Manipulating 	<ul style="list-style-type: none"> ▶ Letter-Sound Correspondence ▶ High Frequency Words ▶ Variant Correspondences ▶ Syllable Patterns ▶ Morpheme Structures 	<ul style="list-style-type: none"> ▶ Sound-Letter Mapping ▶ Repeated Practice ▶ Progress Monitoring ▶ See and Say ▶ Arm Tapping 	<ul style="list-style-type: none"> ▶ Repeated Readings ▶ Partner Reading ▶ Reciprocal Reading ▶ Preteach Vocabulary ▶ Phrased Cued Reading ▶ Chunking Texts ▶ Connected Texts
Using the Following Resources			
<ul style="list-style-type: none"> • Heggerty • Phonics First 	<ul style="list-style-type: none"> • Phonics First and decodables with an initial focus on phonics and then following with being aligned to the skill of focus 	<ul style="list-style-type: none"> • Phonics First and Fry Word Lists • Irregular Word Lists 	<ul style="list-style-type: none"> • Six Minute Solutions • READ Live • Leveled Decodable Texts: <ul style="list-style-type: none"> ○ FlyLeaf ○ BrainSpring ○ Reading A-Z • FCRR Florida Center for Reading Research

Paonia Elementary School Recognitions

*National ESEA Distinguished School: 2020

*Recipient of The Succeeds Prize for Transformational Impact: 2018

*The Colorado Department of Education’s Governor’s Distinguished Improvement Award

Recipient: 2010, 2011, 2012, 2013, 2014, 2016, 2018, 2019

*Accredited with Distinction: 2010, 2011, 2012, 2013, 2014, 2016, 2017, 2018, 2019

*The Colorado Department of Education’s John Irwin School of Excellence Award Recipient:

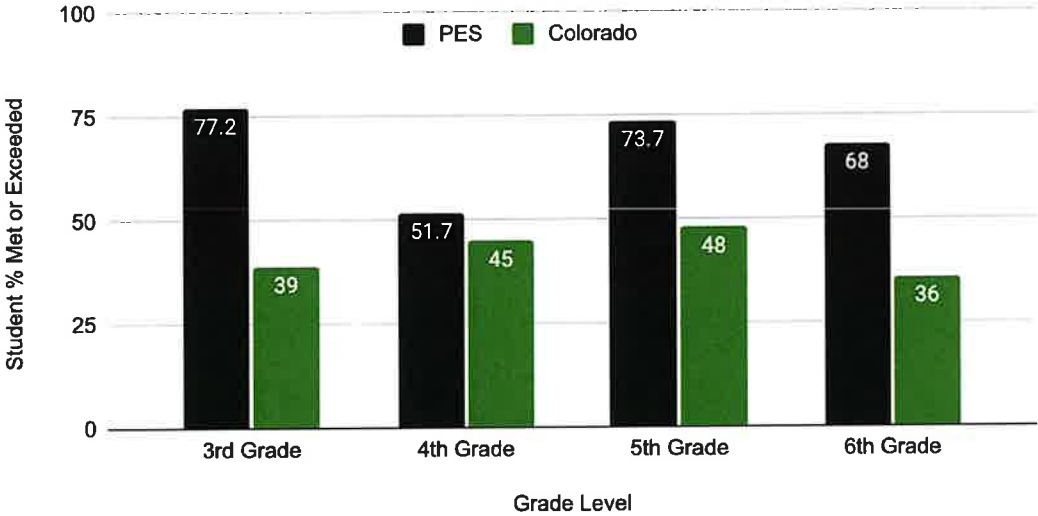
2018, 2019



Assessment Data

The following assessment data includes CMAS ELA Assessment data reflecting the percent of students who met or exceeded expectations on the CMAS ELA Assessments at Paonia Elementary School as compared to the percent of students who met or exceeded expectations on the CMAS ELA Assessments for the state of Colorado. The Acadience Reading level data as determined by the Amplify Progress Planning Tool for mCLASS®: DIBELS Next® is also included. The School Performance Frameworks display the state assigned rating for the performance indicators of Academic Achievement and Academic Growth as well as the overall school rating. These data are included to demonstrate the longitudinal success of ELA instruction at Paonia Elementary School.

2021 Comparison of % of Students Who Met or Exceeded Expectations on CMAS ELA



**Paonia Elementary School's Acadience Reading level of progress as determined by
the Amplify Progress Planning Tool for mCLASS®: DIBELS Next®**

2020-21 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % At/Above Benchmark	EOY % At/Above Benchmark	Level of Progress
Grades K-3	47%	61%	Well Above Average Progress

2020-21 BOY to EOY Progress - Individual Grades			
Grade	BOY % At/Above Benchmark	EOY % At/Above Benchmark	Level of Progress
Kindergarten	42%	61%	Above Average Progress
1st Grade	27%	32%	Below Average Progress
2nd Grade	60%	78%	Well Above Average Progress
3rd Grade	58%	74%	Well Above Average Progress
4th Grade	53%	66%	Well Above Average Progress
5th Grade	60%	72%	Average Progress

2020-21 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Grades K-3	32%	18%	Well Above Average Progress

2020-21 BOY to EOY Progress - Individual Grades			
Grade	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Kindergarten	34%	11%	Well Above Average Progress
1st Grade	45%	43%	Below Average Progress
2nd Grade	20%	7%	Well Above Average Progress
3rd Grade	29%	9%	Well Above Average Progress
4th Grade	34%	17%	Well Above Average Progress
5th Grade	10%	0%	Well Above Average Progress

No 2020 CMAS Data Due to COVID-19

The Paonia K-8 School's Acadience Reading level of progress as determined by the Amplify Progress Planning Tool for mCLASS®: DIBELS Next®

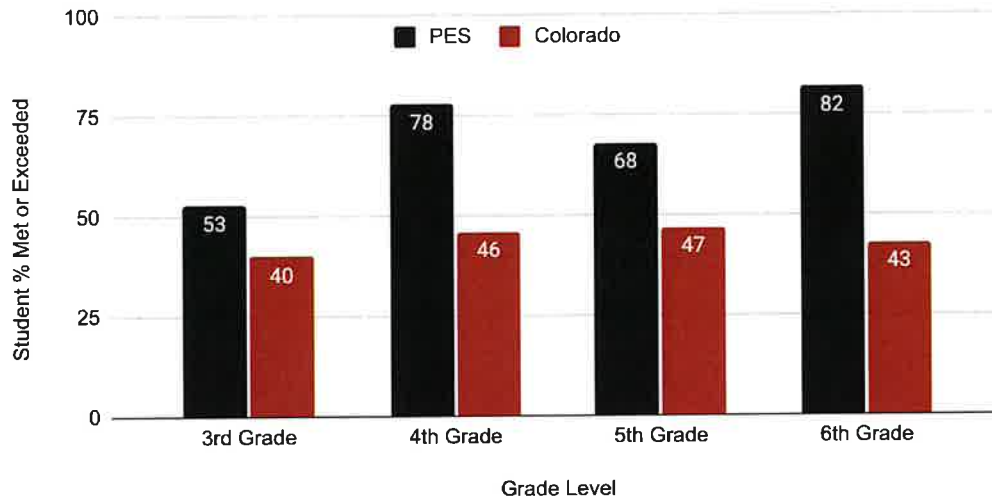
2019-20 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % At Benchmark	EOY % At Benchmark	Level of Progress
Grades K-3	42%	70%	Well Above Average Progress

2019-20 BOY to EOY Progress - Individual Grades			
Grade	BOY % At Benchmark	EOY % At Benchmark	Level of Progress
Kindergarten	34%	73%	Average Progress
1st Grade	28%	80%	Well Above Average Progress
2nd Grade	54%	58%	Average Progress
3rd Grade	50%	68%	Well Above Average Progress
4th Grade	65%	58%	Well Below Average Progress
5th Grade	67%	81%	Well Above Average Progress

2019-20 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Grades K-3	37%	14%	Well Above Average Progress

2019-20 BOY to EOY Progress - Individual Grades			
Grade	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Kindergarten	35%	17%	Below Average Progress
1st Grade	48%	8%	Well Above Average Progress
2nd Grade	27%	19%	Well Above Average Progress
3rd Grade	37%	12%	Well Above Average Progress
4th Grade	22%	21%	Well Below Average Progress
5th Grade	14%	5%	Well Above Average Progress

2019 Comparison of % of Students Who Met or Exceeded Expectations on CMAS ELA



The Paonia K-8 School's Acadience Reading level of progress as determined by the Amplify Progress Planning Tool for mCLASS®: DIBELS Next®

2018-19 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % At Benchmark	EOY % At Benchmark	Level of Progress
Grades K-3	47%	66%	Well Above Average Progress

2018-19 BOY to EOY Progress - Individual Grades			
Grade	BOY % At Benchmark	EOY % At Benchmark	Level of Progress
Kindergarten	54%	58%	Well Below Average Progress
1st Grade	28%	80%	Well Above Average Progress
2nd Grade	54%	58%	Above Average Progress
3rd Grade	50%	68%	Well Above Average Progress
4th Grade	62%	58%	Well Below Average Progress
5th Grade	67%	81%	Well Above Average Progress

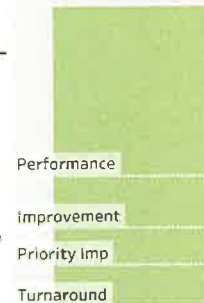
2018-19 BOY to EOY Progress - All Grades			
Select Grade Range	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Grades K-3	37%	14%	Well Above Average Progress

2018-19 BOY to EOY Progress - Individual Grades			
Grade	BOY % Well Below Benchmark	EOY % Well Below Benchmark	Level of Progress
Kindergarten	35%	17%	Below Average Progress
1st Grade	48%	8%	Well Above Average Progress
2nd Grade	27%	19%	Above Average Progress
3rd Grade	37%	12%	Well Above Average Progress
4th Grade	22%	21%	Well Below Average Progress
5th Grade	14%	5%	Well Above Average Progress

Preliminary 2019 School Performance Framework

6700: PAONIA ELEMENTARY SCHOOL | 0870: DELTA COUNTY 50(J)

Levels: E - (1-Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Meets 95% Participation
89.3/100
89.3%


The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Refer to the scoring guide at the end of this report for additional information.

School plan types are based on the total percentage of points earned:

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	92.0%	36.8/40	Exceeds
Academic Growth	87.5%	52.5/60	Exceeds

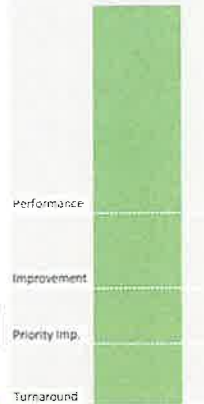
Performance Plan:
53.0% - 100.0%

Improvement Plan:

Preliminary 2017 School Performance Framework

6700: PAONIA ELEMENTARY SCHOOL | 0870: DELTA COUNTY 50(I)

Level: E - (1-Year)

Plan Type
Official plan type based on: 1-Year SPF report
Performance Plan: Meets 95% Participation
83.4 / 100
83.4%


The school's official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points is calculated from the percentage of points earned out of points eligible. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

The plan type presented above is based on the total percent of framework points earned out of points eligible.

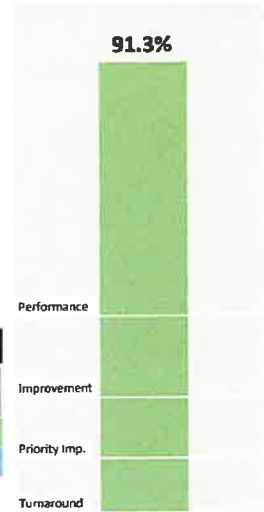
Indicator Rating Totals

Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	79.3%	31.7 / 40	Meets
Academic Growth	86.1%	51.7 / 60	Meets

Preliminary Plan Type

Performance Plan

91.3 / 100



This is the plan type the school is required to adopt and implement, which is based on the data associated with the version type indicated on the upper right-hand corner of this report. Please see the scoring guide at the end of this report for information on the data included with each version. Schools are assigned a plan type based on the overall percent of points earned. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on more than one assessment will reduce the overall plan type by one level. Framework points are calculated using the percentage of points earned out of points eligible.

Indicator Rating Totals


Performance Indicators	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	78.2%	31.3 / 40	Meets
Academic Growth	100.0%	60 / 60	Exceeds

Conclusion

Early reading achievement and growth through the use of scientific or evidence-based reading instructional programs is a priority of Paonia Elementary School. The long-standing focus in elementary reading instruction in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension have proven to be effective for Paonia Elementary School's students' success. Based on Paonia Elementary School's academic achievement and growth data, appropriate instructional techniques are being used to meet the needs of each individual student.

Although components of Lucy Calkins Units of Study are used intermittently throughout reading comprehension instruction, the Units of Study program is a small piece of the overall core reading instruction. Paonia Elementary's comprehensive instructional core programming utilizes systematic and evidence-based programs to instruct all components of early reading literacy.

We appreciate your consideration,



Caryn Gibson

Superintendent

Delta County School District 50J

"Caring, Challenging, Learning—Every Student, Every Day"

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