Progress Monitoring Goals 1 and 2

3rd Grade Reading and 7th Grade Math

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The following is an update on Progress Monitoring as part of Student Outcomes Focused Governance, specifically for the 3rd Grade Reading and 7th Grade Math goals.

Progress Monitoring Goals 1 and 2

SOFG Progress Monitoring

3rd Grade Reading and 7th Grade Math

November 15, 2023

Agenda

- (5 min) Introduction, Framing, and 3rd Grade Literacy Memo Review – Dr. Jones and Dr. Starosky

- (10 min) 3rd Grade Reading Goal Overview – Cashel Toner

- (15 min) 3rd Grade Reading Questions and Discussion

- (5 min) 7th Grade Math Memo Review

- (10 min) 7th Grade Math Goal Overview – Caleb Perkins

- (15 min) 7th Grade Math Questions and Discussion

- (5 min) Conclusion – Dr. Jones and Dr. Starosky

Seattle Public Schools | Goals Summary

3rd Grade Reading Smarter Balanced Assessment

The percentage of Black boys who achieve English Language Arts proficiency or higher on the 3rd grade Smarter Balanced Assessment will increase from 28% in June 2019, to 70% in June 2024.
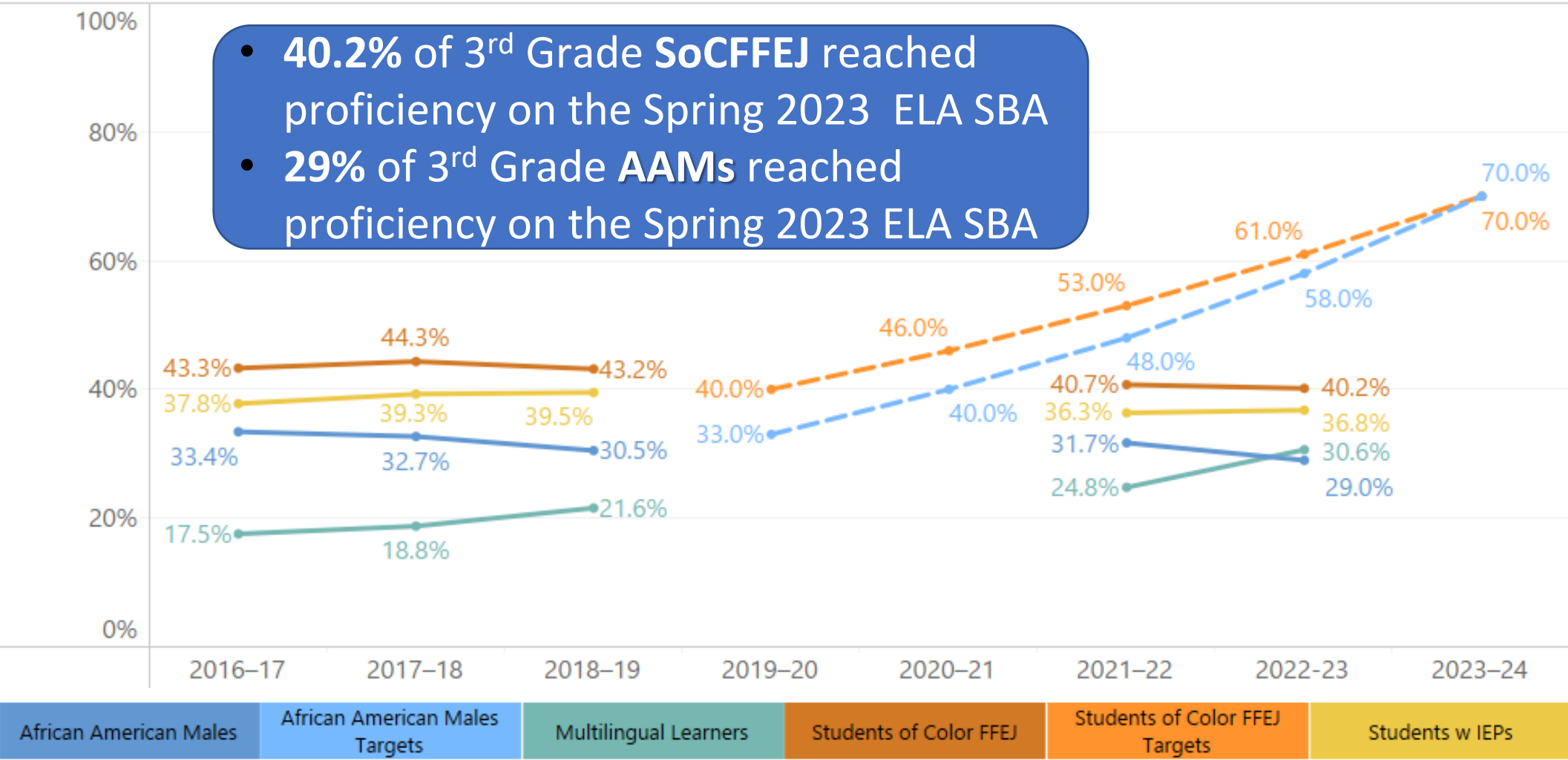
7th Grade Math Smarter Balanced Assessment

The percentage of Black boys and teens in 7th grade who achieve proficiency or higher on the 7th grade Smarter Balanced Assessment in math will increase from 23% in June 2019, to 45% in June 2024 and to 70% in June 2026 – essentially doubling over 3 years and reaching the targeted 70% in 5 years.
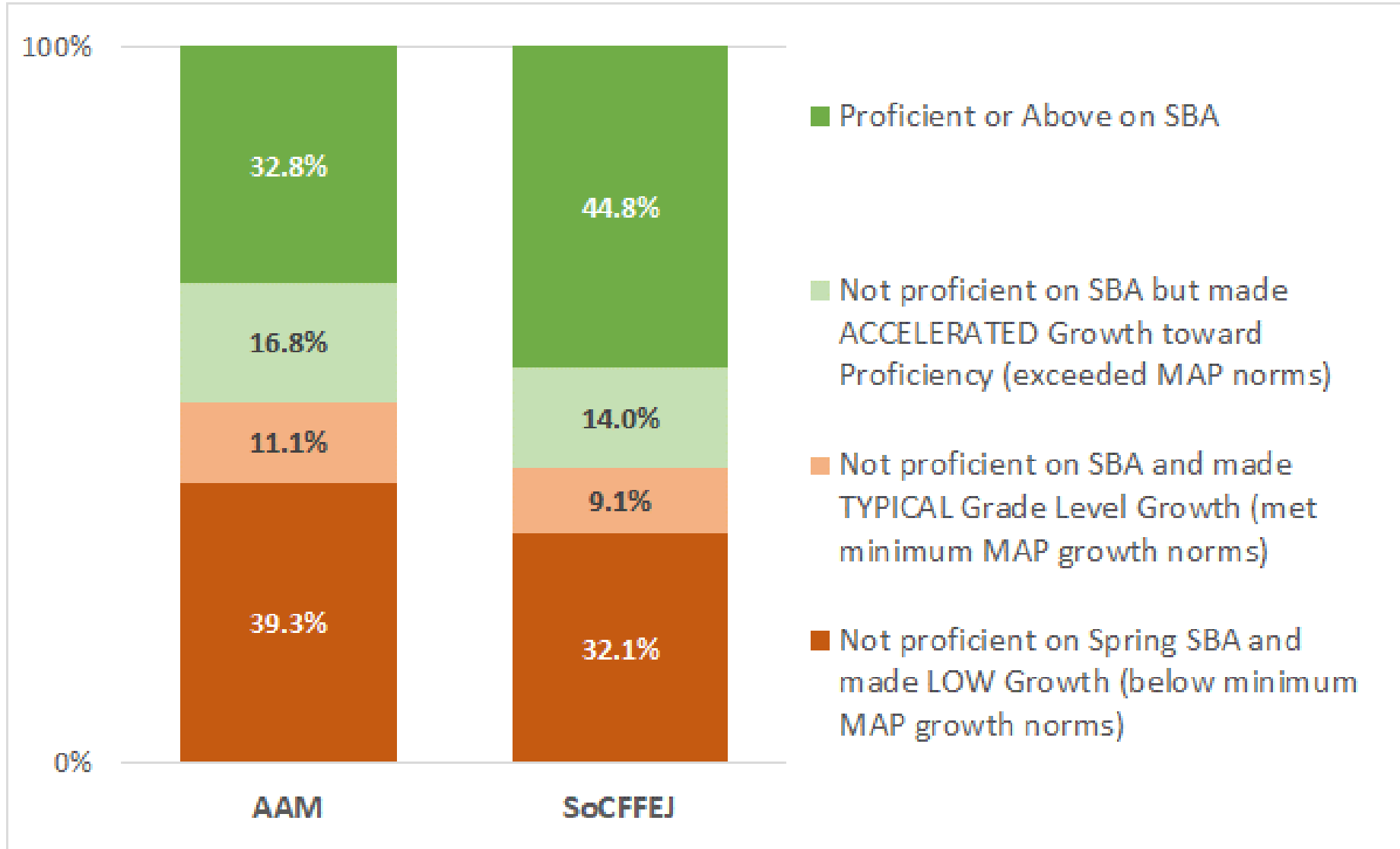
College & Career Readiness Adjusted Graduation Rate

The percentage of Black boys and teens in each cohort/class who graduate and successfully completed at least one advanced course will increase from 52% in June 2019, to 62% in June 2024*.

Figure 1. Topline Measure: 3rd Graders Proficient in English Language Arts (Smarter Balanced Assessment)

- **40.2%** of 3rd Grade **SoCFFEJ** reached proficiency on the Spring 2023 ELA SBA
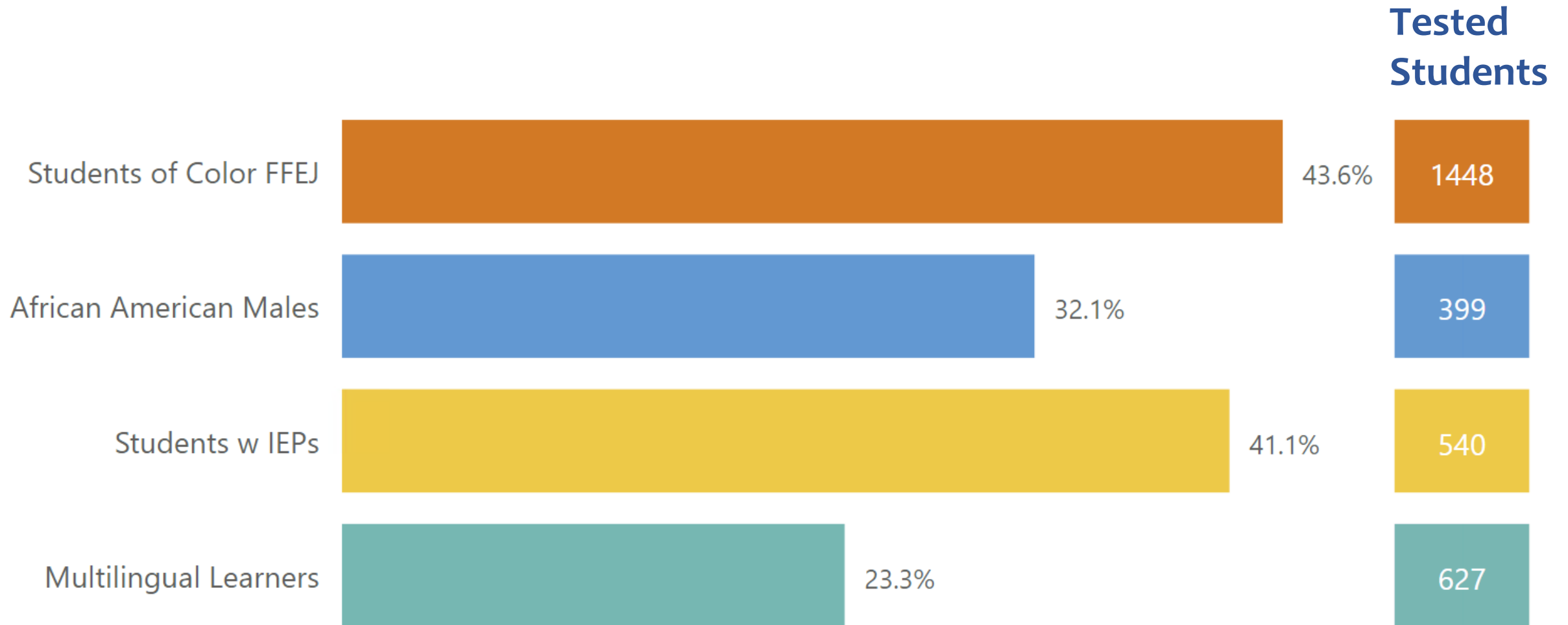- **29%** of 3rd Grade **AAMs** reached proficiency on the Spring 2023 ELA SBA

Figure 2. SBA Proficiency and Growth

- **ACCELERATED Growth:** Students *on a trajectory to reach proficiency* if current growth is maintained.

- **TYPICAL Growth:** Students met average expectations for growth but *will need accelerated growth in the future* to reach proficiency.

- **LOW Growth:** Students did not meet minimum growth norms and are at *severe risk of falling further behind* grade level expectations.

Figure 3. 3rd Grade Projected Proficiency on Spring 2024 ELA SBA Based on Fall 2023 ELA/Reading MAP

Tested Students

Category	Proficiency	Tested Students
Students of Color FFEJ	43.6%	1448
African American Males	32.1%	399
Students w IEPs	41.1%	540
Multilingual Learners	23.3%	627

Figure 4. 13 Priority Schools Compared to Similar SPS Schools

Percentage of African American Males Scoring Proficient on 3rd Grade ELA-SBA
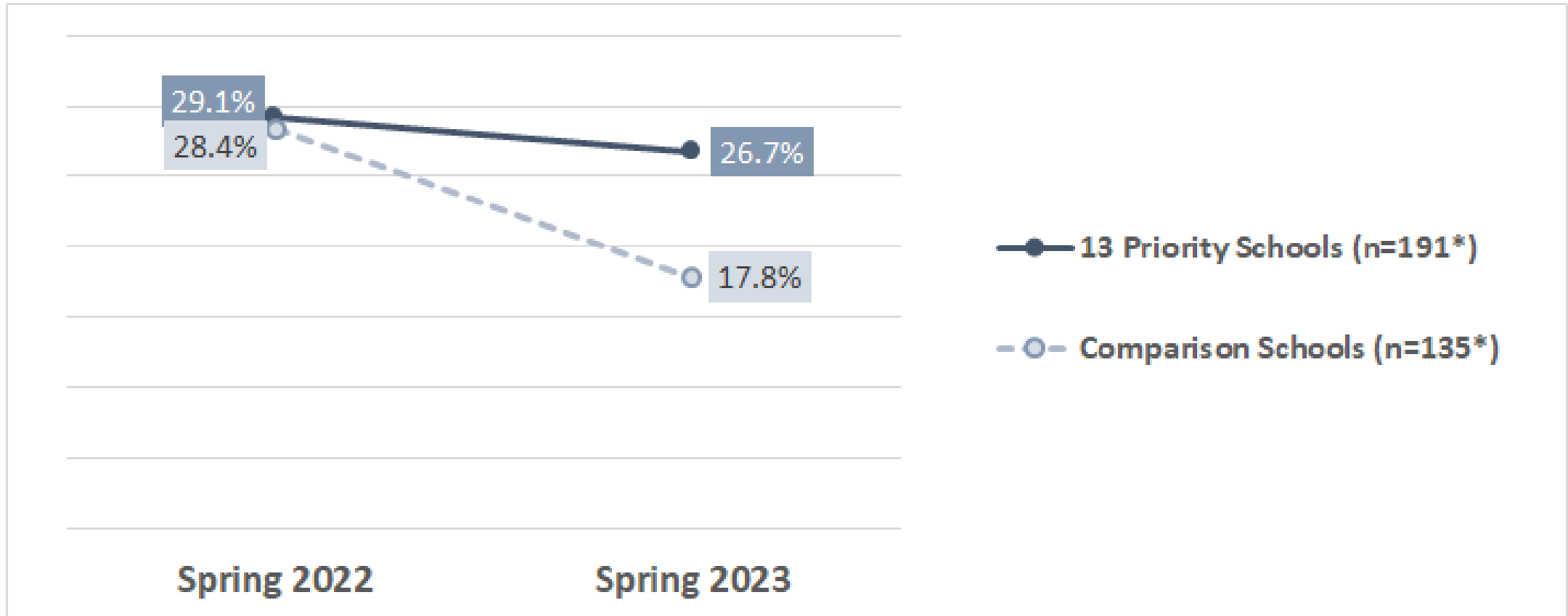
Comparison schools were established by selecting all schools with at least 15 AAM in K-3. All 13 Priority Schools also meet this threshold.
(Note: 11 of the 13 schools in the comparison group are Title I schools.)

3rd Grade Reading – Long-Term Absenteeism, Title I Schools

Longer Term Absenteeism Rates (18+ days missed)

Grade	2018-19 (pre-COVID)	2021-22	2022-23
K	21%	44%	44%
1st	18%	39%	38%
2nd	16%	38%	36%
3rd	16%	32%	30%
4th	14%	33%	30%
5th	15%	33%	29%

Association with MAP Assessment Data

Students who missed:	Met Growth Norms	Avg. Reading RiT Score	n
0-5 days	0.477	196	1224
6-10 days	0.471	194	1738
11-20 days	0.449	191	2061
21-30 days	0.415	185	801
30+ days	0.364	177	703

Data is for SPS Students in Title I Schools only

Long-Term Absenteeism, Title I Schools, September 2023

Longer-term absenteeism (10%+/2+ days out) in September, Title I Schools

Grade	2018-19 (pre-COVID)	2021-22	2022-23	2023-24
K	14%	23%	31%	27%
1st	15%	24%	27%	29%
2nd	14%	25%	23%	29%
3rd	13%	22%	23%	28%
4th	13%	20%	23%	26%
5th	13%	19%	20%	28%

Data is for SPS Students in Title I Schools only

Brief History of the 3rd Grade Reading Goal

19-20	20-21	21-22	22-23	23-24
Planning Year	Remote Instruction	Year 1 In-Person	Year 2 In-Person	Year 2 In-Person

✓ Adopted Strategic Plan
 	
✓ 13 Priority Schools selected based on AAM enrollment
 	
✓ Planning year
	✓ Science of Reading Course of Study
	
	✓ Made SIPPS available to all K-3 educators
	
	✓ Team of 8 early literacy coaches supporting the 13 Priority Schools
		✓ Targeted instructional priorities by grade
		  a. K-1 | Systematic phonics,
		  b. 2-3 | Fluency and Comprehension
		
		✓ Capacity Builder model w/ video-recording
		
		✓ 1st year DIBELS administration
		
		✓ Family Literacy Connectors
			✓ **1-hour PLCs scheduled each month across the year for every grade level in K-3.**
			
			✓ Added Writing as an instructional priority
			
			✓ Launched Early Literacy Improvement Network (principals)
			
			✓ Increased coaching team to 10
				✓ Maintain existing support structures with some evolution inside each component.
				
				1. Principal Improvement Network
				
				2. Teacher PLCs
				
				3. Job-embedded coaching
				
				4. Family Literacy Connectors

All Pistons Firing

Early Literacy Instructional Priorities

Gr	Priority	Description of Objective
K-1	**Systematic Phonics**	Consistently deliver all BaR/SIPPS lesson components with precision and accuracy until students achieve automatic decoding and word recognition skills.
2-3	**Fluency**	Deliver consistent, high-quality fluency instruction 4-5 days per week with increasingly challenging texts until students able to read grade-level text with accuracy, automaticity and an expression that matches the meaning of the text.
2-3	**Text-Dependent Questions**	Use TDQ lessons to deliver rigorous, text-based lessons that develop students' skills to unpack and comprehend the many layers of grade-level complex texts.
K-3	**Writing**	Consistently deliver Being a Writer lessons, ensuring students have daily opportunities to write and to learn the writing process.

Inclusionary Practices woven throughout each priority to support Special Education and MLL students.

Strategic Area	Expectations for Schools	Central Office Supports

Excellent Teaching & Joyful Learning	**Universal**
	• Use common curriculum to provide high-quality, standards aligned, and culturally responsive instruction.
	• Use inclusionary practices to ensure Special Education and MLL student receives high-quality Tier 1 instruction.
	• Collect and analyze student data using common assessments.
	• Use Early Release Wednesdays for highly effective PLCs.
	Targeted
	• All K-3 teachers participate in monthly PLCs focused on the 3rd Grade Reading Goal.
	• K-3 focus on four instructional priorities differentiated by grade level.
	• Principals regularly observe PLCs and classroom instruction and provide feedback.
		Universal
		• CCC is the adopted K-5 ELA curriculum. District provides ongoing training and support resources to teachers.
		• Text replacements offer students more culturally and historically representative choices.
		• Ongoing professional development in Universal Design for Learning to support inclusionary practices.
		• Adopted early literacy assessments include:
		  ○ DIBELS (K-2)
		  ○ MAP (K-5)
		  ○ SBA (3rd Grade)
		  ○ WIDA (K-12)
		  ○ Curriculum embedded assessments
		Targeted
		• Early Literacy Coaches (10 in total)
		• Early Literacy Improvement Network: monthly convening of all 13 principals, assistant principals, and coaches.
		• Curricular augmentations to support certain instructional priorities.

Universal = all SPS elementary/ K-8 schools
Targeted = 13 Early Literacy Priority Schools

Early Literacy Improvement Network

23-24 ELIN Monthly Calendar

Sept 19
Network Launch + **Student Attendance**
EoY Data Review

Oct 10	Nov 14	Dec 12	Jan 30	Mar 5	Apr 2	May 7
Text Dependent Questions	**Text Dependent Questions**	**Student Attendance**	**Text Dependent Questions + Fluency**	**Fluency Instruction + Student Attendance**	**Fluency Instruction + Systematic Phonics**	**Systematic Phonics**
Calibrate on TDQ instruction using video	Bring back observational data from classroom visits Data Update	Review student attendance data and mitigation strategies	Bring back and discuss observational data again Calibrate on Fluency instructional w/ video Data Update	Bring back observational data from classroom visits	Calibrate on Systematic Phonics using video	Bring back observational data from classroom visits

Jun 4
Closing Session and Data Review
Review student data using multiple sources

In addition to these virtual sessions, district leaders and school leaders will be conducting joint learning walks across the year.

TDQs & Writing About Reading

Having students write about a text enhances reading comprehension because it affords greater opportunities to think about ideas in a text, requires them to organize and integrate those ideas into a coherent whole, fosters explicitness, facilitates reflection, encourages personal involvement with texts, and involves students transforming ideas into their own words. In short, writing about a text should enhance comprehension because it provides students with a tool for visibly and permanently recording, connecting, analyzing, personalizing, and manipulating key ideas in text.

— Steve Graham, *Writing to Read: Evidence for How Writing Can Improve Reading*

Your Turn - Reading and Thinking about the Prompt

What information needs to be included in your response?

Today we read an excerpt from Cherries and Cherry Pits. How would you describe Bidemmi's personality traits? Use at least 3 details from the text to tell how Bidemmi's personality traits contributed (impacted, led to) her actions which contributed to the sequence of events.

What is the prompt asking me to include in my response?

In my response I need to include _____.

"So Bidemmi's personality traits is that she [is] kind, working hard, and caring because for the kind part she was, she came out every day to check on the cherries tree and if she sees anyone on or next to the cherries tree she will chase the Blue Jays, chases the dogs that use the cherries tree for [their] business and chase away the kids who try to put the initials o the tree and…."

Response Included:
- the name of the book.
- the main character's name.
- the main character's personality traits
- at least 3 details about:
    - how Bidemmi's personality traits, motivations, and feelings contributed to her actions **and/or**
    - how each action contributed to the sequence of events.

Student Writing Prompt: *Today we read an excerpt from* Cherries and Cherry Pits. *How would you describe Bidemmi's personality traits? Use at least 3 details from the text to tell how Bidemmi's personality traits contributed (impacted, led to) her actions which contributed to the sequence of events.*

Student Name	Included the name of the book. Yes/no	Included the main character's name. Yes/No	Included 1 character trait of the main character's personality. Yes/No, list traits	Included >1 character trait of main character's personality. Yes/No list traits	Described how Bidemmi's personality trait(s) contributed to her actions. Yes/No plus teacher notes	Described how Bidemmi's actions contributed to the sequence of event. Yes/No plus teacher notes
Fernando						
Ines						

Multi-Lingual Learner Supports

Our overall strategy for improving ML students' early literacy centers on helping them grow their oral language proficiency alongside their literacy skills through several inclusionary practices, such as

- Collaborative structures for MLL and homeroom teachers to co-teach during Tier 1 instruction.

- Using WIDA data alongside other data sources to better contextualize MLL student progress.

- Working with teachers to use the MLL-specific inclusionary practices embedded within the ELA curriculum and newly developed for the Early Literacy Instructional Priorities.

- Increasing the cultural and historical relevance of our materials.

What we are learning

- Inclusionary Practices within Early Literacy are extremely promising. There are many supports already embedded within the curriculum for Special Education and MLL students and other newly developed supports that we deploying this year.

- We are getting better at triangulating multiple data sources to deepen our understanding of student outcomes (SBA, DIBELS, WIDA, MAP, Curriculum Assessments).

- Even with high quality instruction, many students will need expanded learning time outside of school. We have expanded literacy tutoring at the 13 Priority Schools this year.

- Student absenteeism is a significant headwind to academic outcomes. Principals in the Early Literacy Improvement Network are working together to identify concrete ways to solve this challenge.

Progress Monitoring
Goal 2, 7th Grade Math

Figure 1. Topline Measure: 7th Graders Proficient in Mathematics (Smarter Balanced Assessment)
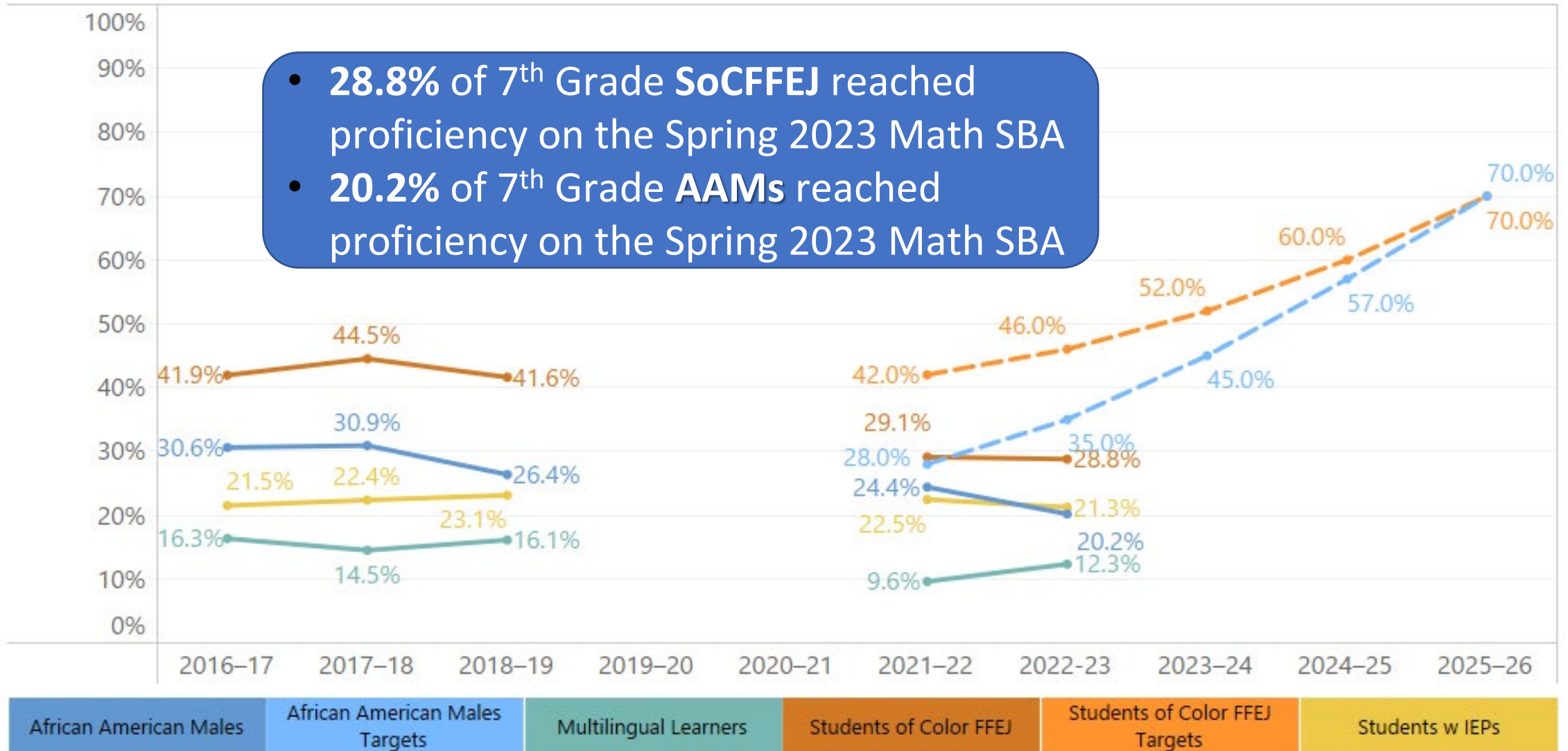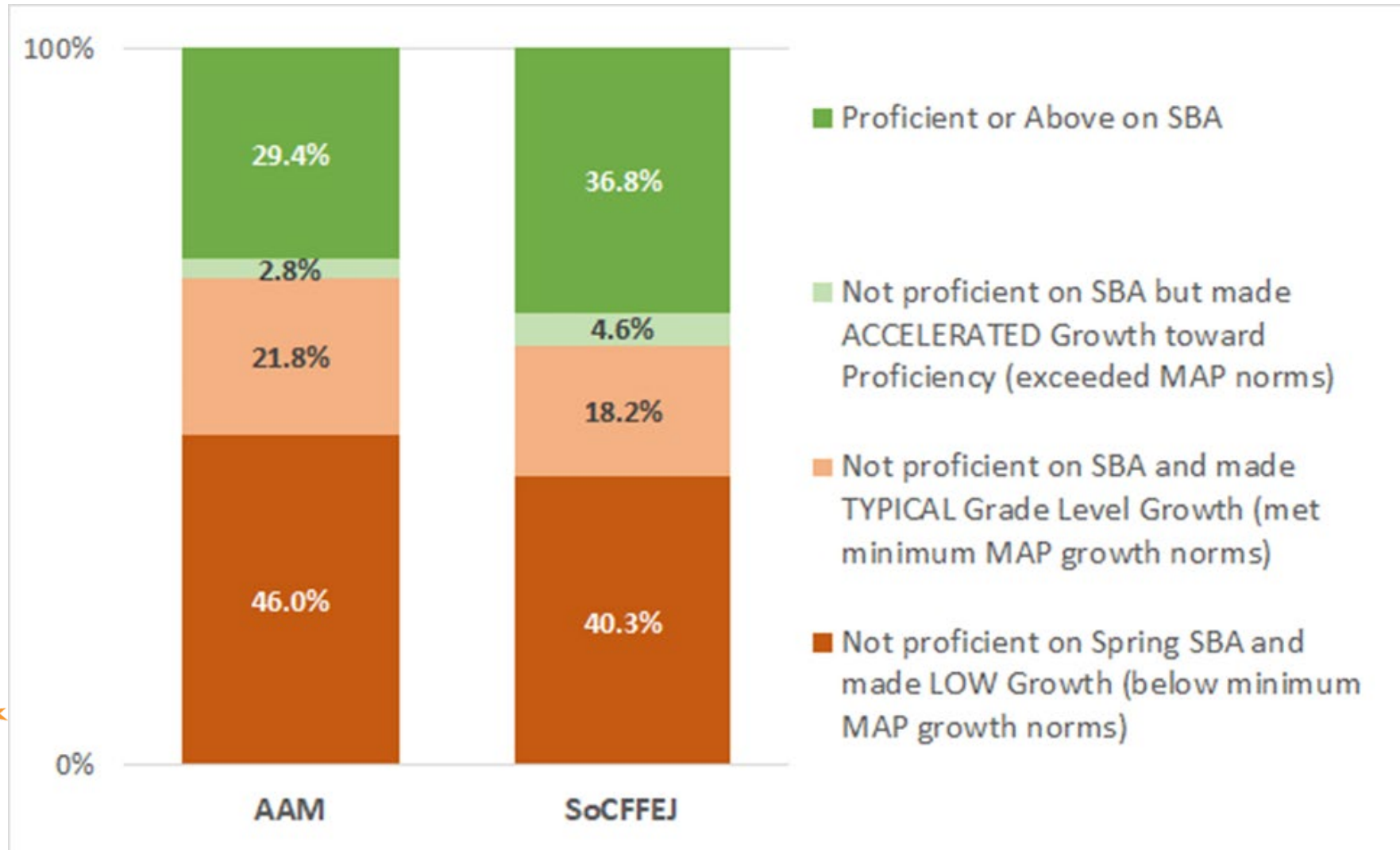
- **28.8%** of 7th Grade **SoCFFEJ** reached proficiency on the Spring 2023 Math SBA
- **20.2%** of 7th Grade **AAMs** reached proficiency on the Spring 2023 Math SBA

Legend: African American Males | African American Males Targets | Multilingual Learners | Students of Color FFEJ | Students of Color FFEJ Targets | Students w IEPs

Figure 2. SBA Proficiency and Growth

Chart values:

	AAM	SoCFFEJ
Proficient or Above on SBA	29.4%	36.8%
Not proficient on SBA but made ACCELERATED Growth toward Proficiency (exceeded MAP norms)	2.8%	4.6%
Not proficient on SBA and made TYPICAL Grade Level Growth (met minimum MAP growth norms)	21.8%	18.2%
Not proficient on Spring SBA and made LOW Growth (below minimum MAP growth norms)	46.0%	40.3%

- **ACCELERATED Growth:** Students *on a trajectory to reach proficiency* if current growth is maintained.

- **TYPICAL Growth:** Students met average expectations for growth but *will need accelerated growth in the future* to reach proficiency.

- **LOW Growth:** Students did not meet minimum growth norms and are at *severe risk of falling further behind* grade level expectations.

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Figure 3. 7th Grade Projected Proficiency on Spring 2024 Math SBA Based on Fall 2023 Math MAP

Tested Students

Students of Color FFEJ	33.1%	1309
African American Males	22.3%	336
Students w IEPs	31.1%	456
Multilingual Learners	9.5%	388

Year 2023-24

- **Common Expectations** across Priority schools
  - Consistent use of **EnVision** curriculum (Solve & Discuss)
  - Common Curricular **Assessments**
  - Engaging Individual **Families**
- 0.5 FTE Coach
- **Calendar** of Professional Learning
  - Monthly *5 professional development sessions* led by Coach
  - 4 Planning Days per Teacher
  - School Leader and Coach Professional Learning Communities (PLCs)

October 2023

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4 Coach run PD, Math Dept. Coach mtg 9-10 (V) M6: Topic 2 Common Assessment	5	6
9	10 M7/8: Topic 1 Common Assessment	11 Coach mtg 9-10 (V)	12 M8: Topic 2 Common Assessment	13 District TRI
16	17 Math 6, Common Planning/Assessments, Release Day	18 Coach guided grade level PLC, MAP Focus Math 6: Topic 1 Math 7: Topic 1 and 2 Math 7/8: Topic 2 and 5 Math 8: Topic 3 Coach mtg 9-10 (V)	19 Principal PLC 9-12	20 M7: Topic 1 Common Assessment
23	24 Math 8, Common Planning/Assessments, Release Day	25 Coach Guided Family Engagement Focus PLC, Plan Conferences Coach mtg 9-10 (V)	26 EMP Workshop on Feedback	27
30	31			

SEMI CALENDAR

Topics
Math 6: Topic 2 and 1
Math 7: Topic 1 and 2
Math 7/8: Topic 1, 2 and 5
Math 8: Topic 2 and 3

Assessments
MAP Test: 10/4-10/25
M6: Topic 2 Assessment 10/4
M7: Topic 1 Assessment 10/20
M7/8: Topic 1 Assessment 10/10
M7: Topic 2 Assessment 10/27
M8: Topic 2 Assessment 10/12

Saturday Opportunities
Optional Family Community Events

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7th Grade Math – What are our responses? What have we learned?

2023-2024 Seattle Excellence in Math Initiative Principal PLC

Sept 21	Oct 19	Nov 16	Jan 18	Feb 15	Mar 21	April 18
Expectations Review	Classroom Walk Throughs	MAP Data Review	Classroom Walk Throughs	Lab Day Preview	Lab Day Reflections	Classroom Walk Throughs
MAP Planning	MAP & Family Engagement Planning		Family Engagement Planning & Observation Look Fors	Common Assessment Planning	Math Month Planning	

May 16	Jun 13
MAP & SBA Planning	Data Review

Longer Term Absenteeism Rates

Grade	2018-19 (pre-COVID)	2021-22	2022-23
6th	19%	35%	34%
7th	25%	31%	40%
8th	26%	37%	39%

Association with MAP Assessment Data

Students who missed:	Met Growth Norms	Avg. Math RiT Score	n
0-5 days	0.549	228	413
6-10 days	0.477	222	511
11-20 days	0.449	218	554
21-30 days	0.416	213	276
30+ days	0.373	206	222

Data is for SPS Students in Title I Schools only

- What is working for **multilingual learners** and are similar strategies being used for our AAM/SoCFFEJ groups?
- How are you tracking **adherence to the expectations** for schools?
- What has the district learned from its use of **DIBELS** in K-2 that has informed this strategy?
- What is needed to do more high dosage **tutoring**?
- What are your hypotheses for why some AAM students have **accelerated growth** and some do not?
- Have you looked at these students' **historical data**? Did these students meet proficiency up until a certain grade?
- What is this **coach** responsible for? Is this coach specifically tasked to lead on strategies for this goal at each school? i.e. monitor progress on the expectations for educators?
- What are your hypotheses for high **absenteeism**?