

Target Schools (High Poverty, ELL and ELA State Assessment Scores) for 2017-18 Cohort A

BOY* = Beginning of Year MOY*=Middle of Year EOY*= End of Year # Words per Minute ROI* Rate of Increase

School	KMLC Funded Literacy Interventions and/or PD	Assessment Results
<p>Ridgeview Elementary School, Olathe</p>	<p>Professional Development – Grade level collaboration, reading comprehension strategies and writing lessons, ELA effective reading strategies and ELL professional learning for accelerated, academic English acquisition; materials to support grade level initiatives; high interest subscription for each K-5 student, e.g., National Geographic, Scholastic Story Works, Time for Kids.</p>	<p>Summaries for each grade level:</p> <p>KDG – We have increased the time dedicated to phonemic awareness throughout the day. The dialogic reading training has helped us build language skills in our students. The time that we have to meet with our grade level to review data and plan lessons has been extremely productive.</p> <p>1st – We have had time to spend specifically on planning phonics activities. We have had time to explore forgotten resources and search for new. We have acknowledged that Journeys is not the main resource we should be depending on. It has been beneficial to take time to review our assessment data. Being able to talk across grade levels has been helpful when discussing what specific skills we feel students struggle with. We have been given the gift of time and that has been very beneficial.</p> <ul style="list-style-type: none"> • PA activities & resources • Dialogic reading lessons & resources <p>2nd – With the extra planning time we were able to pinpoint areas that students needed additional learning. We used, <u>The Reading Strategies Book</u>, to teach new lessons to improve reading engagement, supporting comprehension in fiction and teaching strategies for determining the main idea of a passage. As a result of our rigorous teaching we saw an increase in MAP scores.</p> <p>3rd – With the extra time we’ve been given, we’ve been able to look closely at our MAP data and plan groups to use in class to accommodate all learners. Our new reading strategies book has given us more strategies and techniques to teach reading in whole group and small group settings. We’ve also been able to plan as a team for multiple subjects and look closely at the standards to make sure we are teaching with a standard-based approach.</p> <p>4th – This grant has challenged us to revisit our standards in an effort to embed them in projects/units that promote a great increase in student interest. We have incorporated more choice and student autonomy in the lessons we teach, allowing kids to pursue topics unique to their own interests. Additionally, we promote collaboration among our students so that like-minded children have support groups with which to explore and engage with new content. Giving our students the freedom to explore and report on their particular interests has given</p>

“life” to some of our reluctant learners and has increased the desire to tackle new texts and writing assignments with an increased enthusiasm for all children.

5th – We are creating a classroom of student-driven inquiry. 5th grade has “wonder windows”, and this has helped with the students’ deeper thinking. It has been a process, and we have had to guide some questions. It has also motivated the students to create better questioning. We look forward to starting “Genius Hour” at the end of the day. This is taking the responsibility of learning out of our hands and putting it in theirs. It is definitely a shift in teaching, but we look forward to the exploration.

Guided Reading and Rigby Levels for Kindergarten and 1st Grade Students

Kindergarten	MOY* 2017-18	EOY 2017-18	
Levels 0-1	90%	18%	Kdg = Rigby levels 1-2
Levels 2-3	0%	5%	1 st Grade = Rigby levels 3-16
Levels 4+	10%	77%	

1 st Grade	BOY 2017-18	EOY 2017-18
Levels 0-4	42%	6%
Levels 5-9	29%	15%
Levels 10-15	6%	12%
Levels 16+	23%	67%

Explanation: 90% of students at the MOY assessment were at levels 0-1 and at the EOY assessment only 18% were still at levels 0-1.

MAP data for Grades 2-5

2 nd Grade	Fall 2017	Spring 2018	3 rd Grade	Fall 2017	Spring 2018
Low	38%	29%	Low	36%	28%
LowAvg	21%	26%	LowAvg	20%	14%
Avg	18%	17%	Avg	14%	23%
HiAvg	9%	20%	HiAvg	23%	33%
High	15%	9%	High	7%	2%

4th Grade	Fall 2017	Spring 2018	5th Grade	Fall 2017	Spring 2018
Low	19%	15%	Low	33%	39%
LowAvg	13%	27%	LowAvg	26%	30%
Avg	31%	37%	Avg	23%	23%
HiAvg	26%	17%	HiAvg	18%	7%
High	13%	5%	High	0%	2%

ELA Kansas State Assessment (KAP)

	3 rd Grade		4 th Grade		5 th Grade	
	Spring 2017	Spring 2018	Spring 2017	Spring 2018	Spring 2017	Spring 2018
Level 1	25%	36%	28%	20%	28%	45%
Level 2	46%	36%	49%	61%	37%	33%
Level 3	19%	27%	21%	15%	20%	23%
Level 4	10%	0%	3%	5%	15%	0%

NOTE: 3rd graders in spring 2017 are 4th graders in 2018. Do not compare spring 2017 scores with spring 2018 scores within the same grade level because they are different students.

25% of 3rd graders were at level 1 in 2017 compared to 20% of the same students when they were in 4th grade. Another comparison is 75% of 3rd graders were at basic (level 2) and higher in spring of 2017 and 81% were at basic (level 2) and higher in spring of 2018 when they were in 4th grade.