



**MATANUSKA
SUSITNA**
BOROUGH SCHOOL
DISTRICT

Large District Reading Outcomes

Presented to the Task Force on
Reading Proficiency and Dyslexia
October 22, 2018

Matanuska-Susitna Borough School District

- The Mat-Su School District spans an area larger than the entire state of West Virginia.
- MSBSD has 47 schools ranging in enrollment from 20 to 1,300 students.
- The district's enrollment is currently just over 19,000.

Statistics that Impact Instruction in the MSBSD

- The Mat-Su School District has a 38% Transient Rate
 - Students attending at least two schools in one year
- Diverse Student Population Needs
 - 4% are English Language Learners
 - 15% are in Special Education Services
 - 500 Qualify for Intensive Funding
 - 44% of the students live in poverty
 - 305 are Families in Transition (Homeless)

Phi Delta Kappa (PDK) Audit 2002

- PDK is a professional organization whose mission is to be the experts in cultivating great educators for tomorrow while continuing to ensure high-quality education for today.
- 20 Findings
 - Policies are Inadequate to Provide Local Curriculum Management Direction
 - Curriculum Coordination Among Schools and Articulation by Grade Levels Are Minimal and Contribute to Unequal Access (**Transient Rate**)
 - The Scope of Assessment is Inadequate to Guide Curricular and Instructional Decision-Making
 - Program Interventions for Improvement of Student Achievement Lack Sufficient Design and Full Implementation

Guaranteed and Viable Curriculum

“I rank this as the first factor... having the most impact on student achievement.

A guaranteed and viable curriculum is primarily a combination of an opportunity to learn and time.”

Marzano, 2000

What are we going to teach?

- Literacy Curriculum Requirements
 - Explicit instruction in phonemic awareness
 - Systematic phonics instruction
 - Methods to improve fluency and oral reading
 - Methods to increase vocabulary
 - Ways to enhance comprehension

“Teaching Children to Read Report”
National Reading Panel, 2000

How are we going to teach students?

Multi-Tier System of Supports (MTSS)



MATANUSKA-SUSITNA
BOROUGH SCHOOL DISTRICT



MATANUSKA-SUSITNA
BOROUGH SCHOOL DISTRICT

Tier 1 Instruction

- All students receive high quality, scientifically based core instruction in the general education classroom. Universal screening data is used to identify student academic needs.
 - Core should be effective for at least 80% of your students. If it is not, **you have a core problem.**
- Tier 1 Core Literacy Program:
 - Elementary: Journeys by Houghton Mifflin Harcourt
 - Secondary: Collections by Houghton Mifflin Harcourt

Tier 2 Instruction

Core + More

- All students requiring additional academic support, receive small group supplemental instruction
 - Teachers progress monitor (bi-weekly) using multiple assessments; AIMSweb, and program-embedded assessments
- Tier 2 Programs: SRA Direct Instruction, Sonday, Read Naturally, Lexia Core 5, Moby Max, and Rewards

Tier 3 Instruction Core Replacement

- All Students who require significant academic support, receive intensive strategic specifically designed instruction to meet student needs.
 - Typically, instruction is delivered in small group and time is extended beyond instruction provided in Tier 1.
 - Frequent progress monitoring (Weekly) is used to determine the impact of the intervention on student learning.
- Tier 3 programs: SRA Direct Instruction-Reading Mastery Signatures, Corrective Reading, and Spelling Mastery
 - Tier 3 Often Requires a Layering of Tier 2 Interventions to Create a Comprehensive Literacy Program
 - Example: Corrective Reading Decoding, Corrective Reading Comprehension, Spelling Mastery, and a Writing Intervention

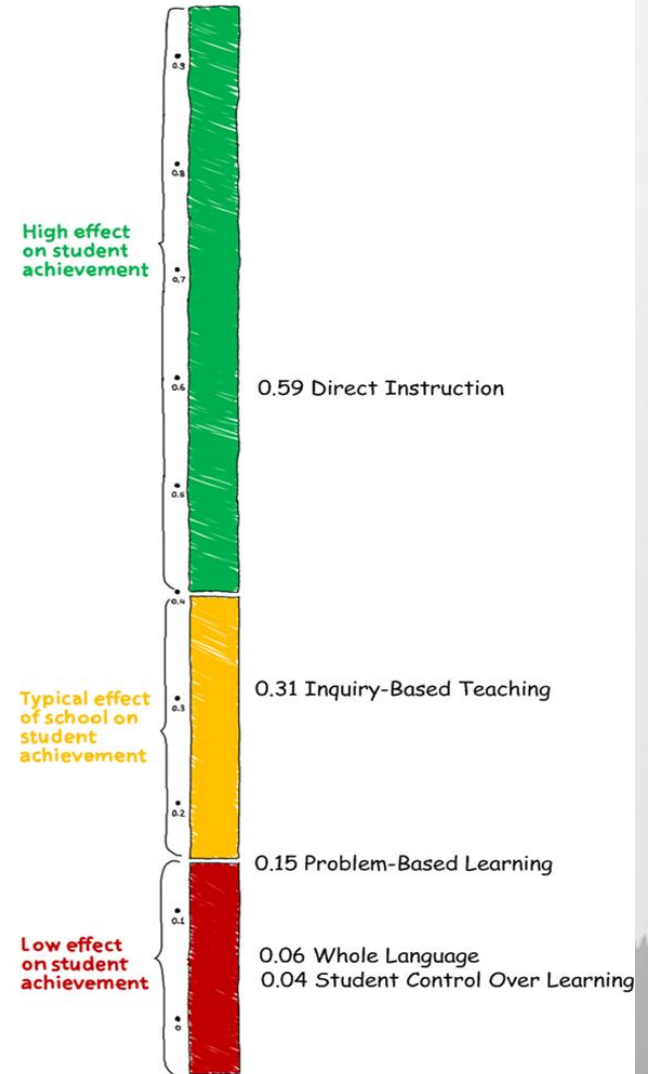
Tier 3

Direct Instruction Requirement

Meta-Analysis of 300 research studies exploring the impact Direct Instruction has on student results:

- Above Average Gains for students of all ages

John Hattie



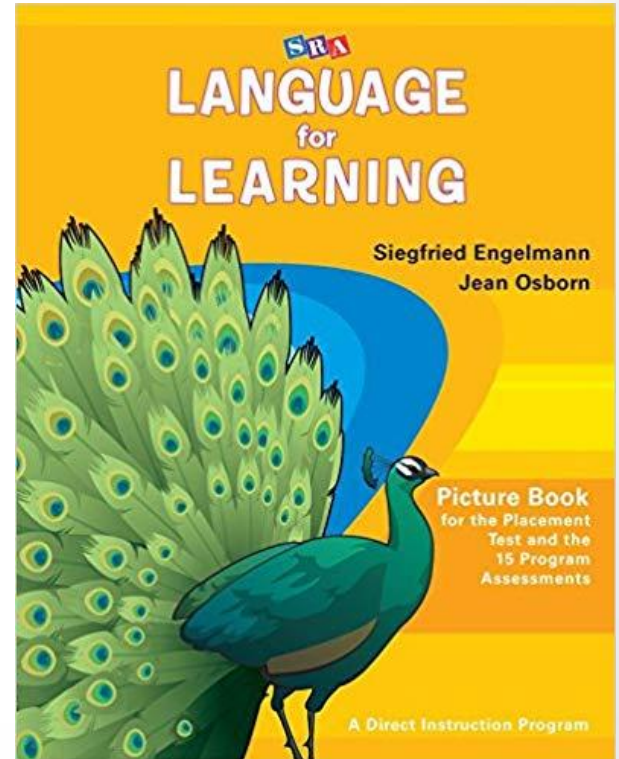
How are we going to assess student learning?

- Assessment Format
 - **Universal Screening – All Students**
 - AIMSweb (Fall, Winter, and Spring)
 - Kindergarten: Letter Naming and Letter Sound
 - 1st through 3rd: Reading Curriculum-Based Measures (R-CBM)
 - Measures of Academic Progress (MAP)
 - Fall and Spring for All Students; Recommend Winter for Targeted Students
 - 2nd through 10th Grade
 - **Program Embedded Assessments – All Students**
 - All literacy programs have built in unit assessments
 - **Progress Monitoring – Targeted Students**
 - AIMSweb assessment is administered depending on the intensity of intervention and student need
 - Tier 2: Bi-Weekly Tier 3: Weekly

What do we do if student's aren't learning?

Addressing the Achievement Gap in K-1

“Children who enter school with limited vocabulary knowledge grow more discrepant over time from their peers who have rich vocabulary knowledge.”



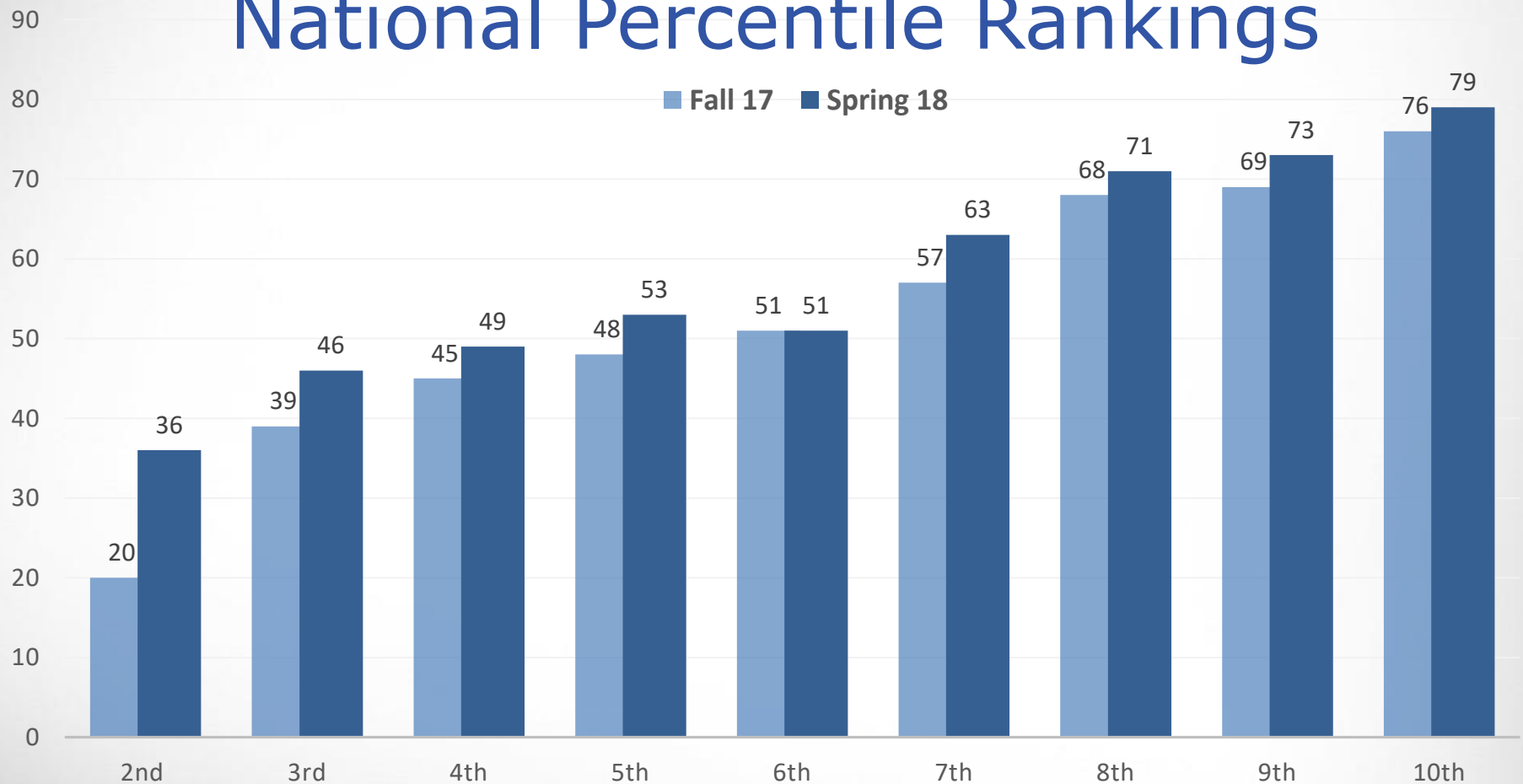
Baker, Simmons, & Kame'enui, 1997



What does reading achievement
look like in the Mat-Su?

MAP Reading Achievement Data

National Percentile Rankings

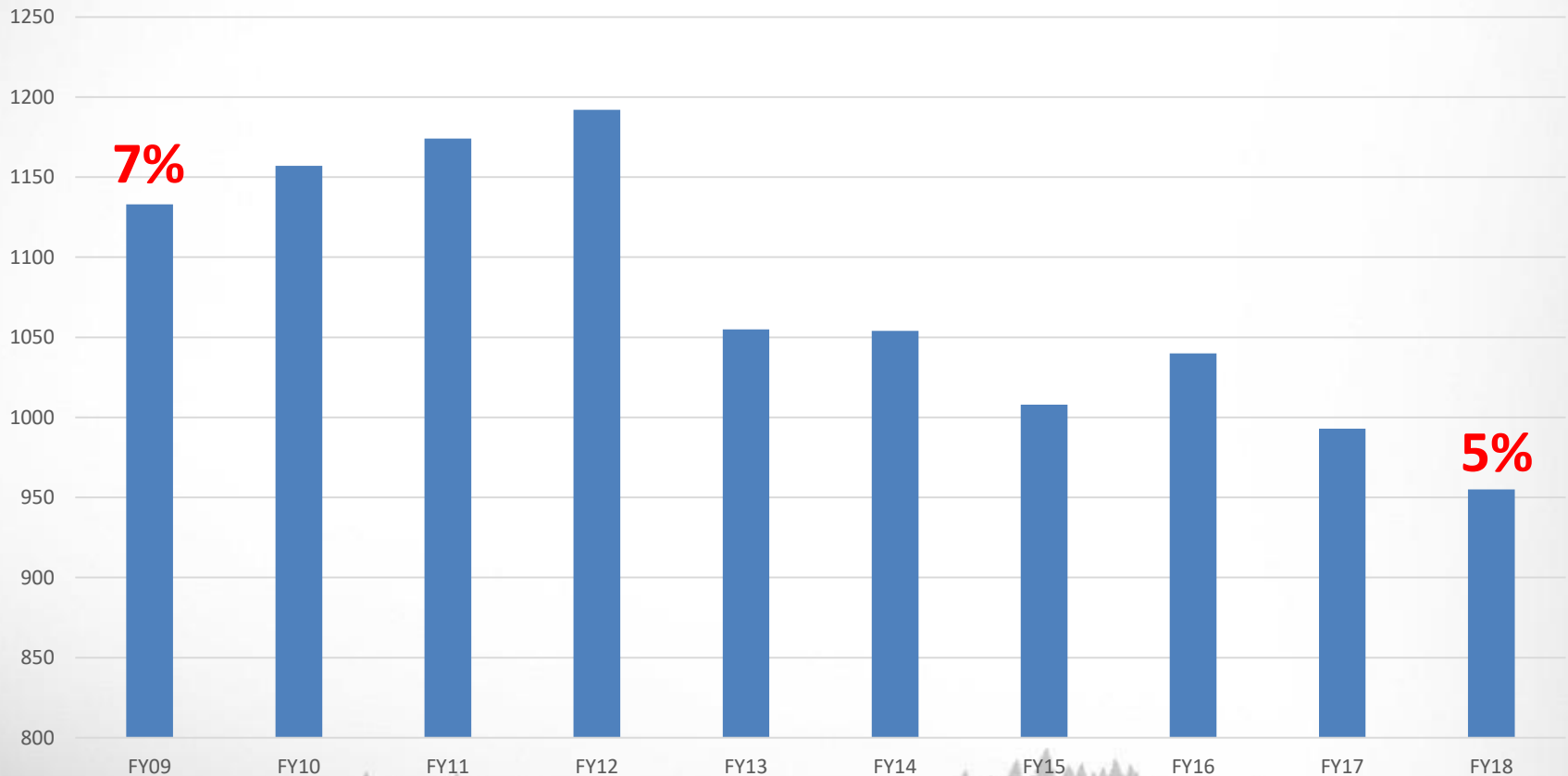


P.E.A.K.S - AK State Assessment Results

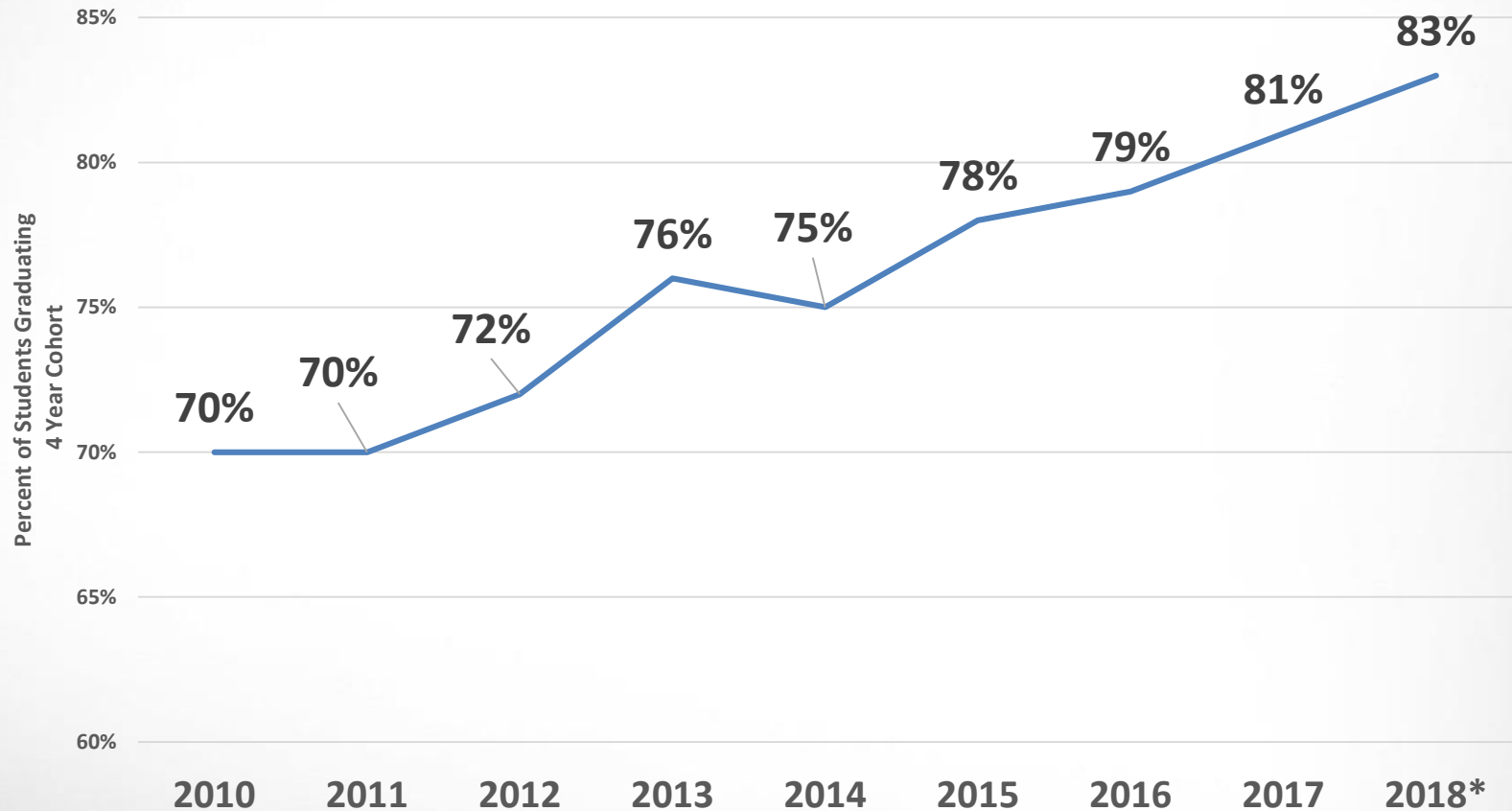
English/Language Arts, Spring 2018

| | |
|---------------|------------|
| Alaska | 42% |
| Anchorage | 46% |
| Fairbanks | 46% |
| Juneau | 48% |
| Kenai | 50% |
| Mat-Su | 51% |

Special Ed: Learning Disability Qualification Rates



Mat-Su Graduation Rates



*2018 Projection

Questions

