



Large District and Urban Reading Outcomes

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Anchorage School District

- 48,089 Students (May 2017)
- Minority student groups comprise more than 50% of student population
 - African American: **5%** with 2,380 students
 - Alaska Native/American Indian: **9%** with 3,815 Alaska Native students and 265 American Indian students
 - Asian: **11%** with 5,059 students
 - Two or More Races: **16%** with 7,369 students
 - Hispanic: **12%** with 5,374 students
 - Native Hawaiian/Pacific Islander: **7%** with 3,077 students
 - Caucasian: **41%** with 19,366 students



Anchorage School District

- Diversity of language
- **80%** of ASD families speak English at home
- Remaining **20%** represented by more than **100** languages
 - Five most prevalent languages
 - Spanish: 1394
 - Samoan: 1238
 - Hmong: 1008
 - Filipino: 811
 - Yupik: 300



Anchorage School District

| Variables that Impact Instruction | Number | Percent |
|-----------------------------------|--------|---------|
| Child in Transition, Homeless | 1,099 | 2% |
| Economically Disadvantaged | 24,565 | 53% |
| English Language Learners | 7,190 | 15% |
| Gifted and Talented | 3,800 | 8% |
| Migrant | 2,976 | 6% |
| Students With Disabilities | 7,014 | 15% |
| Title VII/Indian Education | 6,944 | 15% |



Literacy Need

- 2012 ASD adopted Common Core State Standards (CCSS)
 - Increased rigor of teaching standards
 - Data demonstrated that teaching practices did not universally change
- Last English Language Arts (ELA) material adoption was in 2005 and not aligned with CCSS
- Transient rate of approximately 30%
 - Student learning was impacted by the inconsistency of instruction across District



Literacy Assessments

- **AIMSweb Reading Curriculum Based Measures** (2nd grade) in Spring 2018: **59.86%** of students are Proficient
- **MAP** (Measures of Academic Performance) in Fall 2018 : **51.58%** of students rank above the 50th Percentile in English Language Arts (ELA)
- **PEAKS** (2018): **45.55%** of students are Proficient or Advanced in ELA
- **PEAKS Accountability Report (2018): 3rd Grade Reading Level**
 - District range among schools is **6% to 80%** proficiency
 - **46** out of **69** schools have a rate of **50% or lower** proficiency
 - **One** school out of **69** reached **80%** proficiency



Learning Plan: Tiered Instruction

TIER 3
Intensive

TIER 2
Strategic/Targeted

TIER 1
Universal

TIER 1+
**Enrichment/
Acceleration**

- Multi-Tiered System of Support/Response to Instruction (MTSS/RTI) infrastructure
- Tiered instruction varies to meet student needs
 - Tier 1 & 1+: Robust classroom instruction – core instruction
 - Tier 2: Instructional support targeting needs in addition to core instruction
 - Tier 3: Instructional support – often replacement core instruction
- Data driven
- Instructional methodologies vary between tiers
- Curriculum varies to better support student learning



Measures of Academic Progress (MAP)

4th Grade Class

| Grade | Test Date | RIT (+/- Std Err) | Percentile (+/- Std Err) | Lexile® Range |
|-------|-----------|--------------------------|-----------------------------|------------------|
| 4 | 09/29/17 | 141- 145 -149 | 1-1-1 | BR |
| 4 | 09/29/17 | 163- 166 -169 | 1-2-4 | BR |
| 4 | 09/19/17 | 170- 173 -176 | 4-6-9 | 15-165L |
| 4 | 09/19/17 | 174- 177 -180 | 7-10-14 | 87-237L |
| 4 | 09/15/17 | 175- 178 -181 | 7-11-16 | 105-255L |
| 4 | 09/19/17 | 186- 189 -192 | 23-30-37 | 303-453L |
| 4 | 09/19/17 | 187- 190 -193 | 25-32-40 | 321-471L |
| 4 | 09/19/17 | 189- 192 -195 | 29-37-45 | 357-507L |
| 4 | 09/19/17 | 189- 192 -195 | 29-37-45 | 357-507L |
| 4 | 09/19/17 | 191- 194 -197 | 33-42-50 | 393-543L |
| 4 | 09/19/17 | 191- 194 -198 | 33-42-51 | 393-543L |
| 4 | 09/19/17 | 193- 196 -199 | 38-47-55 | 429-579L |
| 4 | 09/19/17 | 193- 196 -199 | 38-47-55 | 429-579L |
| 4 | 09/19/17 | 194- 197 -200 | 41-49-58 | 447-597L |
| 4 | 09/19/17 | 195- 198 -201 | 43-52-60 | 465-615L |
| 4 | 09/19/17 | 197- 200 -203 | 48-57-65 | 501-651L |
| 4 | 09/19/17 | 198- 201 -204 | 51-59-67 | 519-669L |
| 4 | 09/19/17 | 202- 205 -208 | 61-69-76 | 591-741L |
| 4 | 09/29/17 | 208- 211 -214 | 74-81-86 | 699-849L |
| 4 | 09/19/17 | 217- 220 -224 | 89-93-95 | 861-1011L |

Tier 3 Need:
Replacement Core

Tier 2 Need:
Core plus more

Tier 1 Need:
Core plus differentiation

Tier 1 Need:
Core plus acceleration⁸

Measures of Academic Progress (MAP)

8th Grade Class

| Grade | Test Date | RIT (+/- Std Err) | Percentile (+/- Std Err) | Lexile® Range |
|-------|-----------|----------------------|-----------------------------|------------------|
| 8 | 05/03/17 | 176- 179 -182 | 1- 1 -1 | 123-273L |
| 8 | 05/09/17 | 185- 188 -191 | 1- 2 -3 | 285-435L |
| 8 | 05/03/17 | 188- 191 -194 | 2- 3 -5 | 339-489L |
| 8 | 05/03/17 | 193- 196 -199 | 4- 6 -10 | 429-579L |
| 8 | 05/04/17 | 193- 196 -199 | 4- 6 -10 | 429-579L |
| 8 | 05/03/17 | 195- 198 -202 | 5- 8 -12 | 465-615L |
| 8 | 05/03/17 | 200- 203 -206 | 10- 14 -20 | 555-705L |
| 8 | 05/04/17 | 200- 203 -207 | 10- 14 -20 | 555-705L |
| 8 | 05/03/17 | 202- 205 -208 | 12- 17 -23 | 591-741L |
| 8 | 05/04/17 | 203- 206 -210 | 13- 19 -25 | 609-759L |
| 8 | 05/04/17 | 205- 208 -212 | 16- 22 -30 | 645-795L |
| 8 | 05/03/17 | 205- 208 -211 | 16- 22 -30 | 645-795L |
| 8 | 05/03/17 | 208- 211 -214 | 22- 29 -36 | 699-849L |
| 8 | 05/03/17 | 209- 212 -215 | 24- 31 -39 | 717-867L |
| 8 | 05/04/17 | 209- 212 -216 | 23- 31 -39 | 717-867L |
| 8 | 05/03/17 | 210- 213 -216 | 26- 33 -41 | 735-885L |
| 8 | 05/03/17 | 211- 214 -218 | 28- 36 -44 | 753-903L |
| 8 | 05/04/17 | 213- 216 -220 | 32- 40 -49 | 789-939L |
| 8 | 05/03/17 | 217- 220 -223 | 42- 51 -59 | 861-1011L |
| 8 | 05/04/17 | 221- 224 -228 | 52- 61 -69 | 933-1083L |
| 8 | 05/04/17 | 223- 226 -230 | 57- 65 -73 | 969-1119L |
| 8 | 05/03/17 | 225- 228 -231 | 62- 70 -77 | 1005-1155L |
| 8 | 05/04/17 | 225- 228 -231 | 62- 70 -77 | 1005-1155L |
| 8 | 05/03/17 | 226- 229 -232 | 65- 72 -79 | 1023-1173L |
| 8 | 05/03/17 | 232- 235 -239 | 77- 84 -89 | 1131-1281L |

Tier 3 Need:
Replacement Core

Tier 2 Need:
Core plus more

Tier 1 Need:
Core plus differentiation

Tier 1 Need:
Core plus acceleration⁹

Scheduling for Elementary Possibilities for Students

(Conceptual Plan to Assist in Prioritizing Time)

90 Minutes
Reading

40 Minutes
Language Arts

40 Minutes
WIN

Red
ELA

Yellow
ELA

Green
ELA

Green
Blue

45 Minutes
Lunch/Recess

50 Minutes
Special (~240/5)

60 Minutes
Math

30 Minutes
SS/Science/SEL

35 Minutes
Transitions/Other

All Students

(Planning for the Year)

Social Studies (40)
Science (40)
SEL (25)
Other (65): Handwriting
Without Tears; Flex time;
Keyboarding; Field trips;
Art & writing; etc.

Enrichment/Acceleration (Planning for Possibilities)

Social Studies
Science
Ignite
Reading or Writing
Art & writing
Other: Robotics, Battle of
Books, Jr. Achievement,
AK Resource Education

Math intervention as
needed

Literacy Plan: What

- Research based English Language Arts (ELA) Curriculum
- 5 elements of ELA instruction
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Standards based (AK Standards/CCSS)



Literacy Plan: How

- Priority plans
 - Prioritize “must do” and pacing
 - Layer on Routine Templates for effective instruction
 - Layer on *Reading Strategy and Skill Resource* to enhance instruction (additional instructional resource)
 - Ensure deep learning with priority standards
- Explicit and systematic instruction for all grades, must include:
 - A focus on critical content, skills, and strategies
 - Concepts taught easiest to hardest
 - Clear directions and research based instructional routines
 - Modeling with sufficient practice and a gradual release of responsibility that leads to mastery learning
 - Student engagement, careful monitoring, and corrective feedback



Literacy Plan: Implementation/Practice

- Building competency in evidence based reading instruction
- Instructional coaches
 - Data mining
 - Modeling/supporting at the classroom level
 - Supporting Multi-Tiered System of Support/Response to Instruction (MTSS/RTI) infrastructure
- Consultant
 - Learning walks
 - Overview of implementation process/progress
- Training
 - Principals and instructional coaches
 - Site-based professional development



Monitoring Learning Progress

- Universal Screening – All Students
 - AIMSweb (Fall, Winter, Spring)
 - Kindergarten: Letter Naming Fluency, Letter Sound Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency
 - 1st Grade: Nonsense Word Fluency and Reading Curriculum-Based Measurement (R-CBM)
 - 2nd Grade: R-CBM
 - MAP Growth (Fall, Winter, and Spring)
 - 3rd – 9th Grade: MAP Growth
 - 10th – 12th Grade Tiers 2 & 3
- Program Embedded Assessments – All Students
 - Formative check by classroom teacher (observations, clipboard checks, exit tickets, etc.)
- Progress Monitoring
 - Ensure catch-up growth
 - Tier 2 (bi-weekly) and Tier 3 (weekly)



ASD Roadblocks

- Historically no districtwide instructional framework
- Application of researched “what works” in classroom instructional practice
- Change: Learning a new curriculum with increased rigor
- Change: Alignment to Common Core State Standards
- Difficulty of change
- Academic freedom
- Time for professional learning



State Support: Learning Standards

Rigor of State Proficiency Standards, 2017

Click on state for its grades

Rigor of
Standards

More maps:

2017

Change in Standards

2009-2017

2015-2017

No. **22** Alaska

Overall grade (2017)

A A- **B+** B B- C+ C C- D+ D D- F

Difference in percent
proficient on state
exam and NAEP*

-6.66

Math (2017)

4th graders

A A- **B+** B B- C+ C C- D+ D D- F

8th graders

A A- B+ B B- C+ C C- D+ D D- F

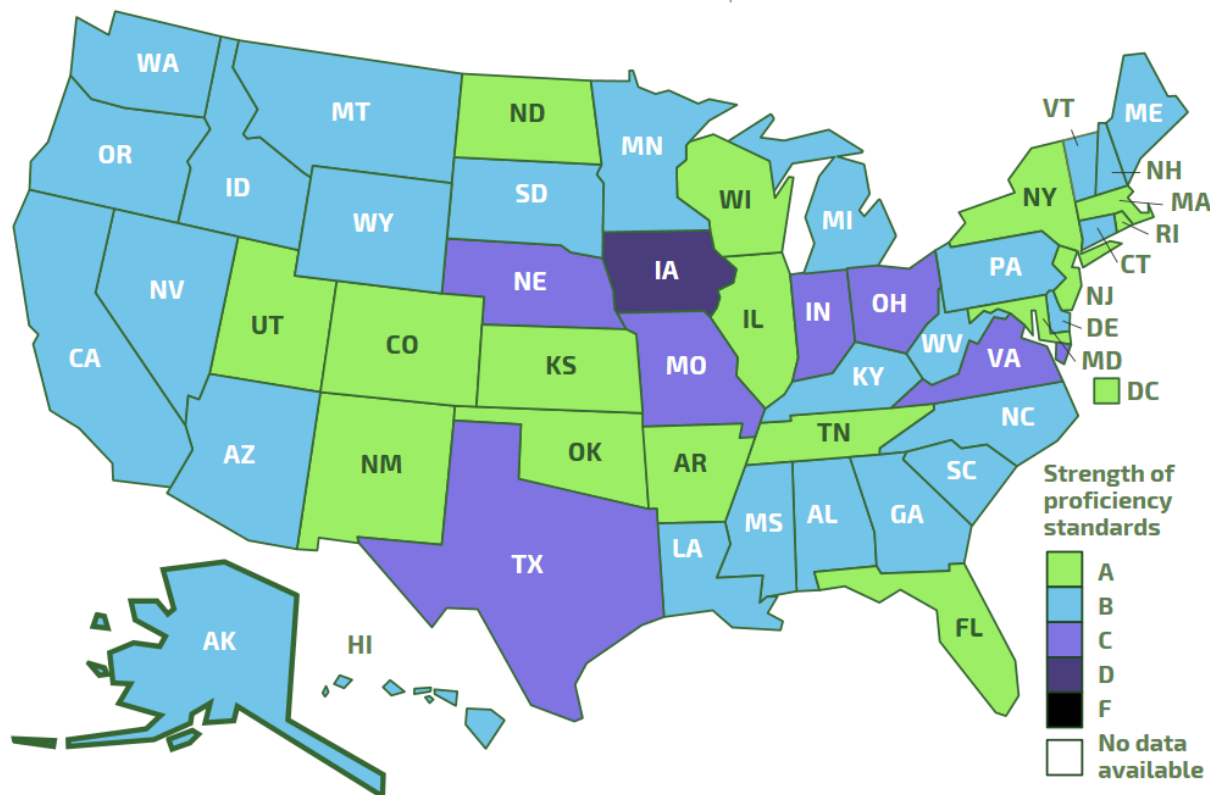
Reading (2017)

4th graders

A A- **B+** B B- C+ C C- D+ D D- F

8th graders

A A- **B+** B B- C+ C C- D+ D D- F



* This number shows for a given state in 2017 the difference in the percentage of students who were labeled proficient on the state exam and NAEP (National Assessment for Educational Progress). A negative number indicates that more students were identified as proficient on the state exam than were identified as proficient on NAEP.

State Support

- Alaska Challenge
- Senate Bill 99 – Preschool expansion
- Senate Bill 104 – Research Based Curriculum
- Current Reading Proficiency and Dyslexia Task Force
- PEAKS Accountability Report
 - Highlights ELA
 - 3rd Grade Reading



Cost of Low Literacy

9 out of **10** high school dropouts struggled to read in third grade. *-The Annie E. Casey Foundation*

Youth who fail to complete high school by age 20 are **7** times more likely to be persistently poor. *-The Urban Institute*

2/3 of all youth in the juvenile court system could not read in fourth grade. *-U.S. Department of Justice*

3.1 Billion spent annually to improve the literacy skills of entry level workers. *-National Commission on Writing*

What is the cost of low literacy in our state?



“Paramount to Alaska is that public education will ensure a literate citizenry. The ability to read, write, and communicate is a guarantee we must provide our children. Literacy is a cornerstone of our democracy and the hope for their future.”

-Dr. Deena Bishop, Superintendent of Anchorage School District



Educating All Students for Success in Life