



## **Reading Well By Third Grade 2019-2020**

**Eastern Carver County Schools  
Plan to Ensure Student Reading Success**

# Minnesota Department of Education Requirements for District K-12 Literacy Plan



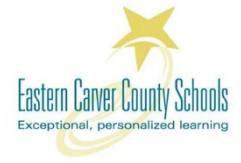
As written in MN Statute 120B.12, a local school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of Grade 3. A local literacy plan must include the process to assess students' level of reading proficiency, notify and involve parents, intervene with students who are not reading at or above grade level and identify and meet staff development needs.

## **Our District Plan includes the following:**

- Instruction provided to all students that is scientifically research based and includes standards-based instruction in general education.
- An assessment plan which includes assessment of all students to identify those students at risk for not reading well by third grade. An assessment plan must include early and regular assessment, as well as ongoing monitoring process.
- A strategic plan for students at risk of not reading well by third grade as measured by not “meeting” the reading benchmark as measured by the MCA III Reading Assessment by the end of third grade. The plan must include programming that includes increasingly intense tiers of intervention. Instruction will include research based materials and practices.



# Reading Well By Third Grade



## *A proficient reader is defined as;*

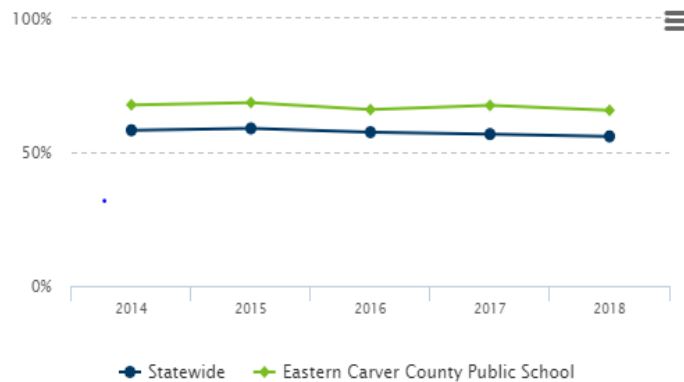
- A student who demonstrates proficient performance on the MCAIII Reading Assessment administered in third grade. Assessments used in addition to the MCAIII Reading Assessment will examine the multiple factors that support reading proficiency in the classroom setting.
- **Reading proficiency** examines a student's ability to understand and apply letter sound associations, blend sounds to create meaning from print, reading fluently, comprehend texts at multiple levels, and generalize skills to read grade level text with success.
- Grade level benchmarks provided later in this plan will allow district instructional staff to identify those students at risk for not meeting this definition of proficiency.

## Eastern Carver County Public School

Subject: Reading Students Included: All tested Grade: 3



### 2014 - 2018 Proficiency



#### Statewide

Year	Percent proficient	Number proficient	Number tested
2014	58.2%	36,760	63,111
2015	58.9%	37,894	64,374
2016	57.5%	37,922	65,949
2017	56.8%	37,478	66,001
2018	55.9%	36,352	65,058

#### Eastern Carver County Public School

Year	Percent proficient	Number proficient	Number tested
2014	67.7%	456	674
2015	68.6%	456	665
2016	65.9%	451	684
2017	67.5%	486	720
2018	65.7%	429	653

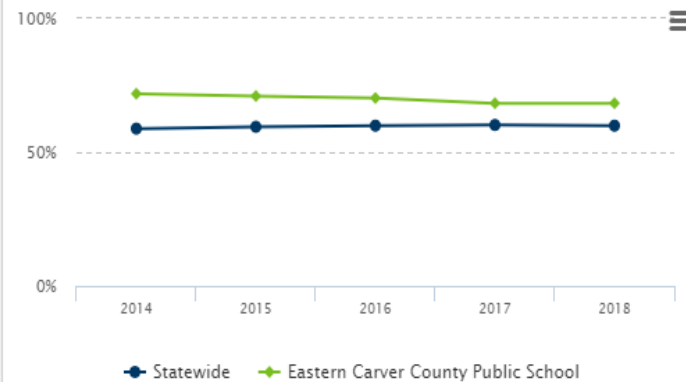


## Eastern Carver County Public School

Subject: Reading Students Included: All tested Grade: All Grades



### 2014 - 2018 Proficiency



#### Statewide

Year	Percent proficient	Number proficient	Number tested
2014	58.8%	257,282	437,233
2015	59.5%	262,346	440,615
2016	59.9%	266,820	445,724
2017	60.2%	271,710	451,238
2018	59.9%	272,487	455,189

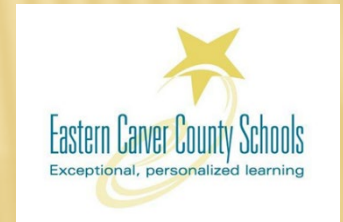
#### Eastern Carver County Public School

Year	Percent proficient	Number proficient	Number tested
2014	71.9%	3,542	4,927
2015	71.0%	3,522	4,960
2016	70.3%	3,449	4,907
2017	68.3%	3,444	5,039
2018	68.3%	3,427	5,021

**ECCS Reading Goal:** The percentage of all tested students at Eastern Carver County Schools who earn an achievement level of *Meets the Standards* or *Exceeds the Standards* in reading on all accountability tests (MCA, MTAS) will increase from 68.3% in 2018 to 70.3% in 2019.

# READING INSTRUCTION IN PRE-SCHOOL

- Four different types of Early Childhood Programs are currently available in District 112 in addition to Early Childhood Special Education Programs:
  - Taste of Preschool - 2 ½ and 3 ½ year olds
  - Preschool Plus - 3-4 year olds and 4-5 year olds
  - Child-Only Preschool - 3-5 years and 4-5 year olds
  - Family Literacy Preschool - 4 year olds
- Instruction at the Preschool level includes addressing all areas of the development domains through the use of the Creative Curriculum. Creative Curriculum addresses literacy, is linked to the MN Department of Education's Early Childhood Indicators and is Parent Aware approved. Ongoing assessment of early literacy skills is addressed through the use of Teaching Strategies Gold.





# READING INSTRUCTION IN GRADES K-5

- All students in grades K-3 receive daily *Balanced Literacy Instruction* aligned to the Minnesota ELA Academic Standards.
- Instruction includes, but is not limited to, daily vocabulary and phonics instruction, fluency instruction through the development of specific reading strategies, development of grade level specific skills and differentiated experiences with authentic text to achieve mastery of skills aligned to the Minnesota ELA Academic Standards.
- In addition to the HMH language arts curriculum materials (Journeys or Senderos), students are provided with instructional experiences at their instructional reading level using leveled reading materials identified through reading records and frequent formative assessments.
- Teachers differentiate instruction to match each student's instructional level. Because of this personalized learning and continuous progress model, language arts instruction has become highly individualized to the needs of all learners.

# ASSESSMENT- EARLY CHILDHOOD

- We have identified the following information about assessment and intervention of our preschool students attending our district programs.
- Most district children go through our district's Early Childhood Screening Program sometime between the ages of 3 and 5. The district uses the Pearson ESI.P and ESI.R screening tool.
- Referrals are made for students in the areas of Speech or Cognitive Development. Students then receive services through our Early Childhood Special Education Department. If a student scores below average or does not qualify for special education services, parents are encouraged to enroll their child into one of the four types of early childhood programs available.
- Progress for students in our early childhood programs is evaluated using the Work Sampling Portfolio approach to assessment. The outcome of the work sampling is shared with the kindergarten program if the child remains in district for kindergarten.





# ASSESSMENT K-3



- ECCS currently assesses all kindergarten students using FastBridge Early Reading Assessment in English or Spanish - fall, winter, spring.
- ECCS currently assesses students in grades 1-3 using the NWEA/MAP tests - two times a year in September and May.
- BAS Reading Records are given three times a year – fall, winter and spring (one per trimester). They are also one of the reported assessments in Infinite Campus, our student management system. For students identified as “at risk” – or performing below benchmark expectations - they will also be assessed using diagnostic screeners to determine further needs. Furthermore, these students will complete an additional NWEA/MAP test in January to monitor progress.
- In kindergarten, students will also be assessed using a FastBridge Early Reading Screening at the beginning of each year and then follow-up with the complete FastBridge Early Reading Benchmark Assessment three times during the year.
- In grades 1-3, student will also be assessed using a universal screener (HMH Journeys) two times a year (beginning and mid-year). *\*Any students who are performing at grade level on the BAS Reading Records will not complete screening.*
- All assessment are administered individually to each learner.



# K-3 NWEA/MAP BENCHMARKS

## Kindergarten Assessment Benchmarks:

FastBridge	Metric	Fall	Winter	Spring
Early Reading English	Composite Score	Some Risk < 34 High Risk < 30	Some Risk < 52 High Risk < 46	Some Risk < 65 High Risk < 59
Early Reading Spanish	Composite Score	Some Risk < 31 High Risk < 26	Some Risk < 48 High Risk < 38	Some Risk < 66 High Risk < 57

## Grade 1, Grade 2 and Grade 3 Assessment Benchmarks:

MAP	Fall	Winter	Spring
Grade 1	30%ile = 154 60%ile = 164	30%ile = 164 60%ile = 175	30%ile = 170 60%ile = 181
Grade 2	30%ile = 167 48%ile = 174	30%ile = 176 48%ile = 183	30%ile = 181 48%ile = 188
Grade 3	30%ile = 180 48%ile = 187	30%ile = 188 48%ile = 195	30%ile = 191 48%ile = 198
MCA			
Grade 3	Below 340 = Does Not Meet	341-349 = Partially Meets	350 & Above = Meets or Exceeds

# ASSESSMENT 4 & 5



- We also have criteria and measures that will be implemented for identification and monitoring of students who continue to not demonstrate proficiently on the MCAIII Reading Assessment.
- The tiered intervention pyramid includes the general education language arts program, which addresses the Minnesota ELA Academic Standards. It also includes a level of intervention that is driven by student need and includes research based approaches such as differentiated intervention program materials from the HMH program, as well as teacher selected comprehension interventions based on the NWEA continuum of learning.
- At this level, comprehension is also monitored through the comprehension questions administered as part of benchmark running records, which uses Fountas and Pinnell guided reading levels.
- Reading records are administered three times a year and are also one of the reported assessments in our Infinite Campus student management system.



# 4 & 5 NWEA/MAP BENCHMARKS

## Grades 4-5 Fall

Grade	30%ile	48%ile
4	190	197
5	198	205

### Grade 4 MCA:

Below 440 Does Not Meet  
440-449 Partially Meets

### Grade 5 MCA:

Below 540 Does Not Meet  
540-549 Partially Meets

## Grades 4-5 Winter

Grade	30%ile	48%ile
4	196	203
5	202	209

### Grade 4 MCA:

Below 440 Does Not Meet  
440-449 Partially Meets

### Grade 5 MCA:

Below 540 Does Not Meet  
540-549 Partially Meets

## Grades 4-5 Spring

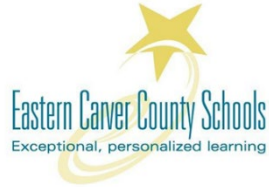
Grade	30%ile	48%ile
4	198	205
5	204	211

### Grade 4 MCA:

Below 440 Does Not Meet  
440-449 Partially Meets

### Grade 5 MCA:

Below 540 Does Not Meet  
540-549 Partially Meets

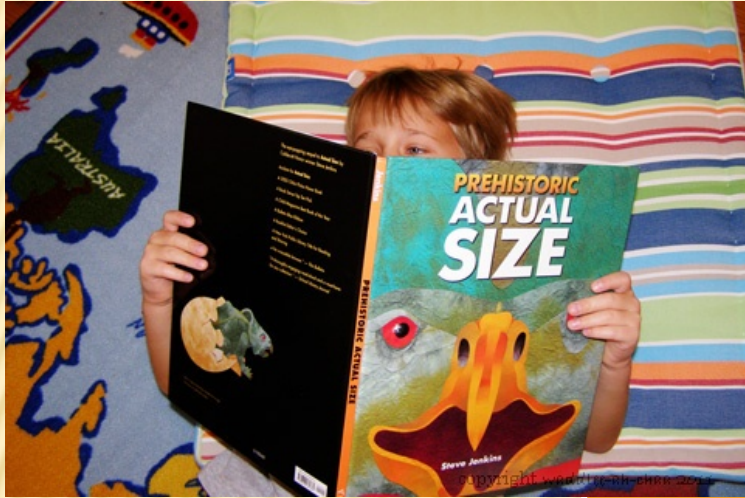


# TIERS OF INTERVENTION

- If a student is at risk of not reading well by third grade or has not achieved reading proficiency by third grade, they are provided with increasingly intense tiers of intervention.
- Interventions are research based and specific to the reading challenges of the student.
- Embedded in the tiers of intervention is a continuous monitoring system which includes standardized measures such as the NWEA/MAP Reading Assessment, Reading Records and the MCA III Reading Assessment. In addition, frequently planned assessments are administered that address phonics, vocabulary, comprehension and reading fluency. These measures can differ significantly based on the age of the students.



# PRE SCHOOL IDENTIFICATION/INTERVENTION



Given the results of the preschool screening students may be assessed in the areas of Speech and Language Development or Cognitive Development or both. – Referral to Early Childhood Special Education may result.

Students who are identified as at risk on the Pearson ESI.P or ESI.R screening tools are recommended to attend early childhood programming.

Children residing in ECCS are expected to complete early childhood screening between the ages of 3 and 5.

# KINDERGARTEN THROUGH GRADE 3 TIERED LEVELS OF INTERVENTION



Special  
Ed  
Services

Reading Rangers  
Intervention provided to  
grades 1-3

Title I Reading/ Literacy Instruction

All students receive small group or differentiated instruction at the specific reading level of each student. Skills align to grade level Language Arts standards. Reading instruction using HMH (K-3: Journeys or Senderos) program includes phonics and vocabulary instruction.



# GRADES 4 THROUGH 5 TIERED INTERVENTION

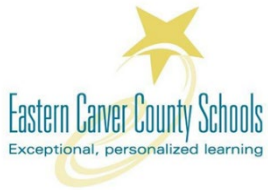


Special Education services- Reading Instruction using research based instruction and materials is provided.

Literacy instruction provided that is in addition to the building wide Language Arts instruction provided to all students.  
Research based materials and assessments specific to student needs.



General education L.A. Instruction using HMH (Journeys or Senderos) is aligned to grade level outcomes and differentiated for student's reading ability.



# WORK TO BE DONE ....



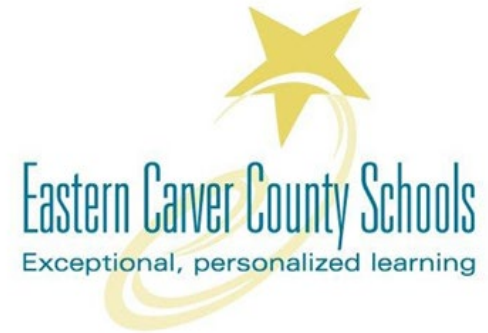
As part of a continuous improvement model, the following work will continue during in the 2019-20 school year.

- Identify measures and practices that ensure identification of preschoolers “at risk” for not reading well by third grade.
- Administer and interpret reading records data to inform high quality instruction and effective parent/guardian communication.
- Monitor comprehension skills through formative assessment.
- Use HMH language arts curriculum (Journeys or Senderos), Reading Record data and NWEA/MAP RIT guidelines to personalize student instruction.
- Implement standards-based instruction; using power standards/learning targets and balanced literacy across the gradual release of responsibility.



## **Reading Well By Third Grade**

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### **Eastern Carver County Schools Plan to Ensure Student Reading Success**

**If you would like to read our plan, it can be found at:**

<http://www.district112.org/wp-content/uploads/2019/06/2019.20-ECCS-Literacy-Plan.pdf>