

**ADDENDUM
CURRICULUM
COMMITTEE**

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Fall 2021 Progress of Gr. 5-8 Students in Literacy Intervention

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Program Overview

General-education literacy intervention at BTMES offers two instructional opportunities: (1) during the period, *What I Need* (WIN), for 40 minutes, and (2) during 1:1 to 1:3 pull-out instruction for 10-20 minutes. Number of days per week for intervention varies based on the school schedule, students' learning plans, and reading assessment results, from 2 to 5 sessions per week of WIN and from 2 to 5 sessions per week for 1:1 pull-out instruction. In fall 2022, the duration of literacy intervention was 13 weeks, with 2 weeks of assessments at the start and end of the semester.

Intervention instruction includes (1) phonological and phonemic awareness (thorough understanding of the speech sound system), (2) phonics, (3) morphology (word unit meaning and origin), (4) oral reading fluency, (4) vocabulary, (5) comprehension, and (6) syntax (sentence structure and grammar). Since instructional assessments demonstrate that phonics is the foundational area of greatest deficit, "cracking the code" (phonemic awareness, phonics, and morphology) is the largest part of intervention, adhering to the **Orton-Gillingham** approach.

Middle-school literacy intervention is a general-education program that also serves some students eligible for special education. These students may have "reading services from a licensed reading specialist in Orton-Gillingham" written in their Individual Education Plan. However, the majority of students eligible for special education, who have reading gaps, receive this service from a special educator. Students receiving reading intervention from a special educator are not included in this data report.

Assessment Overview

A. Screeners: All BTMES students in grades 5-8 participate in two literacy screeners: **Renaissance Star 360**, which assesses reading comprehension, and the **Developmental Spelling Assessment**, which assesses orthographic (spelling) skills.

B. In-depth Literacy Assessments: Students identified by one or both screeners, who already have reading intervention in their learning plan, or who are recommended by their teachers, are referred to the literacy interventionists for additional literacy assessments. These include:

1. **Acadience Oral Reading Fluency (ORF)** *10 min. to administer*
This measures reading rate, accuracy, and comprehension at the sentence level. Text difficulty increases from fall to winter and again from winter to spring.

2. **LETRS Word-Reading Survey*** *10 min. to administer*
This includes reading real and nonsense words with all syllable types, which indicates learning needs in phonics and possibly phonological awareness.

3. **Phonological Awareness Screening Test (PAST)** *10 min. to administer*
Results will indicate instructional needs in phonological awareness.

4. **Test of Silent Word Reading Fluency (TOSWRF)*** *5 min. to administer*
This measures word identification, speed, fluency, and comprehension at the word level.

* Assessment in the LETRS Word-Reading Survey and the Test of Silent Word Reading Fluency began in winter 2022, and thus only benchmark data is available for individual students. These will continue moving forward in progress monitoring.

Student Participation

The two full-time middle-school literacy interventionists provided instruction for a total of **63 students** in grades 5 - 8, which is **21%** of the middle school. **10%** of these students had a special-education plan (IEP), **48%** had an Educational Support Team (EST) and/or 504 plan, and **42%** had no learning plan. Out of **297** BTMES students in gr. 5-8, **22%** participated in general-education literacy intervention.

Of the 63 students participating, **8** or **13%** had made significant reading gains that allowed them to exit the program in January 2022, and **55** or **87%** remained for the 3rd quarter and/or 4th quarter.

Please note that some students were absent excessively during the fall semester due to quarantine requirements, which interfered with their access to literacy intervention and curbed their learning progress. In addition, during the 2020-21 school year, students did not receive literacy intervention due to lack of staffing.

Fall 2021 Literacy Performance Progress

Data Summary

57 of 63 or 90% students improved in oral reading fluency from fall to winter assessments.

Six students or 10% did not improve in oral reading fluency. Nearly all of these students have been referred to special education for additional evaluation to determine underlying disabilities or other learning barriers.

56 students or 89% of students improved in phonological awareness.

7 students or 11% of students did not improve in phonological awareness:

Acadience Oral Reading Fluency (ORF)

Benchmark: 120+ Words Per Minute, 98% Accuracy, 2 Comprehension

Oral Reading Fluency (ORF)			
<i>Skill</i>	<i>Average Fall Scores</i>	<i>Average Winter Scores</i>	<i>Progress</i>
Words Per Minute	94	108	+ 14 WPM
Accuracy	96%	97%	+ 1%
Comprehension 1-4 scale	2.14	2.57	+ 0.34

Kilpatrick's Phonological Awareness Screening Test (PAST)

Benchmark: Level M (gr. 3 - Adult)

Phonological Awareness (PA)			
<i>Skill</i>	<i>Average Fall Scores</i>	<i>Average Winter Scores</i>	<i>Progress</i>
Accuracy 1-9 scale, Levels D-M	6.69 (Level J)	7.69 (Level K)	+ 1.00
Automaticity 1-9 scale, Levels D-M	6.09 (Level J)	6.69 (Level J)	+ 0.60