

ELA Program Talking Points

- During the past eight years, the Elementary ELA Program has been focused on standards-based instruction with the new adoption of the Pennsylvania Core Standards in English Language Arts. Current measures of progress conducted by the Pennsylvania State System of Assessment (PSSA), the Pennsylvania Value Added Assessment System (PVAAS), and the School Performance Profile (SPP) are based on the Pennsylvania Core Standards. Over a eight-year period the District scores demonstrated a plateau in student achievement. The staff has been provided professional development in the areas of early literacy, phonemic awareness, and comprehension strategies to build capacity with their language arts instruction. However, the absence of targeted resources has limited the depth of instruction and amount of consistency the students receive in English Language Arts (ELA). Teachers have created their own resources, developed their own assessments, and have even published their own professional books. While these tools are an excellent resource, they create many inconsistencies and many times lack the depth and rigor needed for the needed comprehensive foundation in literacy skills demanded by today's Pennsylvania Core Standards.
- A curriculum review was conducted by the Elementary English Language Arts Committee, which indicated needs for the following improvements and updates in the Elementary English Language Arts Program:
 1. Addressing the influences of poverty on literacy education and development.
 2. Greater consistency in implementation of the literacy program in the elementary schools (K-6).
 3. Better integration of reading, language arts, spelling and writing.
 4. Instructional materials that support differentiation to address the wide range of student abilities as well as English Language Learners (ELL).
 5. Curriculum based assessment tools and opportunities for 21st Century Learning through the integration of technology.
- This program will free up valuable time teachers have not had to focus on students needing the most assistance. Before, teachers needed to find materials for each lesson, annually. We have found that this program provides the resources needed to help us enhance our instructional offerings for our diverse students as well. While doing research on the other programs, supplemental materials would need to be purchased. If we remained with our current process, with teachers finding their own materials, we will continue to get the same results we have been seeing on our assessments.
- The rigor for students has changed since 2008 and providing a resource that aligns with the needs of students (sp. ed., ESL, gifted, etc.) will better prepare students for the challenges of the new state standards. Teachers finding resources doesn't provide a solid foundation for consistency between lessons or grade levels. A program will provide the tiered step process addressing standards from one grade level to the next from K-6.

- The integration of a core, foundational literacy program in grades K-6 will fill a systemic need for the communities of Bendersville, Biglerville, and Arendtsville by preparing students who will have a comprehensive foundation of phonemic awareness and comprehension skills. These skills will not only allow students to be more prepared from grade level to grade level, but they will have greater success entering the secondary level of their education into the middle and high schools. Research provided by the Education Value–Added Assessment System in North Carolina (EVAAS), has proven that there is a direct link between being economically disadvantaged and an individual’s core literacy development. Graduates will have a greater opportunity for an improved quality of life leaving their K-12 program with a solid literacy foundation, which was rooted in their K-6 educational careers with the core, foundational literacy program provided to them.
- Implementing a solid, research–based core literacy program will provide the K–6 students of the Upper Adams School District with a much deeper and rich English Language Arts (ELA) Program which will address the current needs of our English As A Second Language, Economically Disadvantaged, Special Education, and other students. With the implantation of a new English Language Arts (ELA) Program, the Upper Adams School District intended to give all students solid literacy skills students need to be successful in today’s global society.

Elementary PSSA Data

PSSA + PSSA-M + PASA
 Group Summary: Scale Scores and Performance Levels
 Grade 3
 Showing all full academic year students.

Groups	Year	Reading
		% At/Above Proficient
Upper Adams SD	2005	75.0
	2006	66.2
	2007	69.9
	2008	77.7
	2009	77.9
	2010	72.4
	2011	73.2
	2012	67.9
	2013	73.1
	2014	66.9

Grade 3 PSSA (2015): 54.5%

PSSA + PSSA-M + PASA
Group Summary: Scale Scores and Performance Levels
Grade 4

Showing all full academic year students.

Groups	Year	Reading
		% At/Above Proficient
Upper Adams SD	2006	80.4
	2007	68.9
	2008	68.3
	2009	71.4
	2010	75.0
	2011	73.6
	2012	73.6
	2013	61.2
	2014	70.5

Grade 4 PSSA (2015): 52.7%

PSSA + PSSA-M + PASA
Group Summary: Scale Scores and Performance Levels
Grade 5

Showing all full academic year students.

Groups	Year	Reading
		% At/Above Proficient
Upper Adams SD	2002	58.0
	2003	70.1
	2004	59.0
	2005	67.6
	2006	72.9
	2007	63.5
	2008	56.2
	2009	66.4
	2010	65.1
	2011	69.4
	2012	56.2
	2013	64.3
	2014	57.7

Grade 5 PSSA (2015): 59.1%

PSSA + PSSA-M + PASA
Group Summary: Scale Scores and Performance Levels
Grade 6

Showing all full academic year students.

Groups	Year	Reading
		% At/Above Proficient
Upper Adams SD	2006	71.9
	2007	74.2
	2008	71.7
	2009	65.9
	2010	74.3
	2011	71.8
	2012	74.1
	2013	63.9
	2014	71.0

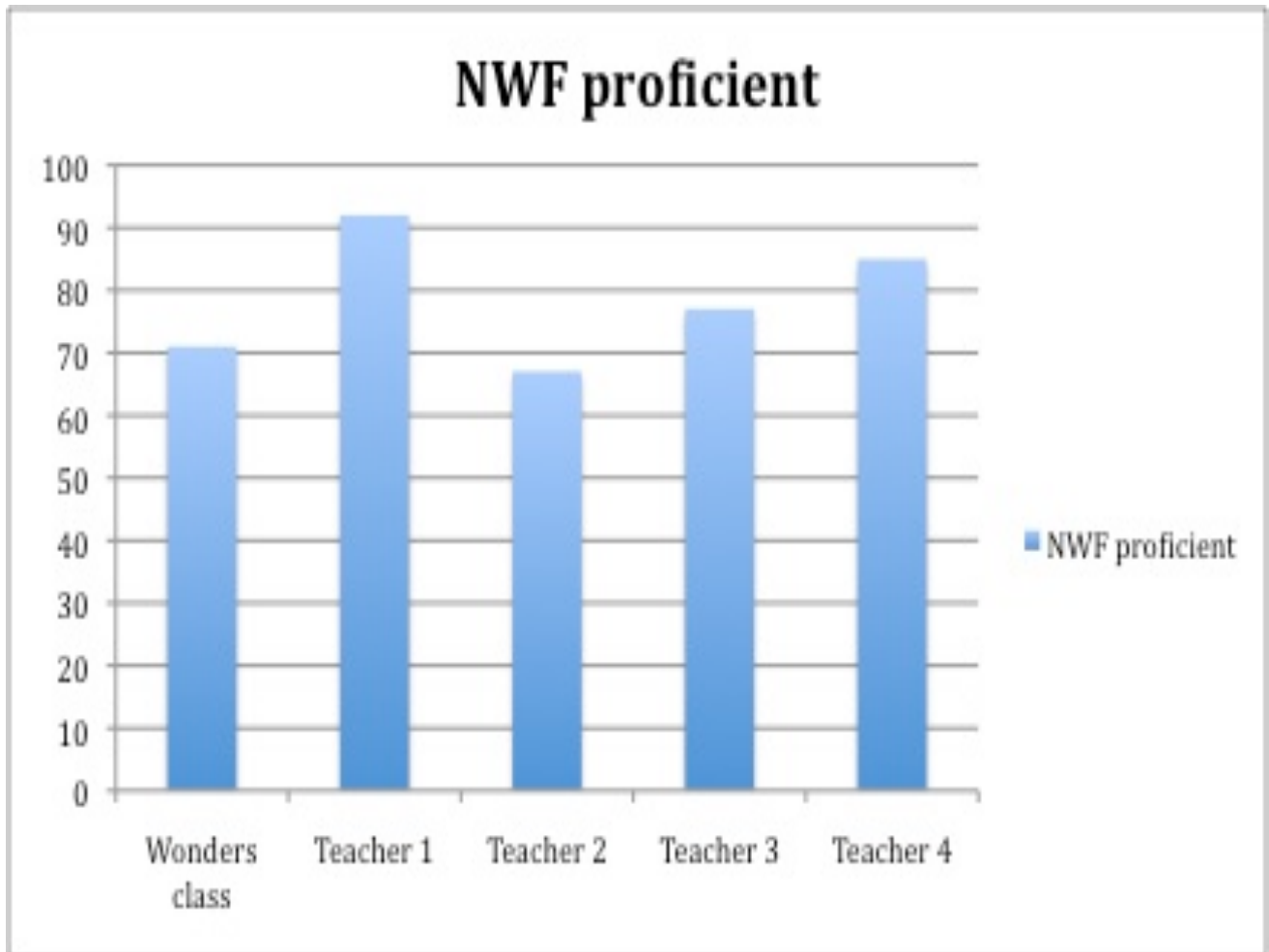
Grade 6 PSSA (2015): 60.0%

Elementary PVAAS Data

Estimated LEA/District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Standard for PA Academic Growth
Standard for PA Academic Growth		0.0	0.0	0.0	0.0	0.0	
2013 Growth Measure		1.2 G	2.6 DB	4.4 DB	-0.2 G	-2.2 Y	1.1 DB
Standard Error		1.3	1.1	1.2	1.2	1.2	0.5
2014 Growth Measure		-3.2 R	-0.9 G	3.3 DB	3.0 DB	-1.5 Y	0.1 G
Standard Error		1.2	1.3	1.0	1.1	1.1	0.5
2015 Growth Measure		-0.7 G	-0.8 G	3.4 DB	3.0 DB	-1.5 Y	0.7 LB
Standard Error		1.2	1.2	1.3	1.0	1.1	0.5
3-Yr-Avg Growth Measure		-0.9 Y	0.3 G	3.7 DB	1.9 DB	-1.7 R	0.7 DB
Standard Error		0.7	0.7	0.7	0.6	0.7	0.2
Estimated LEA/District Avg Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2012 Avg Achievement	47.2	48.5	44.2	51.9	52.0	46.1	
2013 Avg Achievement	50.6	48.4	51.0	48.6	51.7	49.8	
2014 Avg Achievement	49.7	47.4	47.5	54.4	51.5	50.2	
2015 Avg Achievement	47.8	49.0	46.6	50.9	57.3	50.1	

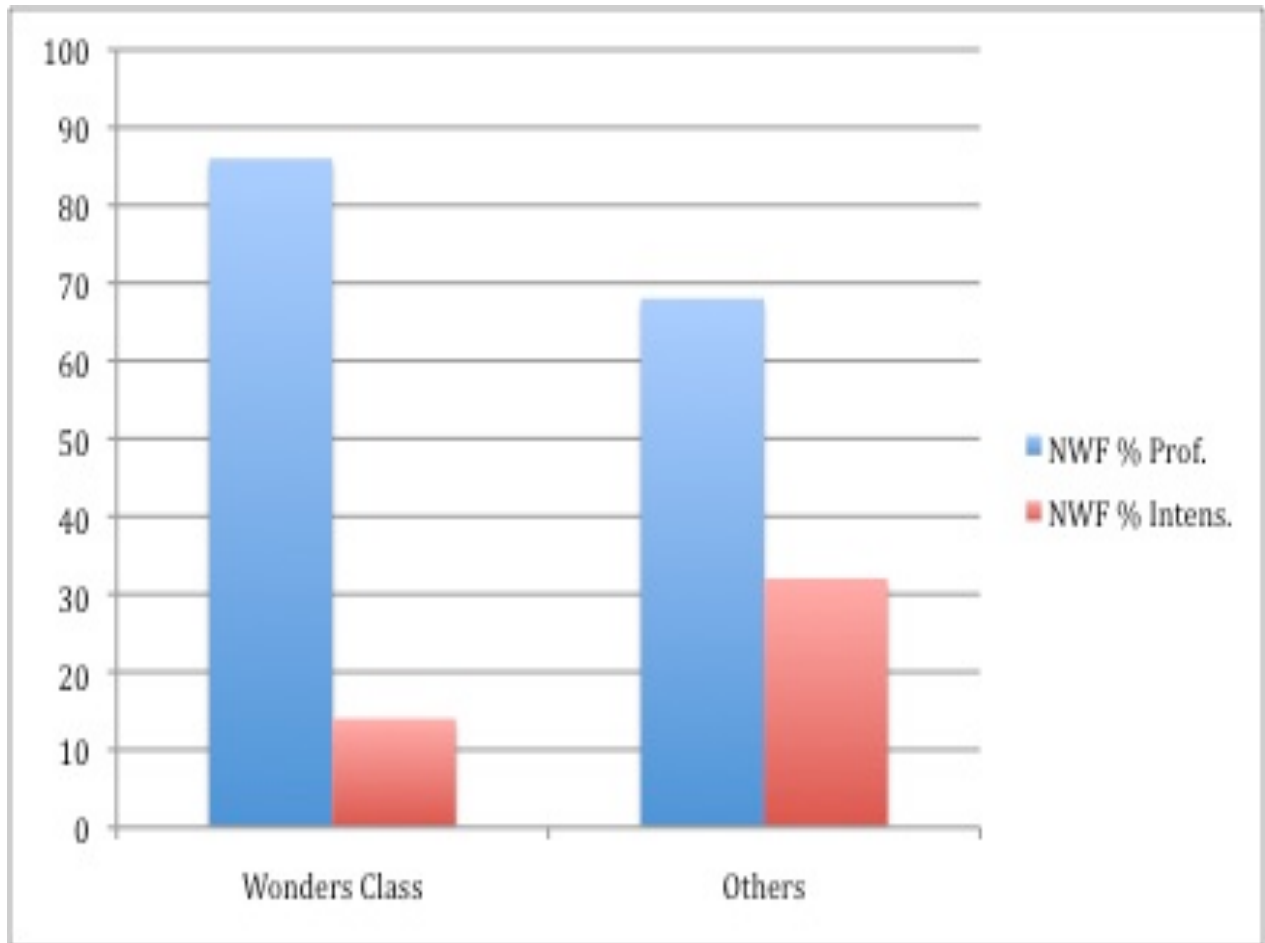
- DB** Significant evidence that the district exceeded the standard for PA Academic Growth
- LB** Moderate evidence that the district exceeded the standard for PA Academic Growth
- G** Evidence that the district met the standard for PA Academic Growth
- Y** Moderate evidence that the district did not meet the standard for PA Academic Growth
- R** Significant evidence that the district did not meet the standard for PA Academic Growth

**Beginning Of The Year D.I.B.E.L.S. Data
Nonsense Word Fluency (NWF) Assessment
Wonders Pilot Class vs. Other Grade Level Classrooms**



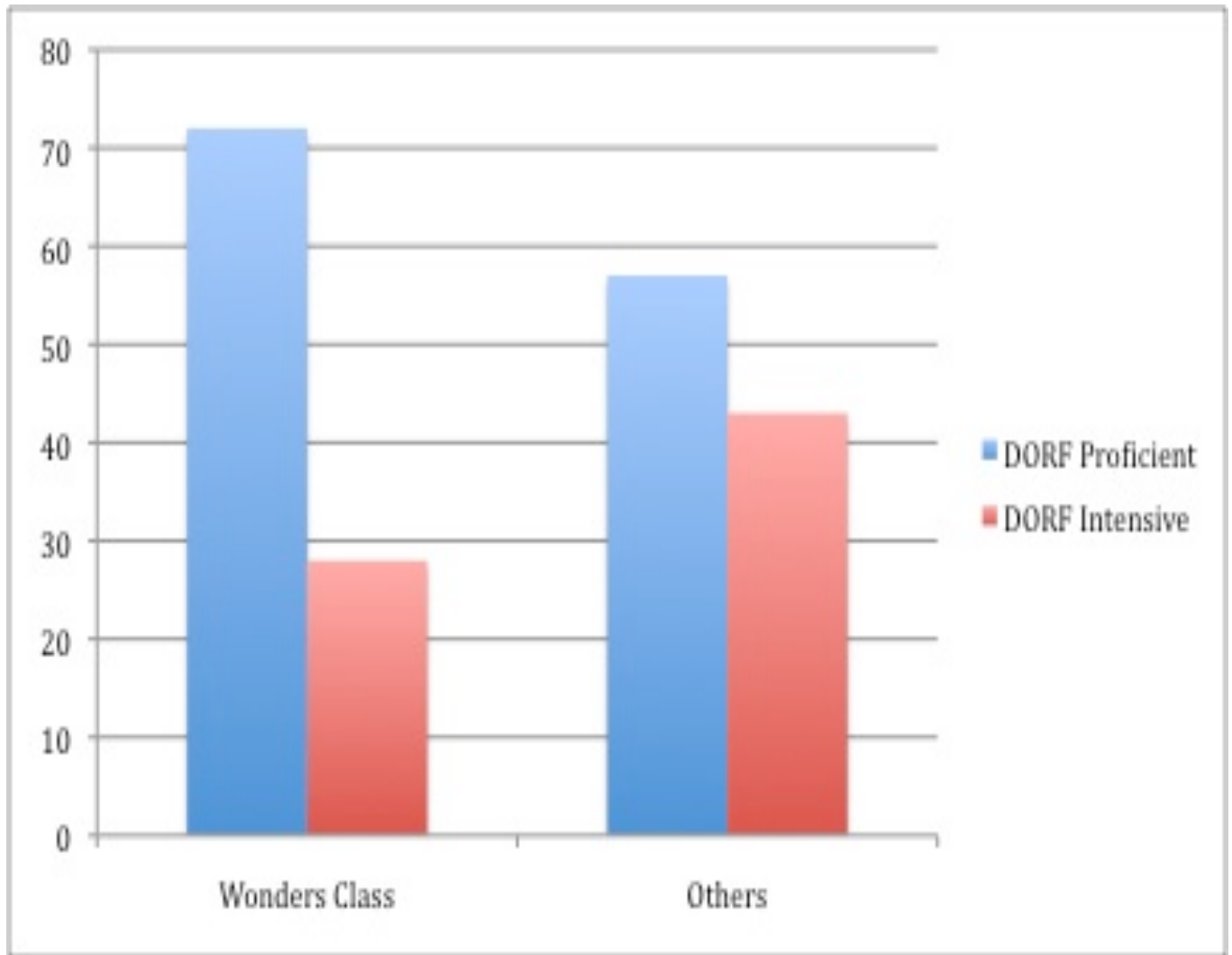
The above graph represents if the students met the benchmark for nonsense word fluency at their grade level for the beginning of the school year based on how many nonsense words they could read within a minute. According to the National Reading Panel, the role of Nonsense Word Fluency as a part of phonics practice is a valuable part of decoding practice. Students need to learn to use the letters and their sounds alone to arrive at word pronunciations. Good readers examine every letter and resolve every word. When a word is used in the context of a sentence or picture, then students do not necessarily need to use the letters to do the decoding.

Middle Of The Year D.I.B.E.L.S. Data Nonsense Word Fluency (NWF) Assessment Wonders Pilot Class vs. Other Grade Level Classrooms



The above graph represents if the students met the benchmark for nonsense word fluency at their grade level for the middle of the school year based on how many nonsense words they could read within a minute. The blue indicates the students have met the benchmark or higher for their grade level while the red indicates they need intervention. According to the National Reading Panel, the role of Nonsense Word Fluency as a part of phonics practice is a valuable part of decoding practice. Students need to learn to use the letters and their sounds alone to arrive at word pronunciations. Good readers examine every letter and resolve every word. When a word is used in the context of a sentence or picture, then students do not necessarily need to use the letters to do the decoding.

Middle Of The Year D.I.B.E.L.S. Data Oral Reading Fluency (DORF) Assessment Wonders Pilot Class vs. Other Grade Level Classrooms



The above graph represents if the students met the benchmark for oral reading fluency at their grade level for the middle of the school year based on how many words they could read within a minute. The blue indicates the students have met the benchmark or higher for their grade level while the red indicates they need intervention. Oral reading fluency is the ability to read connected text quickly, accurately, and with expression. In doing so, there is no noticeable cognitive effort that is associated with decoding the words on the page. Oral reading fluency is one of several critical components required for successful reading comprehension. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they are able to focus on the meaning of the text.