2017-2018 English Language Arts (ELA) Program Evaluation

Introduction

The four communities of Maine School Administrative District No. 75 are united in our dedication to develop confident, lifelong learners. It is the district's mission to ensure that the school community provides its students with the tools necessary to become "fluent learners, critical thinkers and creative contributors to our society."

This document represents the results of a thorough analysis of the English Language Arts (ELA) program in the District. The process, performed during the 2017-2018 school year, was designed to evaluate whether or not the current programming is meeting the needs of our students, who are expected to meet state ELA standards. This report will identify a variety of elements of the program in order to facilitate ongoing improvement.

In general, this evaluation will:

1. Acknowledge the direction of student expectations
2. Review current programming
3. Perform a gap analysis between 1 and 2, and suggest proposals to close the gap.

Context

History of Program

During the past two decades, many changes have occurred in our state ELA standards. The changes in English Language Arts standards in Maine have reflected **national changes** in emphasis in literacy instruction as outlined below.

Major Shifts in Literacy Instruction in the 21st Century

(Bean and Ippolito, 2016) pp. 42-43

Literacy teaching and learning has undergone several major shifts during the first decades of the 21st century. A number of societal factors have challenged the way we think about teaching reading, writing, and communication in the United States. Related instructional shifts follow:

- An integrated view of literacy that calls for attention to reading, writing, and communications has arisen. No longer is the emphasis only on reading, but there is recognition of the **interrelationships** between and among all the language arts. For example, early oral language skills lead to and facilitate the development of later reading and writing skills. Talking about what one has read or written and listening to others discuss what they have read or written develops deeper understanding and learning (Chapin, O'Connor & Anderson, 2013; Michener & Ford-Connors, 2013; Zwiers & Crawford, 2011)...
- A comprehensive, systematic literacy program is needed. An effective literacy program calls for a well-articulated approach with increasing expectations and rigor as students

move through the grades. Some refer to this as the **"staircase of complexity"** as specifically related to increasing textual challenge...

- There is a need for students to read text, both print and digital media, critically and to understand how to **evaluate the credibility and trustworthiness** of such text. The widespread availability of technology requires schools to guide and support students, so that they are able to use a wide variety of digital devices and software wisely as tools for literacy learning and communication…
- Students need to consume a balanced diet of **literary fiction and informational texts** from pre-kindergarten through twelfth grade. While literary fiction has an important (and more accepted) role in literacy instruction, experiences with informational texts are important from the early grades on. Such experiences may provide a necessary entry to literacy, helping students develop the background knowledge necessary for disciplinary learning.
- Grammar taught in isolation is ineffective, while sentence combining and imitating model sentences have shown positive results in student writing.

Changes in Maine ELA standards and statutes and M.S.A.D. No. 75 adjustments

Standards / Statutes	Shifts	M.S.A.D. No. 75 adjustments
Maine Learning Results 1997 2007	Called for more integration of reading and writing. 1997 version was uneven in its expectations grade to grade. 2007 more even.	K-5 adopted Writers Workshop and Calkins' Writing Units of Study (UoS) ● Professional Development from Teachers College 9-12 Common assessments developed across grade levels with scoring guides tied to MLR.
New England Comprehensive Assessment Program (NECAP) Grade Level Expectations 2009	Clearer progression of reading fluency and phonics expectations.	K-3 adopted Wilson Fundations multisensory phonics program K-5 adopted Readers Workshop and Reading Units of Study (UoS) ● Professional Development from Teachers College
Maine Learning Results include Common Core State Standards for ELA (CCSS) 2011	Much clearer "staircase of complexity." •Early literacy skills. •Balance of fiction and nonfiction reading. •Increased emphasis on writing. •Developmental sequence of speaking and listening skills, including discussion and	6-8 adopted Writers and Readers Workshop with Writing UoS and Reading UoS ● Professional Development from Teachers College K-8 Speaking and Listening skills embedded in workshop structures 9-12 aligned all assessments with CCSS. Some assessments still reflect language of MLR and are common across grade levels.

	presentation.	
Response To Intervention (RTI) System Development 2012	School administrative units develop and implement a system of interventions… K-12… based upon ongoing formative assessments that continuously monitor student progress.	RTI Learning Strategist positions in each school K-12 K-5 AIMSweb Reading Universal Screening and Progress Monitoring Assessment of early literacy and reading fluency skills 6-12 STAR Reading Universal Screening and Progress Monitoring Assessment
Proficiency-Based Diploma 2017	For a student graduating in the graduating class of 2020-2021, [must] certify that the student has demonstrated proficiency in meeting the state standards in the content area of English language arts…	Development of M.S.A.D. No. 75 ELA Learning Goals ● Progression to Graduation Standards, reflecting CCSS Re-development of ELA Standards-Recovery course for SY 2018-19 to address needs of students who need more time/support to demonstrate proficiency

Program Overview (current)

Curriculum, Instruction and Assessment
The Maine Learning Results have been updated to include the Common Core State Standards for English Language Arts. http://www.corestandards.org/ELA-Literacy/

M.S.A.D. No. 75 has established a progression of ELA Learning Goals toward Graduation Standards based on the State Standards for English Language Arts.

Programming and Instruction:
Grades K-3. Wilson *Fundations* Phonics Program is a structured phonics/spelling (word study) program using multisensory teaching techniques. *Fundations* is taught in grades K, 1, 2 and 3.
This program has many strengths.

- Teaches alphabet sounds and syllables, like "silent e" and "vowel teams"
- Skills (including handwriting) explicitly taught and practiced
- Students read words and "build" words with tiles and writing

Some challenges exist, however.

- Limited transfer of skills to student writing and reading
- Order and pace of concepts presented does not match our reading and writing programs
- Lock-step sequence of instruction allows little flexibility
- Assessments require considerable instructional and scoring time
- Materials are expensive - Consumable materials are replaced each year. Many of our “durable” materials purchased in 2011 need to be replaced.

Teachers College Reading and Writing Project has developed **Phonics Units** that combine the best of what research has shown to be effective instruction. They've relied on proven, research-based

practices especially the work of Isabel Beck, Donna Scanlon, Pat and Jim Cunningham, Rollanda OConnor, Marilyn Adams, Tim Rasinski, Donald Bear, Wiley Blevins, and the late Marie Clay.
A representative group of M.S.A.D. No. 75 Literacy Teacher Leaders attended the Teachers College Phonics Institute in January to learn about phonics research and these new units. Key points:

- Pacing. The units introduce phonics concepts in a way that keeps pace with students' reading and writing development and helps them understand when, how, and why they can use phonics to read and write.
- Engagement. The units offer fun and engaging storylines, classroom mascots, songs, chants, rhymes, and games to help students enjoy learning phonics.
- Alignment. These units align with reading and writing workshops for a coherent approach in which terminology, tools, rituals, and methods are shared in ways that benefit both teachers and kids.
- Access. Lessons "meet kids where they are," providing multiple entry points.
- https://www.heinemann.com/unitsofstudy/phonics/

During the 2018-19 school year we plan to pilot the K-1 units in M.S.A.D. No. 75 and determine if these materials and methods are a better choice for our students.

Grades 4-5. District Word Study Materials and Methods, Levels 4 and 5 were adopted by the Board in 2017. These materials and methods address advanced phonics, morphology (roots, prefixes and suffixes), and vocabulary development.

Implementation Plan:

2016-17 Plan	2017-18 Plan	2018-19 Plan
Grade 4 and 5 teachers received introductory materials for Level 4 word study instruction with one hour professional development in August 2016. Decisions about classroom-specific implementation were made in consultation with the school LTL and principal. Feedback was collected from implementing teachers.	Grade 5 teachers received introductory materials for Level 5 word study. Decisions about classroom-specific implementation were made in consultation with the school LTL and principal.	Full implementation of word study instructional materials for levels 4-5. Success of the program will be monitored through the results of the yearly Developmental Spelling Inventory and aimswebPLUS Vocabulary assessments.

Grades K-8. Teachers College Reading and Writing Project
Units of Study for Teaching Reading and Writing.
Research suggests that many **factors** impact student success in the areas for reading, writing, speaking and listening including these listed below.

Motivation to Read
Students should be given choice in selecting the materials they read and should be matched to appropriately readable text. Sufficient time engaged with appropriate text, in a variety of ways, builds confidence through sustained successful reading. Proficient readers tend to read widely

while students who struggle to read tend to avoid reading altogether and the amount of actual reading exposure is low (Allington, 2001).

Classroom organization
Balance whole class teaching with small group and side-by-side instruction (Taylor, B. M. P. D. Pearson, et al, 2000; Allington, R. L., & Johnston, P. H., 2002).
The effective classroom is organized for independence. Students learn best when they are responsible for their own learning. The goal is for students to become self- managed (self-determined, self-extending) learners who can take over the process (Clay, 1996).

Students involved in the assessment and goal-setting process
Research shows that when people are involved in their own assessment and they are required to think about their learning and articulate their understanding—they learn more, achieve at higher levels, and are more motivated. They are better able to set informed, appropriate learning goals to further improve their learning (Young, 2000; Black and Wiliam, 2008; Davies, 2005; Stiggins, 2007).

The Teachers College Reading and Writing Project is a research and staff development organization led by Lucy Calkins at Teachers College, Columbia University, New York, NY. The TCRW Project developed and published the *Units of Study for Teaching Reading and Writing.* The authors "aim to prepare students for any reading and writing task they will face and to (foster) lifelong, confident readers and writers who display agency and independence."
https://readingandwritingproject.org/about/research-base

These units provide a framework for responsive teaching within a workshop approach. The routines and structures of reading and writing workshop are simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.

Each of the above factors that impact student success is woven into the fabric of instruction. Students have choice of reading texts and writing topics. They have extended time to read deeply and write. There is a balance of whole group, small group and individualized instruction. Teachers and students have clearly articulated progressions of learning. Students are involved in their own assessment and goal-setting processes.

Grades 9-12. Prior to our transition to a proficiency-based diploma, all Mt. Ararat High School (MTA) students were required to earn four English credits over the course of their high school career. Starting with the class of 2021, students are now required demonstrate proficiency in designated learning goals in order to earn a diploma. Traditionally, students started in a heterogeneous 9th-grade course and, upon satisfactory completion of English I, proceeded into courses at different levels of instruction (academic, advanced, writing and reading labs, AP), according to their needs and abilities. Starting in 2018-2019, we will offer varied levels of instruction at each grade level, including an advanced course for freshmen, a coordinated support program for at-risk ninth graders, and a standards-recovery program for any student needing more time and support to demonstrate proficiency.

- **9th-grade** - The focus at the freshman level is training students to become critical readers of text, effective oral communicators, and clear and coherent writers. Direct instruction in vocabulary and grammar is also part of the program. Currently two levels: Academy & Academic English I.

- Academic I - heterogeneous class, baseline entry-level for most students until creation of English I Academy in 2010.
- Academy English - designed for 35-40 at-risk students using adapted versions of common assessments

** Starting in SY 2018-19, we plan to re-integrate at-risk students into Academic English I, while providing ongoing support for these students through a coordinated support program, involving teacher teaming and supported study classes. We also plan to offer an Advanced English I course for students who are working above grade level.

- **10th grade** - Two levels: Academic English II and Advanced English II

- **11th-grade** - Three courses: Academic English III, AP English Language & Composition, Writing & Reading Lab III

- **12th-grade** - This course is the culmination of the high-school English program that prepares students for their transition to postsecondary study, the military, or employment. The concepts of voice, turning points, human culture, and truth provide a focus for study. Major assignments focus on the development of language and film/image awareness as well as listening and speaking skills. Critical analysis and synthesis papers, including a senior paper (graduation and course requirement), are completed in connection with readings. Students confer regularly with their teacher about their writing.
- Four courses: Academic English IV, AP English Literature & Comp, Writing & Reading Lab IV, SMCC Dual-Enrollment / English IV

- **Region 10 Technical High School's English course** allows students with credit deficiencies in other required subjects to earn required state English credit at Region 10 and thus undertake or maintain involvement in their vocational program. However, course content, including unit scope and sequence and course assessments, differs from that of the Mt. Ararat High School English curriculum.

Analysis of Writing Instruction K-12

Teachers and Literacy Teacher Leaders representing grades 2-12 came together on April 12, 2018 to examine research on writing and grammar instruction, analyze student writing alongside our writing learning goals, and consider next steps in writing instruction. Conclusions:

1. M.S.A.D. No. 75 provides high-quality research-supported instruction in writing. Examples of research-proven instructional practices that improve the quality of writing in M.S.A.D. No. 75:
    a. Teach strategies for planning, revising, and editing compositions (the Writing Process).
    b. Teach strategies and procedures for summarizing reading material, because this improves students' ability to concisely and accurately present this information in writing.
    c. Develop instructional arrangements in which students work together to plan, draft, revise, and edit their compositions. Such collaborative activities have a strong impact on the quality of what students write.
    d. Make it possible for adolescents to use word processing as a primary tool for writing, because it has a positive impact on the quality of their writing.
    e. Provide teachers with professional development. This includes how to implement the writing process and teach the progression of development of writing skills.
    f. Provide students with good models for each type of writing that is the focus of

instruction. These examples should be analyzed, and students should be encouraged to imitate the critical elements embodied in the models.

2. We identified one area in which we could improve our practice. Research shows that grammar taught in isolation is ineffective, while sentence combining and imitating model sentences have shown positive results in student writing.
    a. Teach students how to write increasingly complex sentences. Instruction in combining simpler sentences into more sophisticated ones enhances the quality of students' writing.

3. M.S.A.D. No. 75 Writing Learning Goals at the high school level overlap, particularly between informational and argument writing. Writing development at these levels becomes more nuanced.
    a. Writing learning goals at the high school level be grouped in 9-10 and 11-12 levels. Informational and argument writing learning goals can be combined.
    b. Continued collaboration is needed to create a coherent progression of editing learning goals K-12.

Assessment

K-5 Universal Screening and Progress Monitoring Reading Assessments: aimswebPlus

- Fall, Winter, Spring
- One to five-minute tests
    K-1: Letters and Sounds, Simple Words, Gr. 1 Oral Reading Fluency
    2-3: Vocabulary, Oral Reading Fluency, Reading Comprehension (online)
    4-5: Vocabulary, Silent Reading Fluency, Reading Comprehension (online)

6-12 Universal Screening and Progress Monitoring Reading Assessments: STAR Reading

- Fall, Winter, Spring
- Computer-adaptive assessments that measure students' reading comprehension, monitor achievement and growth, and track understanding of focus skills

K-5 Teachers College Running Records

- The running record allows you to record a child's reading behavior as he or she reads from a book. This tool helps teachers to identify patterns in student reading behaviors. These patterns allow a teacher to see the strategies a student uses to make meaning of individual words and texts as a whole.

K-5 Additional formative reading assessments

- "The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning… Formative assessments are generally low stakes, which means that they have low or no point value. " Carnegie Mellon University Eberly Center https://www.cmu.edu/teaching/assessment/basics/formative-summative.html
- A recent survey regarding ELA Assessment in grades K-5 was conducted.
    - Some teachers expressed confusion about the role of formative assessment
    - There is overlap in our formative assessments, particularly in grades K and 1 - some may be unnecessary
    - Methods for informally collecting formative assessment data need to be developed,

modeled and encouraged

6-8 MAMS Reading Performance Assessments

K-8 Teachers College On-Demand Writing

9-12 MTA Reading and Writing Common Assessments: We still use common assessments at every grade level, but teachers adapt them in different ways. Many of these assignments have been in flux for several years as Maine Learning Results have yielded to CCSS, and especially now as we're transitioning into a proficiency-based system.

- 9th Grade: Progress toward learning goals is measured in five required common assessments: (1) argument analysis, (2) oral history, (3) close-reading analysis of a Shakespearean passage, (4) research-based narrative, and (5) thematic essay.
- 10th Grade: Common assessments include (1) introductory argument paper, (2) synthesis argument, (3) I-Search, (4) literary analysis, (5) literary interpretation.
- 11th Grade: (1) memoir, (2) literary analysis, (3) personal narrative, (4) oral argument, (5) research project
- 12th Grade: (1) Personal essay for college applications, (2) literary analysis essay, (3) poetry analysis & performance, (4) Senior Paper - synthesis & argument paper, (5) What Is True? Photo analysis essay, (6) On-demand comparative analysis of Shakespearean adaptations

Response to Intervention (RTI)

Response to Intervention is a system of support for learners based on scientific method. Teachers provide research-proven teaching and programs. Three times a year, teachers assess (or screen) all the students for basic grade level skills. If a student is behind in basic skills, the teacher will try changing their teaching to help the child. The teacher may try special teaching or an intervention. Then comes the question: How does the child respond to the intervention? Put another way, is the intervention working?

- Process
  - Flow chart of steps (See Appendix A - M.S.A.D. No. 75 RTI Process)
  - History of interventions and effectiveness (See Appendix B - Intervention History Form)
  - RTI Teams in elementary schools
    - Schools have established RTI teams to address concerns about a lack of academic progress for a student.
    - Teams closely examine student work to determine patterns of need, based on a protocol developed by Jennifer Serravallo.
    - From these patterns, goals for improvement are set.
    - A plan for intervention, often both outside and within the regular classroom, is created.
    - A date to reconvene to determine the effectiveness of the plan and goals met is set. Typically this date is set for 6-8 weeks from the original meeting.

- Elementary interventions for students struggling in reading are provided to match student need. This research-based targeted instruction may be taught by the classroom teacher, a Title IA or RTI teacher, a Literacy Teacher Leader or a Special Education teacher.
  (See Appendix C for a description of a range of reading interventions provided.)

- Lexia Reading Core5 is a blended learning online reading and spelling intervention. A report of student use and progress was requested from Lexia Learning Systems for the school year 2016-17.
    - 6% (43) of the 668 students accessing Core5 were using the program the amount of minutes per week recommended by the program
    - Students who did not meet usage recommendations, made little or no growth
    - Students who met usage recommendations made substantial gains, many greater than a year's growth, in most cases catching up to grade level expectations
      (See Appendix D)

- Middle School RTI Vision and Target Time. Mt. Ararat Middle School has committed to using data from the STAR assessment to group students by need for additional instructional time in the areas of math and reading. This additional instruction occurs Target Time, which is 35-45 minutes per day, 4 times per week. Groupings are made according to the data at each screening period, along with teacher input and informal recommendations. Students in the Targeted Intervention groups (as opposed to those already at the 50%ile and above) are monitored for progress every 3-4 weeks. Students already at the 50%ile and above are also grouped by like need and are working on skills and texts at their instructional level.

- The High School RTI system features a Literacy Workshop and Standards Recovery class to assist struggling students.
    - Students are referred to Literacy Workshop based on both interest and/or a need for literacy support. It has been designed to meet students' individual needs in both reading fluency and comprehension. Students learn how to improve their reading habits, reflect on their abilities, and set specific literacy goals. Course work involves support from a Reading Specialist, one-on-one reading conferences with the instructor, a workshop environment, book clubs with peers, modeling of effective reading strategies and practices, in-class reading sessions, and choice in reading material.
    - Starting in the 2018-2019 school year, students who have failed to meet learning goals in a current or past English course are referred to the Standards Recovery course, which temporarily takes the place of a study hall. Teachers individualize instruction and use pre- and post-assessments to help each student achieve proficiency in outstanding ELA goals. Students continue to receive personalized instruction until each goal is met, at which point standards-based scoring in Empower will be updated.

Proficiency-Based Learning

- Established clear progressions of ELA Learning Goals
- Student, teachers, family know what has been learned and what is next
- M.S.A.D. No. 75 Tenets of Proficiency-Based Learning
    - All students will be better prepared for college, career, and civic readiness
    - All students will connect to, engage in, and develop a passion for learning
    - All students can learn and show what they know in a variety of ways and paces (multiple pathways)
    - Students, teachers, and families have a clear understanding of where a student's learning is, and where it is headed

Gifted and Talented
M.S.A.D. No. 75 provides district-wide gifted and talented support for students in grades K-12. GT supports in the area of ELA are designed to match student need. At the elementary and middle school levels, gifted and talented specialists work with classroom teachers, providing resources and consultation for differentiated classroom instruction for high ability students. As needed, students also engage in small group or individual enrichment projects for approximately one hour each week with the support of GT staff.

In addition to consultation, Advanced Placement and Honors classes support gifted students at the high school level.

Additional Opportunities
Students at MTA have several extracurricular opportunities to demonstrate their skills in English Language Arts.

- School-wide *Poetry Out Loud* competition
- National Council of Teachers of English (NCTE) Achievement Award in Writing contest for juniors
- Editing and publishing *Aquila*, MTA's creative writing & arts magazine
- Writing contests throughout the year, including Letters About Literature, the Telling Room's Annual Contest, Joy of the Pen (Topsham Public Library), Merriconeag Poetry contest, etc.
- Field trips to Portland Stage Company, the Bowdoin Library, The Highlands for 9th-grade oral history project
- Community reading groups at junior level

District-wide secondary student participation
Course participation rates (% of students taking differing levels of courses)

- Regular academic / college-prep courses = 52%
- Advanced courses = 30%
- Academy/lab courses (for students needing extra support) = 11%
- English at Region Ten = 1%
- Special Services English courses (SWIC, BEP, TAP, STAR, FLS, CEP) = 11%

Time in Schedules

Grades K-5	Reading 60-75 minutes daily Writing 50-60 minutes daily Word Study gr. K-3 30 minutes daily; gr. 4-5 30 minutes 3X per week
Grades 6-8	ELA Class 50 minutes daily Target time (reading or math) 40 minutes 4X / week
Grades 9-12	ELA Class 83 minutes every other day, 68 minutes on late-start Wednesdays. Altogether 400 minutes of instruction over two weeks.

Current Staffing

- District Literacy Coordinator and RTI Consultant: This position provides coaching, consultation and staff development in literacy and RTI to help teachers implement instruction

aligned to the state standards. The coordinator provides consultation in the form of coaching and mentoring of teachers, literacy leaders, and our building administrators. The literacy coordinator also helps to introduce, support, and monitor the use of RTI practices with our staff.

- K-8 Literacy Teacher Leaders (LTL): These positions are designed to ensure that all students acquire the knowledge and skills necessary to meet the standards outlined in the Maine Learning Results and our District ELA Benchmarks. Teacher leadership is necessary to provide expertise, guide decision making, and support literacy programming. This role includes District, building and classroom leadership as well as direct instruction with students. Currently, there is a LTL in each of the elementary schools and the middle school.

- K-5 Elementary Classroom Teachers

- K-12 RTI Learning Strategists: RTI stands for Response to Intervention. These Learning Strategists work with teams of teachers at each of the schools to identify needs, determine appropriate research-based interventions, deliver programming, monitor progress and report out on progress. Currently, there is an RTI Learning Strategist in each of the elementary schools, an ELA and a math RTI teacher at the middle school and an ELA and two half-time math RTI teachers at the high school. Many of these teachers are dual certified, holding both a regular and special education teaching certificate.

- Title IA Teachers: Title IA provides grant money to state and local educational agencies to meet the needs of children who require additional help to learn. Four of our elementary schools are supported by Title IA funds: Bowdoin Central School, Bowdoinham Community School, Harpswell Community School and Woodside Elementary School. In our district, at the elementary level, we have decided to put a large emphasis at the K-2 level to deliver early intervention in reading and writing. Schools supported by Title IA:
  • Identify the students at their school who need the most educational assistance based on the criteria that school has chosen. Students do NOT have to be from low income families to receive Title IA services.
  • Set goals for improving the skills of identified students at their school.
  • Develop programs for each individual student in order to support/supplement regular classroom instruction.
  • Measure student progress to determine the success of the Title IA programming for each student.

Mt. Ararat Middle School	Michele Aronson, Allison Barrett, Rayleen Berry, Megan Bosarge, Gloria Bray, Andrea Brown, Patricia Cherry, Kym Granger, Rebecca Singleton (RTI Learning Strategist), Kaili Phillips (Literacy Teacher Leader)
Mt. Ararat High School	Jessica Belanger, Eric Bosarge, Tracy Boucher, Corrie Calderwood, Lianna Fenimore, Leonard Krill, Jason Prince, Stu Palmer, Shannon Collum (RTI Learning Strategist), Emily Vail (Dept. Head)

Professional Development

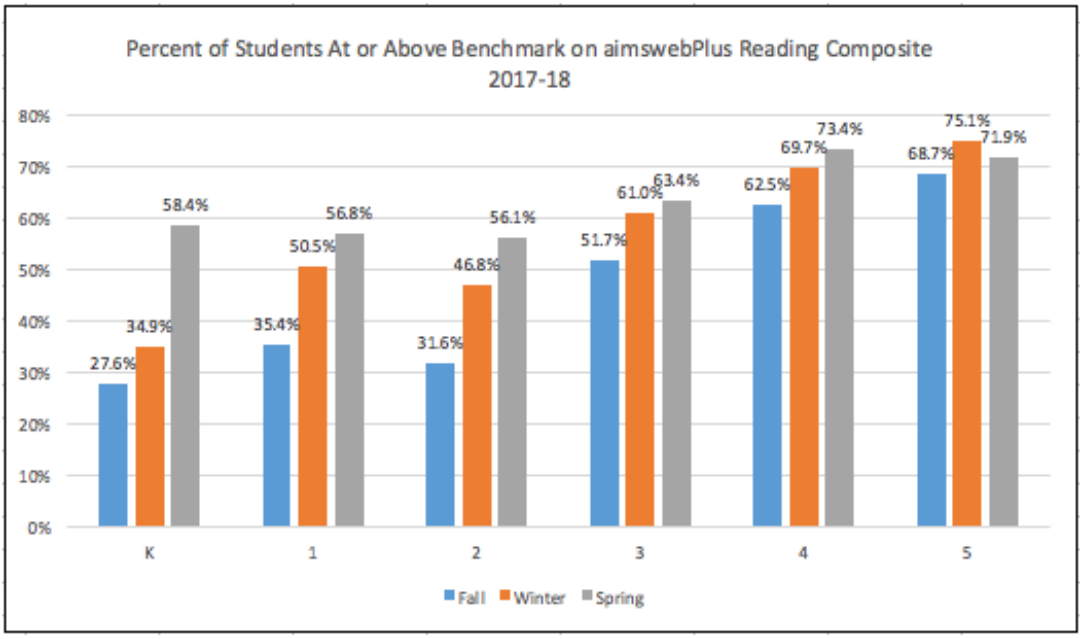
In each of our schools, needs assessments are conducted to determine needs for professional development in the area of English Language Arts. Any time that we provide professional learning opportunities for staff, we collect feedback, and assess needs. Professional development activities have continued to be focused on the two major themes identified:
1) increasing student achievement and growth in literacy and 2) providing teacher leadership to support teachers in developing their instructional skills.

See Appendix E District Elementary Literacy Professional Learning Plan
See Appendix F MAMS Literacy Professional Learning Plan

Data analysis

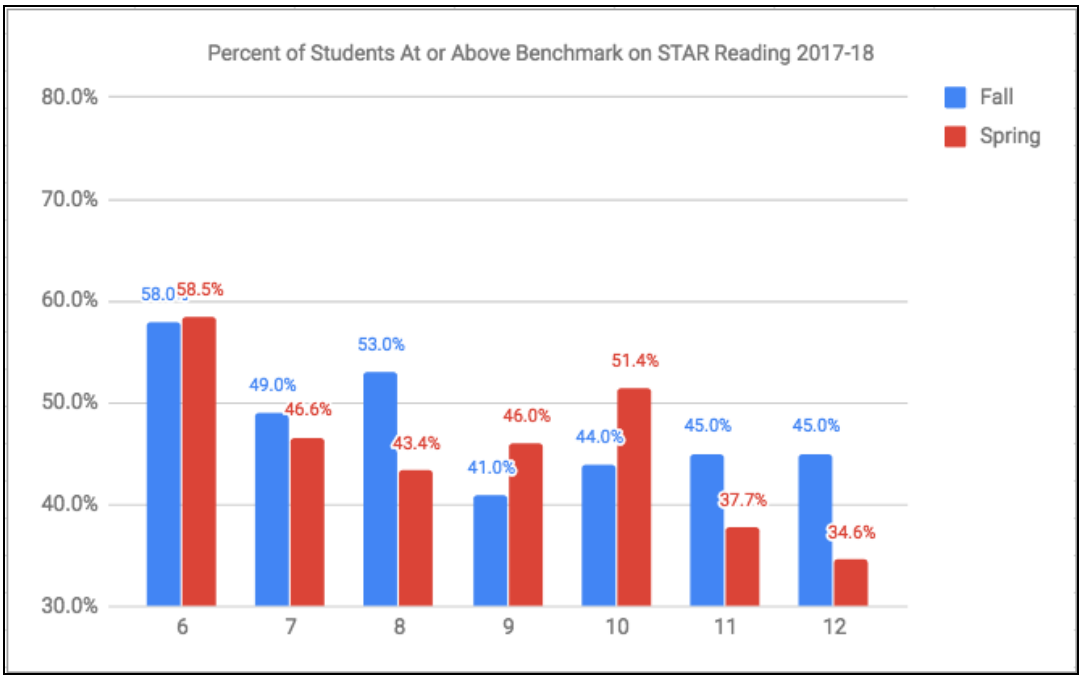
RTI Universal Screening Grades K-5 with aimswebPlus: Fall 2017 to Spring 2018.

Percent of students at each grade level at or above benchmark (50th national percentile).



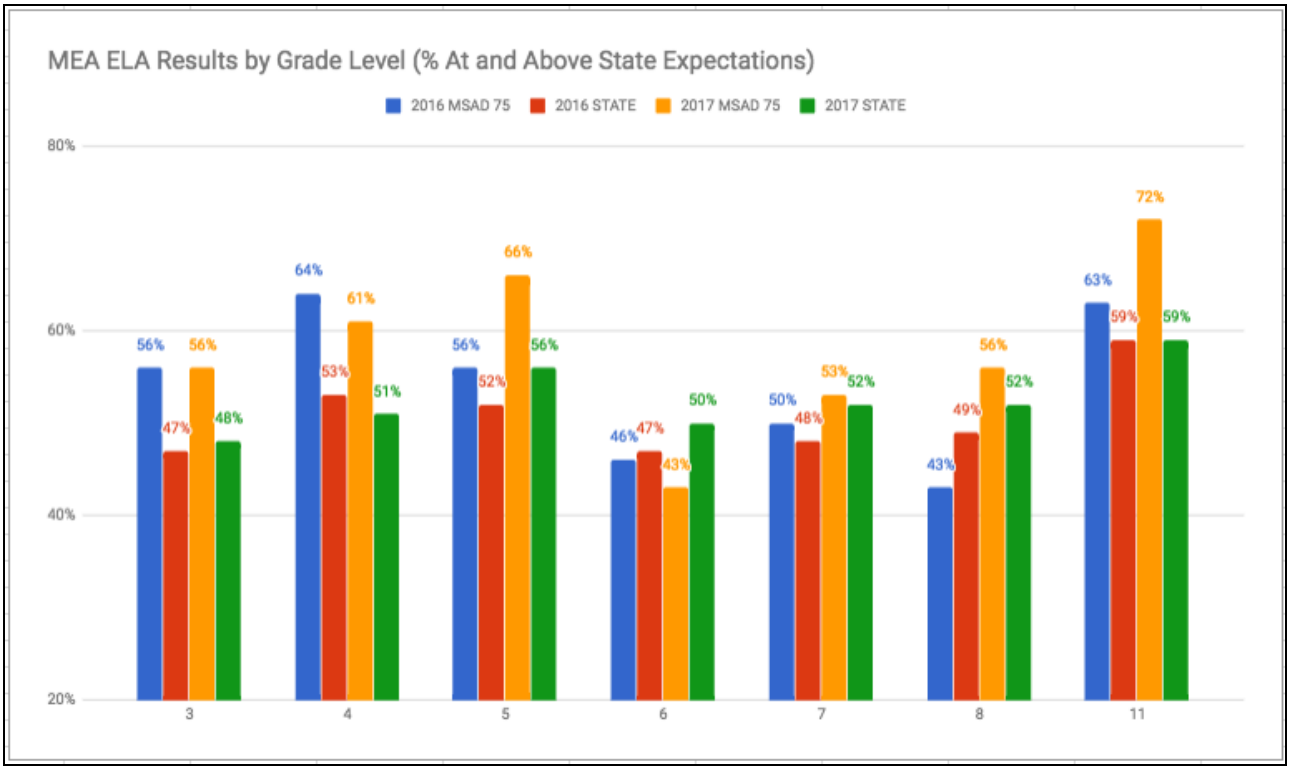
RTI Universal Screening Grades 6-12 with STAR Reading: Fall 2017.

Percent of students at each grade level at or above benchmark (50th national percentile).



Maine Educational Assessment English Language Arts results from 2016 and 2017. (Percent of students at each grade level who scored at or above state expectations.)

2016 M.S.A.D. No. 75 students - represented in **blue**. Statewide results for 2016 - **red**.
2017 M.S.A.D. No. 75 students - represented in **gold**. Statewide results for **2017** - **green**.



% prof., benchmark						
Grade	2016 MSAD 75	2016 STATE	Difference	2017 MSAD 75	2017 STATE	Difference
3	56%	47%	9%	56%	48%	8%
4	64%	53%	11%	61%	51%	10%
5	56%	52%	4%	66%	56%	10%
6	46%	47%	-1%	43%	50%	-7%
7	50%	48%	2%	53%	52%	1%
8	43%	49%	-6%	56%	52%	4%
11	63%	59%	4%	72%	59%	13%

- M.S.A.D. No. 75 students outperformed the state in grades 3, 4, 5, 7, and 11 in both 2016 and 2017.
- In 2017, M.S.A.D. No. 75 cohort groups in grades 4, 5, 7 and 8 improved from their 2016 performance to their 2017 performance by 2 to 7 percentage points.

- M.S.A.D. No. 75 students in grade 6 performed below the state both years.
- In 2017, the M.S.A.D. No. 75 cohort group in grade 6 fell 13 percentage points from their 2016 grade 5 performance.

Maine Educational Assessment (MEA) English Language Arts results from 2016 and 2017, averages of combined grades 3-8, by subgroup.

	2016 MSAD 75	2016 STATE	Difference	2017 MSAD 75	2017 STATE	Difference
Female (gr. 3-8)	57%	55%	2%	63%	58%	5%
Male (gr. 3-8)	47%	43%	4%	48%	46%	2%
Special Ed (gr. 3-8)	15%	12%	3%	13%	13%	0%

- By gender, M.S.A.D. No. 75 students improved from 2016 to 2017
- Both genders outperformed the state each year.
- Both years, students with IEPs (receiving Special Education services) outperformed or equaled the state.
- In 2016, M.S.A.D. No. 75 students showed a gender gap of 10 percentage points and 15 percentage points in 2017, with girls outperforming boys.

Findings

- Students represented by the 2017 SAT results for 11th grade received reading and writing instruction using Units of Study materials and methods from *Teachers College Reading and Writing Project*. Our students and teachers have learned from these units and methods and the outstanding professional development we've contracted from Teachers College. Because of our dedication and commitment to these units, methods and professional development, our district was chosen by Teachers College to participate in a study to develop their original Opinion / Argument Writing Learning Progressions in 2013-14. Staff members from school districts around the state come to observe instruction in our classrooms and participate in round table discussions about the power of this Reading and Writing Workshop model. Teachers from other districts have attended Teachers College Institutes offered at M.S.A.D. No. 75, as well as EPC 589: "Cultivating Independent and Joyful Readers in Grades K-8 through Expertise and Self-Reflection," a class created by Stephanie McSherry, BCS LTL, building on reading and writing workshop principles.

- M.S.A.D. No. 75 students outperformed the state in English Language Arts on the Maine Educational Assessment in grades 3, 4, 5, 7, and on the SAT in grade 11 in both 2016 and 2017.
    - M.S.A.D. No. 75 students in grade 6 performed below the state both years. In 2017, the M.S.A.D. No. 75 cohort group in grade 6 fell 13 percentage points from their 2016 grade 5 performance. The gender gap with girls exceeding boys in English Language Arts has widened.

- The percent of students achieving above the national average in each grade level increased from fall to spring of the 2017-18 school year, as measured by the aimswebPlus Universal Screening Measure for reading in grades K-5.
    - Results on the STAR Reading Assessment in grades 6-12 are much lower than K-5 results on aimswebPlus.

- The Fundations phonics program in grades K-3 has many strengths. Some challenges exist, however.
    - Limited transfer of skills to student writing and reading
    - Order and pace of concepts presented does not match our reading and writing programs
    - Lock-step sequence of instruction allows little flexibility
    - Assessments require considerable instructional and scoring time
    - Materials are expensive - Consumable materials are replaced each year. Many of our "durable" materials purchased in 2011 need to be replaced.

- Writing instruction in M.S.A.D. No. 75 reflects research-based criteria for high-quality instruction. Writing learning goals at the high school level overlap, particularly between informational and argument writing. Writing development at these levels becomes more nuanced. Needs were identified in the areas of grammar and mechanics.

- A recent survey regarding ELA Assessment in grades K-5 revealed that some teachers are unclear about the role and use of formative assessment. In addition, there is overlap in our formative assessments, particularly in grades K and 1.

- Professional Learning plans for elementary and middle schools are developed through a process in line with the Professional Learning Association recommendations. Professional

Development in ELA for staff in grades 9-12 needs to be addressed.

- Only six percent (43) of the 668 students accessing the Lexia Core5 program were using it the length of time recommended by the program. Students who did not meet usage recommendations, made little or no growth. Students who met usage recommendations made substantial gains, many greater than a year's growth, in most cases catching up to grade level expectations.

Proposals

1. Continue the strong work with Teachers College Reading and Writing Project staff development, methodology and materials K-8.

2. During the 2018-19 school year, conduct a pilot of the Teachers College K-1 Units of Study in Phonics in M.S.A.D. No. 75 and determine if these materials and methods are a better choice for our students than Wilson *Fundations*.

3. Continue our research-based writing instruction. We recommend that writing learning goals at the high school level be grouped in 9-10 and 11-12 levels. Informational and argument writing learning goals can be combined. Continue collaboration to create a coherent progression of writing editing learning goals PK-12. Address weaknesses in grammar usage through research-supported methodologies, e.g., teach adolescents how to write increasingly complex sentences by combining sentences.

4. Create a plan for supporting teachers to develop deeper understanding of the purposes, kinds, and uses of formative assessment processes. Methods for formatively assessing need to be developed, modeled and encouraged. Reexamine formative assessments in kindergarten and grade one to eliminate overlap.

5. Create a plan for professional development time in English Language Arts for staff in grades 9-12, where the need to address personalized learning practices is imperative. We recommend providing dedicated time for professional collaboration—district-wide and departmentally—to strengthen alignment in ELA curriculum and instruction.

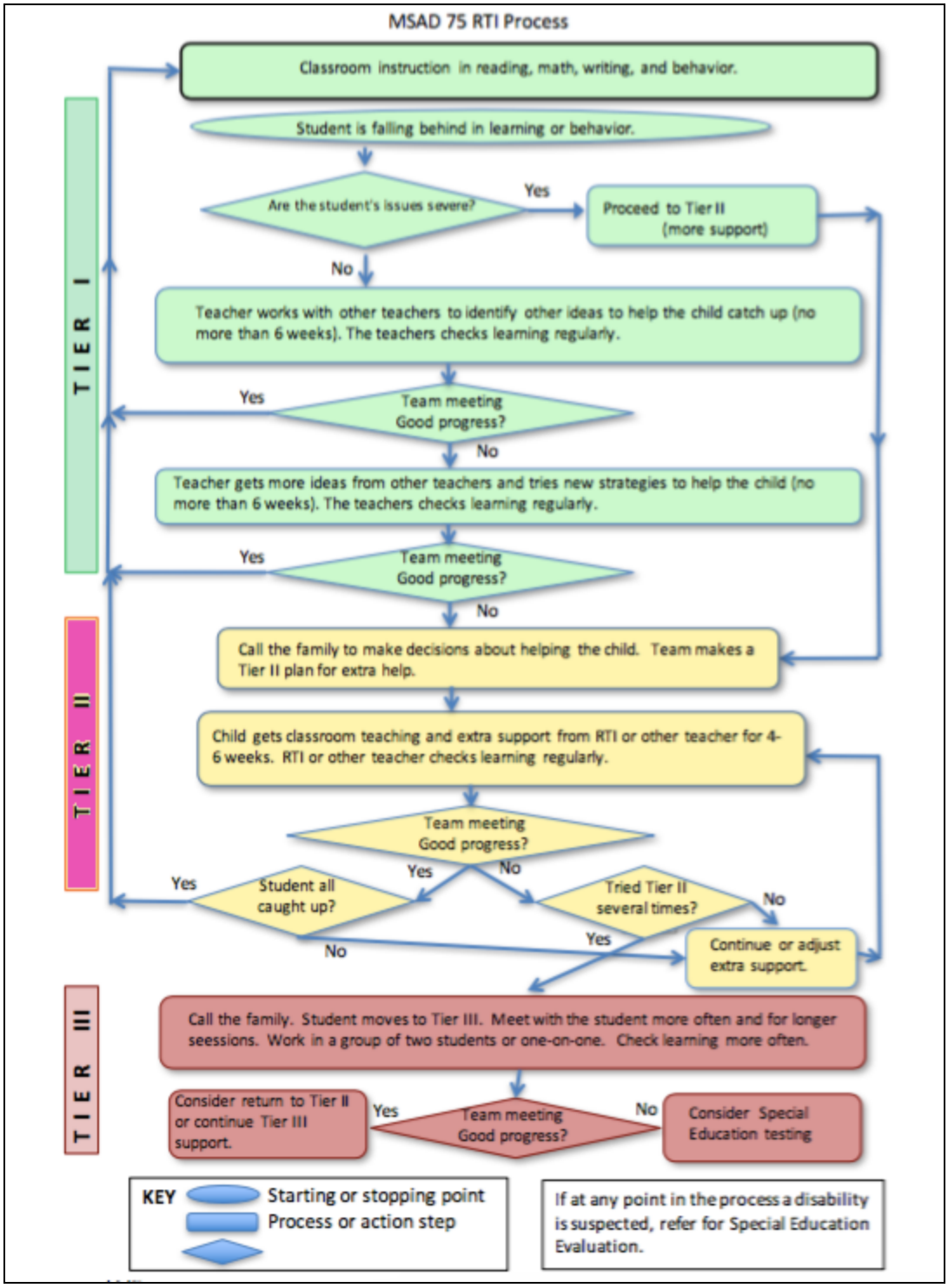
6. Pursue further investigation and analysis of STAR Reading data in grades 6-8.
   Pursue further investigation and analysis of STAR Reading data in grades 9-12. What is needed to close "the gap?"
   Pursue further investigation and analysis of MEA data in grade 6 and gender discrepancy.

7. Reduce number of Lexia Core5 licenses at the elementary and middle levels to better match the number of students currently showing adequate progress using this program. Provide schools with clear guidelines regarding the learner profile which benefits most from this program. In addition, principals oversee decisions that Lexia Core5 is an appropriate intervention for a student and the plan for ongoing program use.

2017-2018 ELA Program Evaluation Committee Members
Emily Vail, MTA ELA Department Chair
Eric Bosarge, MTA English Teacher
Kaili Phillips, MAMS Literacy Teacher Leader
Dawn San Pedro, Williams-Cone Gr. 2 Teacher
Leslie Lemieux, Bowdoinham Community School Literacy Teacher Leader
Kim Emerson, M.S.A.D. No. 75 K-12 Gifted & Talented Coordinator
Judy Johnson, M.S.A.D. No. 75 Elementary Literacy Coordinator / RTI Consultant

Writing Subcommittee Additional Members
Gloria Bray, MAMS English Teacher
Rebecca Singleton, MAMS RTI ELA Teacher

Appendix A - M.S.A.D. No. 75 RTI Process



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Appendix B - M.S.A.D. No. 75 Intervention History Form

MSAD 75
Tier I / Tier II / Tier III Intervention History

Student: Year of Graduation:

The following Tier I / Tier II / Tier III interventions are being/were delivered to the student. Team meetings, team decisions and communications between school and family are documented as well.

Process

- Follow process outlined in Elementary RTI Flow Chart.
- Contact the family when initiating Intervention History Form, when the RTI Tier changes, and to encourage participation in instructional decision making. Document all interventions, team meetings and school-family communications regarding instructional planning.

Tier 1 Instruction - *What's Been Tried?*

- Describe adjustments made within core instruction to address this student's needs
- Provide data re: progress (Universal Screening and Formative Assessment - conference notes, running records, performance assessments, Topic assessments, etc.)

Intervention Timeframe			Delivery Information			Progress Monitoring			
Or, **Short Date**	End Date	Tier	Goal (or type of meeting or family communication)	Intervention Description (or items covered in meeting or communication)	Who delivers int. (Initials)	Progress Monitoring Assessment Measure*	Frequency?	Progress (or outcome/outcomes of meeting or communication)

*Sample Progress Monitoring Assessment Measures: AIMSweb, Running Records, PHONS, Letter ID/Sounds, Functional assessments, writing, math assessments, office referrals

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Appendix C

Core	Possible Interventions			More Intense—Tier III
Core **Fundations** Phonemic Awareness, sound/symbol, decoding/spelling, handwriting	Needs more? "Double-dose" **Fundations** Letter-Sound automaticity **Intervention Strategies**	Struggling with automatic switching of vowel sounds? **Contrast Cards** **(Phyllis Fischer)**	Continued difficulty with decoding and spelling? Language-based learning disability with low average to high cognitive ability? **SPIRE** or **Wilson** VERY sequential Requires training	Significant difficulty with phonemic discrimination and sound/symbol? **LiPS** Requires training
	Phonological struggles? Practice skills identified on **PHONS**.	Poor phonological flexibility? Practice skills identified on **PHONS**. At blends, move to **Guide to Readiness and Reading** **(McInnis) Level H**	Difficulty reading two and three-syllable words fluently? **Megawords** Need to improve fluency across syllables? **Glass Analysis Decoding Kit** with **"Conditioning Steps"**	Gradually-paced decodable text (word families) **Merrill Linguistic Series** (I Can, Dig In) Programmed Reading
	Needs practice with auditory/visual discrimination, matching, decoding? Enjoys video game format? **Lexia Core5** All levels Requires oversight 15-20 min./day	Need paper practice with decoding, encoding, matching? **Explode the Code** **Beyond the Code**	Has some decoding skills? (Placement Test to determine if sufficient skills in place) Inaccurate? Not attending to visual detail? Not progressing? **Corrective Reading** HIGHLY scripted VERY explicit Spiraling, very tight	Lack of progress with code-based programming? (Cognitive impairment or limited language—need for sight approach) **Edmark** levels 1 and 2
Core **Reading Fluency**	Needs very gradual progression of leveled, uncontrolled text within Guided Reading lesson format? **Leveled Literacy Intervention (LLI)** Follow the manual! (video)	**Fundations Fluency Drills** **Rasinski Phrases** **Fry** / **Dolch** **Phrases** **Using Music to Improve Fluency**	Needs fluency program using nonfiction passages and high-quality comprehension exercises? **Quick Reads**	Needs practice for fluency at sound, word, phrase and/or passage levels? **Great Leaps** 10 min./day
Core Comprehension **Teachers College Reading Workshop**	Needs concentration on fewer comprehension strategies? **Teachers College Conferring and Small Group Work**	Needs very gradual progression of leveled, uncontrolled text within Guided Reading lesson format? **Leveled Literacy Intervention (LLI)** Follow the manual! (video)	Low language? Doesn't grasp any key info from story? Can't summarize? Lots of trees, no forest? Needs story elements? **Teaching Comprehension: Strategies for Stories** **(Phyllis Fischer)** Need basic comprehension of story? **Story Grammar Marker**	"What do you see when you create a movie in your mind?" *Black... nothing...* "Give me more details" *Uhhhhhh...* **Visualizing and Verbalizing** -Focused -Takes time, but time well spent

jjohnson 1-7-16

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Appendix D

Lexia Core5 Program Review May 2018

District-wide Usage Fidelity in 2016-17

Grade level	# Accessed Core5	# Met Usage
K	97	3
1	169	10
2	170	9
3	66	8
4	112	11
5	54	3

District-wide Progress in 2016-17 Below = 1+ years below grade level EOY = End of year

School	# Accessed Core5	# Met Usage	Of those who met usage parameters...	# Started 1+ years below grade level	# Still Below grade level at EOY	# Reached EOY Grade Level Benchmark
BCS	124	8		0	0	8
BHM	69	3		2	0	3
HCS	141	6		0	0	6
WCS	94	17		6	2	10
WES	240	9		5	2	7
District	668	43		13	4	34

Observations

- Students who met usage expectations made **substantial gains**, many more than a year
- **~10** students in each grade in grades 1-4 met usage expectations district-wide
- Only **6%** of students accessing Core5 met usage expectations

Conclusions

- *Many* students are not meeting recommended usage
- When students use the program to the level recommended by the program, *substantial gains* are shown
- When students do not meet recommended usage, *little to no gains* are shown

Determinations

- Core5 licenses district-wide will be reduced from 700 to 115: ~15 for each elementary school and 40 for Mt. Ararat Middle School
- Schools will use a strict protocol for identifying students for whom Lexia Core5 is needed
- Schools will create a plan for assuring that those identified use the program as recommended
- Administrators will monitor and provide feedback regarding usage at least four times per year
- Administrators will assess usage and progress at a district meeting in the spring of 2019

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Appendix E
District Elementary Literacy Professional Learning Plan 2017-18

Adoption of Grade Level *Units of Study for Teaching Reading*		
This is Year 2 of our plan to adopt the new *Units of Study for Teaching Reading* in three phases.		
2016-17 Plan •Provide RUOS kits for LTLs and teacher teams **who expressed great interest** •No requirement that the RUOS kits be used in their entirety •Provide Unit Flow which allows for more choice of units as well as choice of use of current units or RUOS units •Provide informal staff development during the year in the use of the kits	2017-18 Plan •Provide kits for all other teachers of reading •No requirement that the RUOS kits be used in their entirety •Provide Unit Flow which allows for more choice of units as well as choice of use of current units or RUOS units •Provide staff development in the use of the kits	2018-19 Plan •Full Adoption of the reading units as part of our flow

Our Staff Development with Teachers College Reading and Writing Project, TCRWP
Goals: We will continue to ● study the Reading and Writing Learning Progressions to determine next steps for goals and instruction for all students; collaboratively plan and pursue inquiry in lab classrooms ● delve into the integration of reading and writing Teachers in grades 3-5 have received reading kits and taught units at a substantially higher rate than teachers in grades K-2. Many of our K-2 teachers have had limited experience with these improved units and the many resources the kits provide. This year K-2 teachers all have reading kits and our TC staff development will be provided in grade level teams. Teachers of grades 3-5 have chosen one of three workshop topics to study and will meet as a grade level for one half day in the spring. We are happy to continue our work with Allyse Bader as our K-2 TCRWP staff developer and Alissa Reicherter, our 3-5 staff developer. Allyse is a former classroom teacher in New York City in an inclusive ICT classroom (40% of her students had IEPs). Alissa also taught in New York City schools in general education, ICT, and self-contained settings. In addition, Alissa is co-author of a favorite unit, *Mystery: Foundational Skills in Disguise*, Grade 3. These staff development sessions will be provided for teachers implementing Units of Study. Because of the need to establish a reasonable number of adults working in lab settings, we cannot include everyone. In addition, some schools are using flexible grouping for reading and writing. Please consult with your LTL to determine which 1.5 days worth of sessions are most appropriate for you. When arranging for substitutes, please record these days as Professional Leave.

District-wide Reading PL

K-6 District-wide Literacy Late Start with Alissa Reicherter: Oct. 11

We will continue our strong building-based work in collaboration with LTLs. Goals:

- Administer and analyze reading assessments to determine next steps for reading goals and instruction for all students
- Understand and utilize knowledge of text complexity to teach skills and behaviors in reading

Provide four building-based reading Late Starts with Literacy Teacher Leaders

District-wide Writing PL

We recognize that writing development typically starts from the personal perspective with narrative. Following this, students often begin to take interest in particular topics and want to share their "expertise" with others through informational writing. As students grow and mature they become more passionate about causes. Opinion writing is the genre through which our students will advocate for themselves and make change in the world. The ability of our students to effectively forward an idea and support it with evidence is a skill they will use throughout their lives, in many contexts and content areas.

In years past, our focus has been on opinion writing in grades K-5. This year we are differentiating the focus by grade span as follows: K-1 Narrative focus. 2-3 Informational writing focus. 4-5 Opinion writing focus.

In order to continue consideration of programming and district-wide progress on learning goals, we will collect post-On Demand scores in IC. However, this year please enter post-On Demand scores as follows:
K-1 Narrative. 2-3 Informational writing. 4-5 Opinion writing.

For the third year, we are providing building-level teams with opportunities to collaborate with their LTL to analyze student work and plan prior to a writing unit.

Prior to writing unit: Half-day release, or 2 weeks back-to-back of team or PLG time to collaborate with the LTL to analyze student work and develop a unit plan. Recommended dates, according to the flow of units:

Grade	Type	Approx. Time for pre-On Demand and Release Time	Before...	Approx. Time for post-On Demand	Following...
K	Narr.	TBD with teachers	First Launching Unit	May	Authors as Mentors
1	Narr.	TBD with teachers	Small Moments	March	From Scenes to Series
2	Info.	October	Expert Projects	March	Lab Reports
3	Info.	October	Art of Informational Writing	May	Writing About Research
4	Opin.	January	Boxes and Bullets	June	Literary Essay
5	Opin.	December	Res.-Based Argument Essay	March	Literary Essay

MSAD 75 Staff Development Plan with Teachers College Reading and Writing Project

Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Focus	K-2 Writing	3-5 Writing	3-5 Reading	K-5 Reading	K-5 Reading and Opinion Writing	K-5 Reading and K-8 Opin. Writing	K-5 Reading and K-8 Writing	K-5 Reading and K-8 Writing	K-8 Reading and K-8 Writing	K-8 Reading and K-8 Writing
TCRWP Staff Developers to Maine	Amanda Hartman (1) K-2 writing	Shana Frazin (1) 3-5 Writing	Shana Frazin (45) 3-5 (4) Leadership Erik Lepis (2) K-2 Reading	Rebecca Cronin, Marjorie Martinelli, Rachel Rothman (15) K-2 Shana Frazin, Anna Gratz-C (15) 3-5	Rebecca Cronin (15) K-2 Shana Frazin (10) 3-5 • Learning Progressions Pilot Shana Frazin, Mary Ehrenworth (10) K-8	Rebecca Cronin (10) K-2, Beth Moore (10) 3-5, Gerrit Jones-Rooy (5) 6-8	Rebecca Cronin (5) K-2, Alissa Levy (10) 3-5, Gerrit Jones-Rooy (5) 6-8	(5) Kathy Collins K-2 (5) Alissa Levy 3-5 (5) Michelle McGrath 6-8	(5) Allyse Bader K-2 (5) Alissa Levy 3-5 (5) 6-8	(5) Allyse Bader K-2 (5) Alissa Levy 3-5 (5) 6-8
MSAD 75 Staff to TC Institutes	Coordinator July Writing		Coordinator and 3 coaches Jan. Coaching Writing	Coach from Woodside August Reading Coordinator and 5 coaches Jan. Coaching Reading	Coordinator, 2 principals, 2 coaches, 3 teachers August Writing	Coach/Principal from Williams-Cone School January Coaching Reading	Coach/Principal from Bowdoinham and Woodside Schools January Coaching Reading Coach from middle school Oct. Coaching Writing	Coach/Principal from Bowdoin and Harpswell Schools January Coaching Writing		Coach/Principal from MAMS January Coaching Reading 4 LTLs February Phonics Institute
MSAD 75 Homegrown Institutes and Staff to TC Reunion(s)*			K-2 Reading 3-5 Reading Homegrown Institutes			K-2 Writing 3-5 Writing 6-8 Writing Homegrown Institutes	4 Teachers (1 from BCS, HCS, WCS, MAMS) to March Reunion with school visit*	8 Teachers (1 from BHM, MTA, 2 from WES) to March Reunion with school visit*	8 Teachers (1 each elem, MAMS, MTA) to March Reunion with school visit*	Principal and 2 LTLs February Early Literacy Institute
Curricular materials	K-2 Units of Study for Primary Writing	3-5 Units of Study for Teaching Writing: 3-5	3-5 Units of Study for Teaching Reading: 3-5	K-5 2009 Reading Curricular Calendars	K-5 2011 Writing and Reading Curricular Plans (Heinemann)	6-8 2013 Writing Curricular Calendars; Coaches study Units of Study in Opinion, Information and Narrative Writing	K-8 Units of Study in Opinion, Information and Narrative Writing K-5 Reading and some Writing Curricular Plans (Heinemann)	K-8 Units of Study in Opinion, Information and Narrative Writing K-5 Units of Study for Teaching Reading	K-8 Units of Study in Opinion, Information and Narrative Writing K-5 Units of Study for Teaching Reading pilot	K-8 Units of Study in Opinion, Information and Narrative Writing K-5 Units of Study for Teaching Reading
In-house staff development	District-wide monthly K-2 SD Bldg Cching	District-wide monthly 3-5 SD Bldg Cching	District-wide monthly K-5 SD Bldg Cching	District-wide monthly K-5 SD Bldg Cching	District-wide monthly Bldg Coaching	District-wide monthly Bldg Coaching	District-wide monthly Bldg Coaching	District-wide monthly Bldg Coaching	District-wide monthly Bldg Coaching	

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Appendix F
District Middle Level Literacy Professional Learning Plan 2017-18

Our Staff Development with Teachers College Reading and Writing Project, TCRWP
Goals: We will continue to ● study the Reading and Writing Learning Progressions to determine next steps for goals and instruction for all students; collaboratively plan and pursue inquiry in lab classrooms ● Study the bands of text complexity to better inform our teaching of children reading at given levels, especially in the 3-5 range (below-grade level) ● Use the RUOS and the WUOS as our guides to help our students meet learning goal expectations ● Work to integrate across contents, as well as between classroom and target times ● Continually improve our small group instruction and formative assessment practices to differentiate more effectively for our students Our ELA teachers have participated in TCRWP trainings since 2013-14 (5 days/year) and in 2017-18, 8 content-area teachers participated in a Content Area Literacy teacher day. In 2018-19, content area teachers will come with their team's ELA teacher to explore how to work together to best support the students on their team in a more integrated way. Content-Area days will account for 2 of the 5 days in 2018-19 with foundational reading and small group instruction the focus for the 3 remaining days. We are happy to continue our work with Cheney Munson as our 6-8 TCRWP staff developer and are excited to also bring in Alissa Reicherter, MSAD 3-5 staff developer to learn more about teaching reading and writing to students not yet proficient at the 6th grade level. Alissa will lead both regular education and special education teachers in an additional TC training day. Both Cheney and Alissa are former classrooms teacher in New York City. Alissa also taught special education students in both inclusive and self-contained settings. In addition to TCRWP training, the LTL coordinates learning opportunities for teachers including a weekly grade-level focus group time (40 minutes per week) in which teachers participate in activities such as planning lessons, norming performance assessments, and creating sample responses and teaching tools. We study books such as DIY Literacy (Roberts and Lehman) and Teaching Reading in Small Groups (Serravello) along with the TCRWP resources to inform this work. Every other week is also focus group time with the entire grade 6-8 Focus Group which focuses on best practices in workshop methodology and reading/writing instruction with middle school students.

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