

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: March 24, 2014

AGENDA ITEM No. 14-03-(2)-15

ACTION ITEM: (Y/N) N

SUBJECT: Adolescent Literacy Grade 7 & 8 Project

INFO. CONTACT: Dr. Amanda Hartness/Vickie Smith/Claire Porter PHONE: (919) 732-8126

ATTACHMENTS: Power Point

PURPOSE: To provide information to the Board of Education about the Adolescent Literacy Grade 7 & 8 project that began in 2012-2013 to improve reading achievement for 7th grade students, specifically clusters of low-performing sub groups of students.

BACKGROUND: Since the 2007-2008 school year, reading achievement as measured by end-of-grade reading scores, drops significantly after 6th grade. From 6th to 7th grade, white students have an average decrease of 10.8%; African-Americans 7.8%, and Hispanic students 8.34%. Although students show some gains in 7th grade, the existing 6th grade gap in reading persists into 8th grade.

From 2012-2014, the literacy coaches and a host teacher have co-taught English Language Arts using the workshop model approach to teaching in order to increase reading achievement for 7th and 8th grade. The workshop model has three structural components: a mini-lesson (10-15 minutes), a worktime (30-40 minutes), and a debrief (3-5 minutes). The workshop structure ensures that students have time to practice and apply a teaching concept. Students are actively engaged in the learning process and the teacher serves a facilitator.

7th grade students who participated in the Adolescent Literacy project in 2012-2013 grew an average of 1 year and 2 months in their ability to read silently with comprehension. African-American and Hispanic females showed the greatest gains in reading: 1.7 and 1.5 years respectively. Hispanic males grew 1.1 years, and African-American males grew 7 months.

Students who participated in the 2012-2013 project are now in an 8th grade class with a literacy coach and host teacher who focus on the workshop model.

While data collected during the Adolescent Literacy project suggests that the workshop and co-teaching models produce gains in student reading achievement, more research, discussion, and problem-solving are required to close the gap between female and male reading achievement and between White/Hispanic male and African-American male reading achievement for 7th and 8th grade students.

This agenda item was tabled at the March 10, 2014 board meeting and is being brought back for presentation.

FINANCIAL IMPACT:	3 Literacy Coach Salaries including Benefits –	\$181,232.17
	Professional Development -	<u>\$16,600.00</u>
	TOTAL	\$197,832.17

RECOMMENDATION: The Superintendent recommends that the Board of Education receive information about the Adolescent Literacy Grade 7 & 8 project.

Adolescent Literacy Project

2012 - 2014

Historical Reading Data 2008-2012

Subgroup	Average % Proficiency on 6th Grade Reading EOG
White	83.9
Black	53.2
Hispanic	57.8

Historical Reading Data 2008-2012

Subgroup	Average % Decrease on Reading EOGs scores from 6th to 7th grade
White	-10.8
Black	-7.48
Hispanic	-8.34

Subgroup	Average % Decrease on Reading EOGs scores from 6th to 8th grade
White	-3.02
Black	-5.24
Hispanic	-5.80

Problem & Goal

Problem Statement:

In 7th grade, reading proficiency decreases 8 - 10% from 6th grade.
In 8th grade, reading proficiency decreases 3 - 6% from 6th grade.

Goal: Accelerate reading growth for clusters of targeted sub groups of students by implementing a workshop model approach to reading and writing instruction.

2012-13: Adolescent Literacy 7

- Literacy Coach has a 7th grade teacher as a host teacher
- Dr. Dave Koppenhaver, Literacy Specialist who teaches at Appalachian State University, conducts monthly professional development with coaches and host teachers
- Workshop Model approach to teaching reading and writing

2013-14: Adolescent Literacy 7

- Gradual Release of Responsibility
- Instructional Rounds by Principals
- Across District Classroom Visits by coaches, host teachers, and principals.

Workshop Model Approach

Workshop Structure has 3 components:

- Mini-lesson (10-15 minutes)
- Worktime (30-40 minutes)
 - Students working independently, in pairs, in small groups
- Debrief (5 minutes)

Results of AL 7 Project

Based on the Whole-to-Part assessment, students grew an average of . . .

- 1 year and 1 month in their ability to read words and understand text structure
- 1 year and 2 months in their ability to read silently with comprehension

WTP Growth by Grade Level

WTP Group	End of 6th grade	End of 7th grade	Growth
Word Identification	5.33	6.8	1.47
Language Comprehension	5.91	6.67	.76
Silent Reading Comprehension	4.14	5.89	1.75

Growth by Subgroup & Gender

	End of 6th	End of 7th	Growth
White Males	5.73	6.95	1.23
White Females	5.81	6.81	1.00
Black Males	5.63	6.31	.69
Black Females	5.17	6.88	1.72
Hispanic Males	4.10	5.20	1.10
Hispanic Females	5.00	6.50	1.50

2013-14: Adolescent Literacy 8

- Literacy Coach has an 8th grade teacher as a host teacher
- Workshop model approach taught to 7th grade teacher is also taught to 8th grade teacher
- Data collection continued

Impact of AL 7 & 8 on Host Teachers

- Testimonials