

Strategic Goal 1:  
TO IMPROVE ACADEMIC  
ACHIEVEMENT

Objective A:  
Reading on Grade Level (ROGL)  
and  
Numeracy on Grade Level (NOGL)

Report Date:

August 6, 2014<sub>1</sub>

# Objective, Baseline & Target (ROGL)

**Objective:** To increase the percentage of students who are reading on grade level by the end of grade 2, 4, and 7 as measured by a Lexile reading scale score of 330L, 630L, and 880L respectively. The measuring tool for grades 2, 4, and 7 is the Scholastic Reading Inventory Assessment (SRI).

**Baseline:** SY 2009-10: See table below.

**Target:** By SY 2013-14, the following targets will be met by each listed grade level.

ROGL	Grade 2	Grade 4	Grade 7
Baseline*	63%	75%	66%
Target	90%	90%	90%

\*Baseline established using CRCT to Lexile conversion

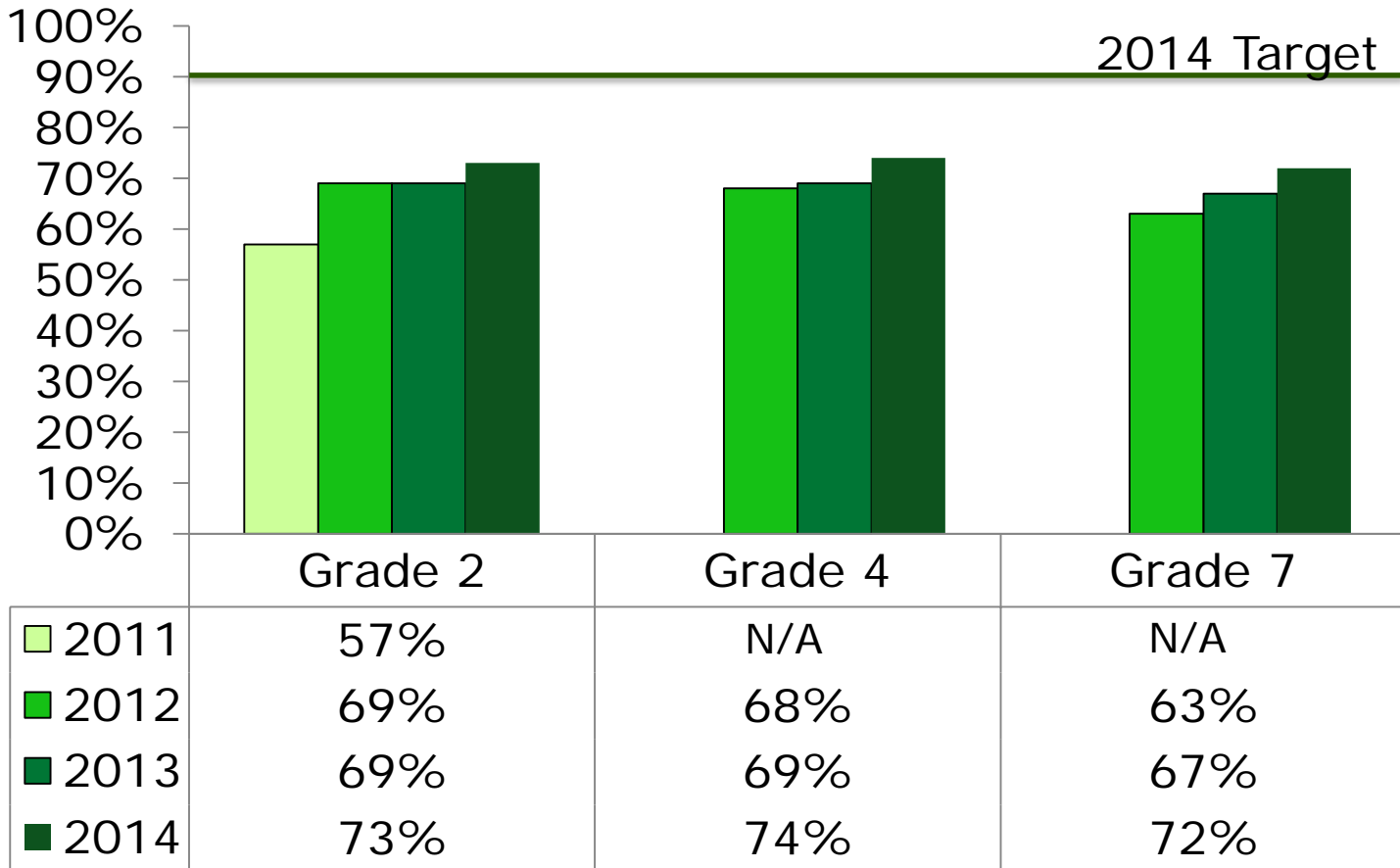


# Background Information (ROGL)

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- A Lexile is a standard unit for measuring text complexity.
- Readers' scores are reported as a Lexile measure from 0L to 2000L.
- Lexile scores for this presentation are reported from the Scholastic Reading Inventory (SRI).

# Reading on Grade Level (ROGL) District Proficiency Rates



2<sup>nd</sup> grade = 330L; 4<sup>th</sup> grade = 630L; 7<sup>th</sup> grade = 880L  
 Grades 4 and 7 did not test in 2011

# Reading on Grade Level (ROGL) District Growth Scores

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Grade Level	Average Lexile					
	2011	2012	2013	2014	1-yr Chg	4-yr Chg
Grade 2	362	433	441	452	11	90
Grade 4	N/A	710	732	748	16	N/A
Grade 7	N/A	927	968	1003	35	N/A

N/A: 4-year change not reported; grades 4 and 7 did not test in 2011. Lexile levels are from the Scholastic Reading Inventory

 Indicates increase

# Reading on Grade Level (ROGL) Sub-Group Proficiency Rates

Sub-Groups	Grade 2					
	2011	2012	2013	2014	1-yr Chg	4-yr Chg
Asian	76%	74%	82%	90%	8	14
Black	47%	60%	62%	65%	3	18
Hispanic	54%	71%	66%	62%	-4	8
Multi-Racial	57%	81%	82%	81%	-1	24
White	73%	83%	81%	88%	7	15
Female	61%	74%	72%	74%	2	13
Male	53%	64%	66%	72%	6	19
ED	*	62%	61%	66%	5	N/A
EL	*	53%	57%	52%	-5	N/A
SWD	*	37%	38%	49%	11	N/A


 Indicates increase

\*Data not tracked for 2011.

ED=Economically Disadvantaged, EL=English Learners, SWD=Students with Disabilities

# Reading on Grade Level (ROGL) Sub-Group Proficiency Rates

Sub-Groups	Grade 4				
	2012	2013	2014	1-yr Chg	3-yr Chg
Asian	74%	84%	81%	-3	7
Black	58%	60%	67%	7	9
Hispanic	67%	68%	74%	6	7
Multi-Racial	75%	80%	84%	4	9
White	84%	85%	89%	4	5
Female	70%	71%	79%	8	9
Male	65%	65%	71%	6	6
ED	59%	61%	69%	8	10
EL	21%	32%	58%	26	37
SWD	29%	29%	30%	1	1


 Indicates increase

Data not tracked for 2011.

ED=Economically Disadvantaged, EL=English Learners, SWD=Students with Disabilities

# Reading on Grade Level (ROGL) Sub-Group Proficiency Rates

Sub-Groups	Grade 7				
	2012	2013	2014	1-yr Chg	3-yr Chg
Asian	84%	79%	90%	11	6
Black	53%	57%	62%	5	9
Hispanic	69%	72%	77%	5	8
Multi-Racial	87%	81%	85%	4	-2
White	81%	85%	89%	4	8
Female	67%	69%	74%	5	7
Male	59%	65%	69%	4	10
ED	55%	55%	63%	8	8
EL	20%	37%	14%	-23	-6
SWD	24%	25%	31%	6	7

 Indicates increase

Data not tracked for 2011.

ED=Economically Disadvantaged, EL=English Learners, SWD=Students with Disabilities



# Objective, Baseline & Target (NOGL)

**Objective:** To increase the percentage of students meeting numeracy on grade level by the end of grade 2, 4, and 7 as measured by a RIT scale score of 186, 207, and 224 respectively. The measuring tool for grades 2, 4, and 7 is the NWEA Measures of Academic Progress (MAP)

**Baseline:** SY 2012-13: See table below

**Target:** By SY 2016-17, the following targets will be met by each listed grade level.

NOGL	Grade 2	Grade 4	Grade 7
Baseline	70%	69%	59%
Target	90%	89%	83%

Gateway requirements for NOGL are established for each year leading to the target year SY2016-17.

Baseline was updated based on adjustment to 2013 performance.

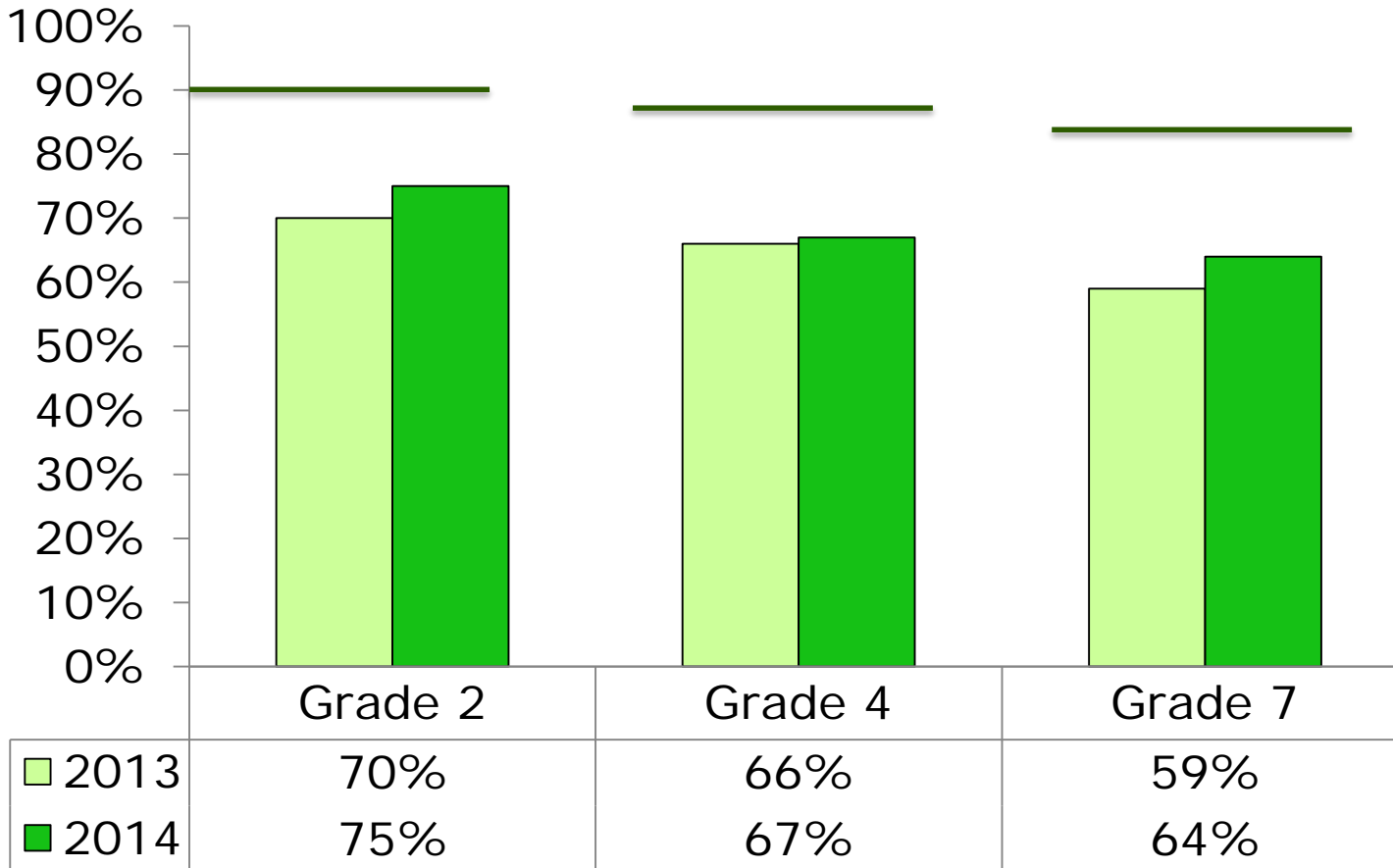


# Background Information (NOGL)

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- SCCPSS students in grades 2 – 8 take the NWEA-MAP assessment in math in the fall, winter and spring.
  - RIT scores range from 120 to 300.
  - RIT scores help us understand several dimensions of student performance, including:
    - ✓ Overall performance in mathematics
    - ✓ Strengths & weaknesses within domains
    - ✓ Projected performance on CRCT math
    - ✓ Student growth over time
    - ✓ Performance relative to other students (norm-referenced percentile ranks)
  - RIT scores for this presentation are reported from the NWEA MAP Math benchmarks.
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# Numeracy on Grade Level (NOGL) District Proficiency Rates




Proficiency is defined as 186 for 2<sup>nd</sup> grade, 207 for 4<sup>th</sup> grade, and 224 for 7<sup>th</sup> grade.

— 2017 Target

# Numeracy on Grade Level (NOGL) District Growth Scores

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Grade Level	Average RIT		
	2013	2014	1-yr Chg
Grade 2	190	191	1
Grade 4	212	212	0
Grade 7	226	227	1


 Indicates increase



# Numeracy on Grade Level (NOGL)

## Sub-Group Proficiency Rates

Sub-Groups	Grade 2		
	2013	2014	1-yr Chg
Asian	97%	96%	-1
Black	60%	64%	4
Hispanic	74%	83%	9
Multi-Racial	81%	87%	6
White	86%	89%	3
Female	71%	74%	3
Male	68%	75%	7
ED	61%	67%	6
EL	70%	81%	11
SWD	53%	57%	4

 Indicates increase


ED=Economically Disadvantaged, EL=English Learners, SWD=Students with Disabilities



# Numeracy on Grade Level (NOGL)

## Sub-Group Proficiency Rates

Sub-Groups	Grade 4		
	2013	2014	1-yr Chg
Asian	94%	88%	-6
Black	53%	53%	0
Hispanic	75%	77%	2
Multi-Racial	77%	80%	3
White	86%	87%	1
Female	66%	69%	3
Male	66%	64%	-2
ED	57%	57%	0
EL	50%	68%	18
SWD	38%	36%	-2

 Indicates increase


ED=Economically Disadvantaged, EL=English Learners, SWD=Students with Disabilities



# Numeracy on Grade Level (NOGL)

## Sub-Group Proficiency Rates

Sub-Groups	Grade 7		
	2013	2014	1-yr Chg
Asian	83%	92%	9
Black	51%	55%	4
Hispanic	64%	76%	12
Multi-Racial	70%	88%	18
White	77%	79%	2
Female	59%	65%	6
Male	58%	62%	4
ED	50%	55%	5
EL	36%	47%	11
SWD	20%	17%	-3

 Indicates increase

ED=Economically Disadvantaged, EL=English Learners, SWD=Students with Disabilities



# Action Items

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- o Professional Learning Coaches, in partnership with the Content Specialists will develop and implement a comprehensive Interdisciplinary Literacy/Writing Plan (ILWP) for grades 2 through 12 to include digital writing portfolios based on the established Common Core Georgia Performance Standards (CCGPS) rubrics in preparation for the Georgia Milestones Assessments.
- o Professional Learning Coaches will work with schools to train school leaders and teachers on literacy/writing strategies and portfolio assessments as outlined in the ILWP.
- o Executive Directors of School Governance will evaluate the effectiveness of the ILWP using Wilson Foundations, SRA Reading Mastery, SRI, and portfolio assessments.





# Action Items

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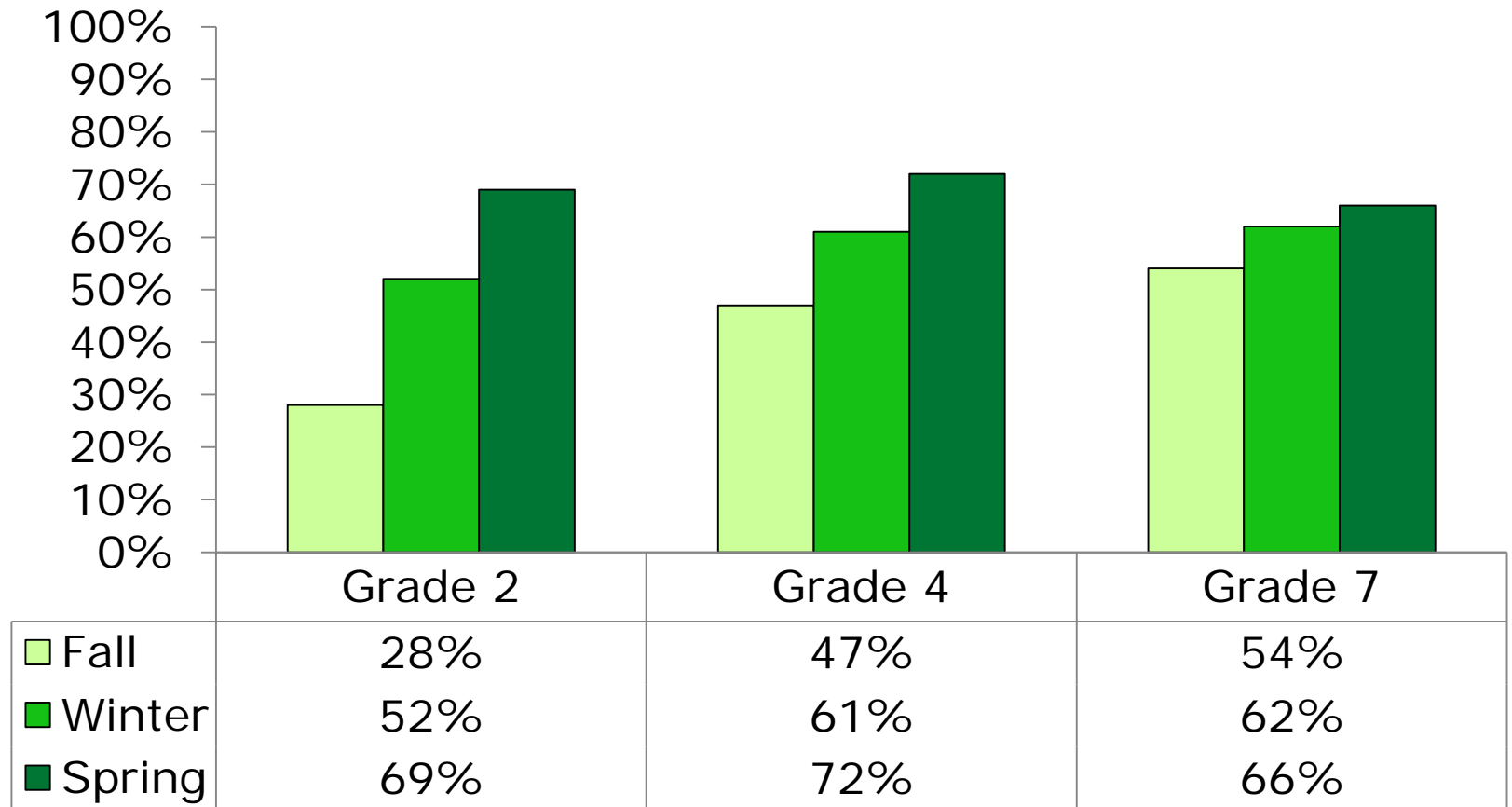
- o Professional Learning Coaches, in partnership with the Content Specialists, will develop and implement a comprehensive interdisciplinary Math Plan (IMP) for grades K through 12 using several research-based strategies, including but not limited to those below, in preparation for the Georgia Milestones Assessments.
  - o Strategies
    - o Visual and graphic descriptions of problems
    - o Systematic and explicit instruction
    - o Student think-alouds
    - o Peer-assisted learning activities
    - o Common formative assessments (NWEA MAP)
    - o Individualized and instruction for every student using a blended learning approach (Compass Learning)
- o Executive Directors of School Governance will monitor the formative data, meet with the school level data teams to analyze results, and recommend instructional delivery adjustments to ensure program effectiveness. The Executive Directors and principals will also monitor the implementation of the recommended adjustments closely.

# Questions

DISTRICT  
ACCOUNTABILITY  
SYSTEM

# Reading on Grade Level (ROGL)

Proficiency Rates by Assessment Date: SY 2013-14



Does not include re-test performance data.

Proficiency Lexiles are as follows: 2<sup>nd</sup> grade = 330L; 4<sup>th</sup> grade = 630L; 7<sup>th</sup> grade = 880L

# Reading on Grade Level - Criteria

- Data from the Scholastic Reading Inventory (SRI) was collected from the administration dates below. The highest Lexile achieved over the range of administration dates was used for this report.

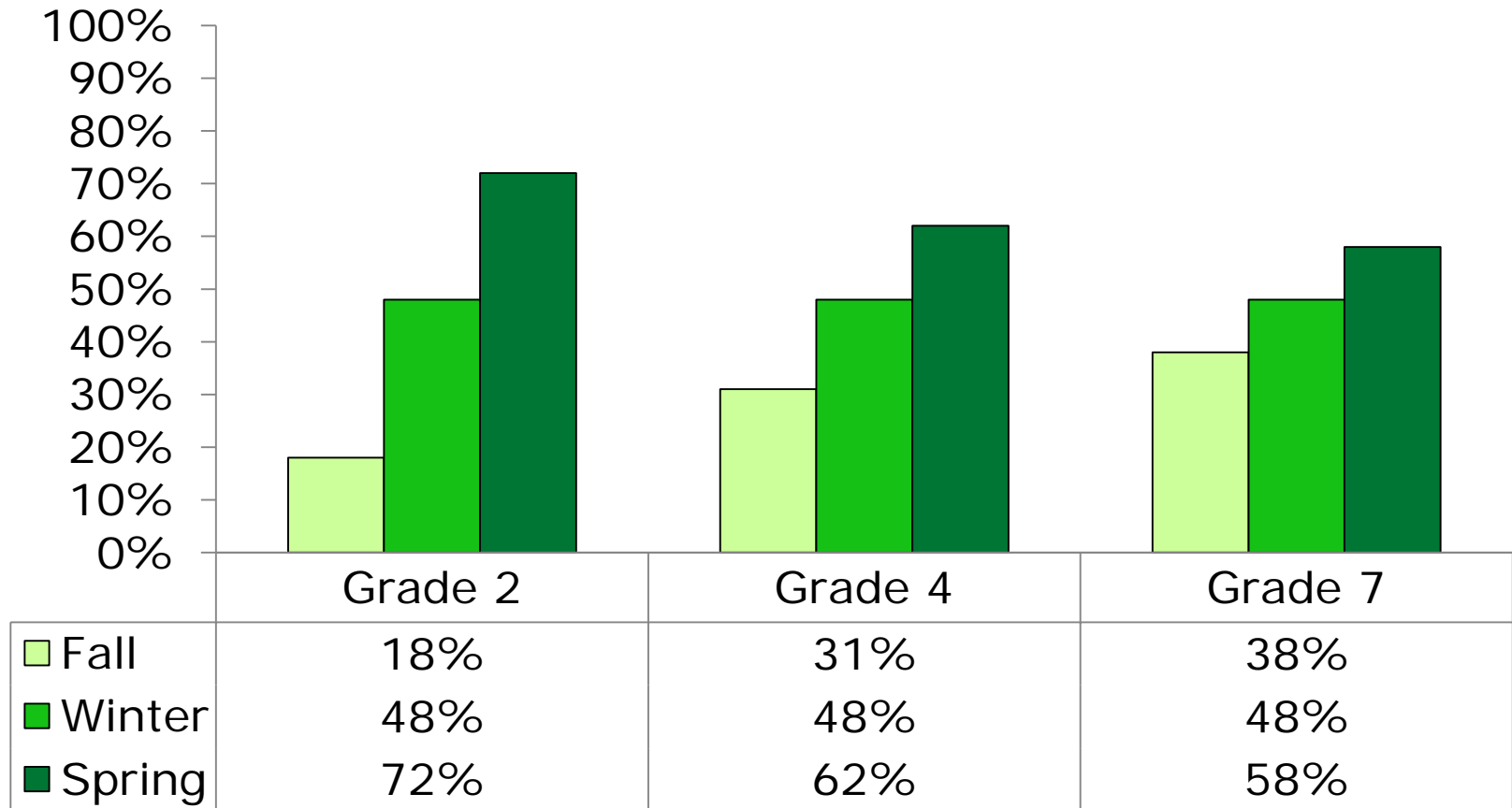
- Students tested:

<b>SY2014</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Grade 2	3,103	3,092	3,108
Grade 4	2,716	2,744	2,742
Grade 7	2,452	2,371	2,231

- Reading on grade level is defined as Lexile scores at or above 330L at the end of second grade, 630L at the end of fourth grade, and 880L at the end of seventh grade.

# Numeracy on Grade Level (NOGL)

Proficiency Rates by Assessment Date: SY 2013-14



Does not include re-test performance data.

Proficiency is defined as 186 for 2<sup>nd</sup> grade, 207 for 4<sup>th</sup> grade, and 224 for 7<sup>th</sup> grade.



# Numeracy on Grade Level - Criteria

- ❑ Data from the NWEA Measures of Progress (MAP) was collected from the administration dates below. The highest RIT achieved over the range of administration dates was used for this report.
- ❑ Students tested:

<b>SY2014</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Grade 2	3,091	3,125	3,112
Grade 4	2,671	2,766	2,752
Grade 7	2,472	2,541	2,187

- ❑ Numeracy on grade level is defined as RIT scores at or above 186 at the end of second grade, 207 at the end of fourth grade, and 224 at the end of seventh grade.