



School Board Workshop: K-8 ELA Adoption



Dover School District

March 25, 2024



Agenda

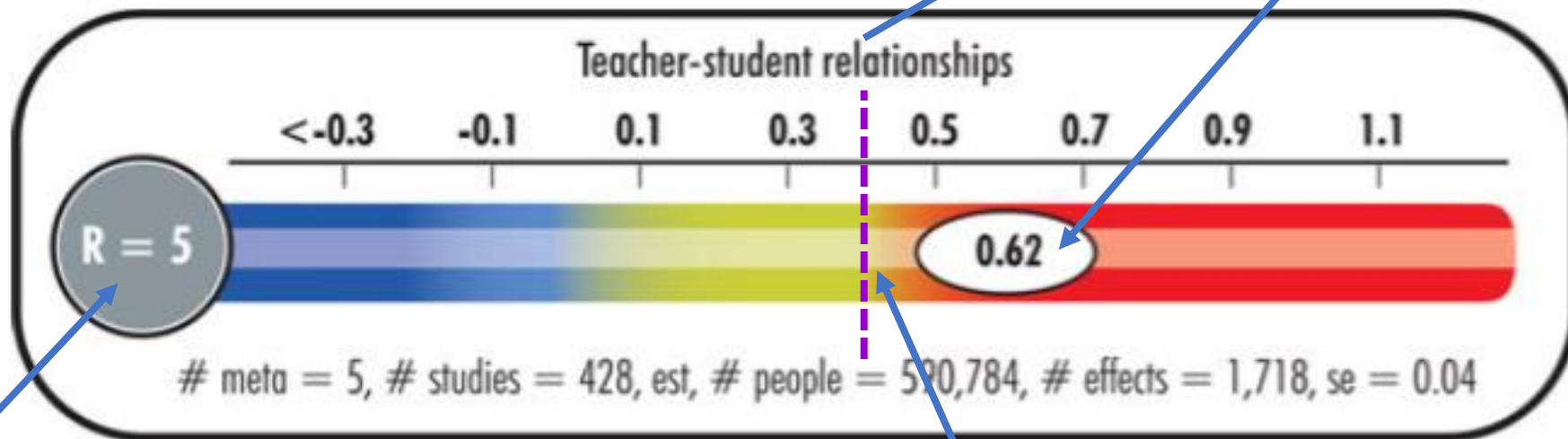
- Science of reading related research
- District reading related data
- K-8 ELA adoption timeline
- Committee tights
- EdReports & ESSA Tiers of Evidence
- Deep Dive – What was accomplished
- K-4 ELA MTSS examples
- Local factors to consider
- Funding & sustainability
- Next steps

Temperature Gauge of Influence – Student Outcomes

How to read the gauge:

The temperature is lowest to the left (blue = avoid), moving to red hot (optimal or high influence)

The individual influence's mean effect on student achievement



Research Robustness Index:

1 (low) to 5 (high) scale
Higher is better

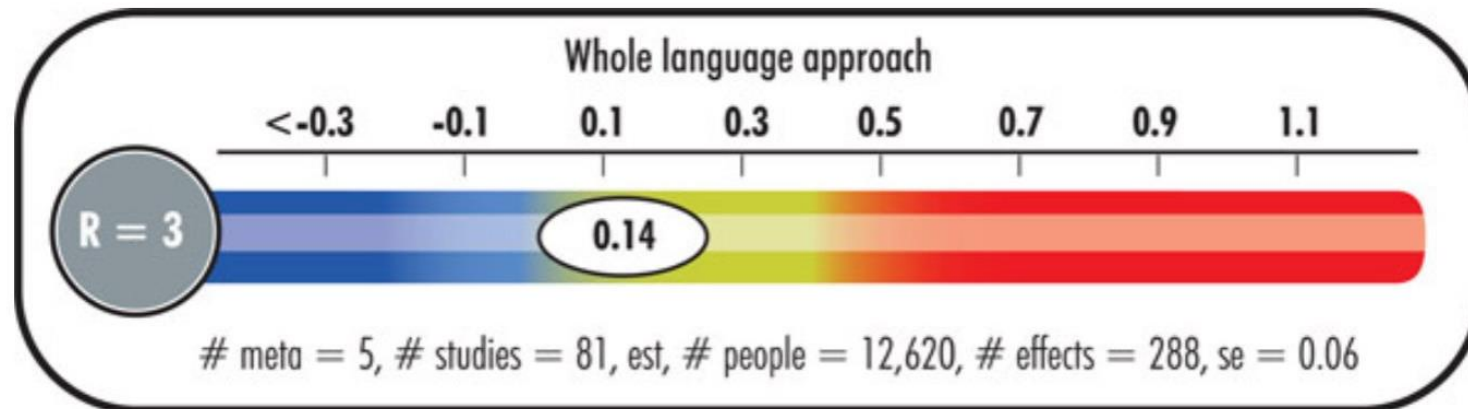
Hinge Point = 0.4

The average effect of all meta-analyses on student achievement. One year's worth of growth = 0.4

Balanced Literacy – Historical ELA Approach

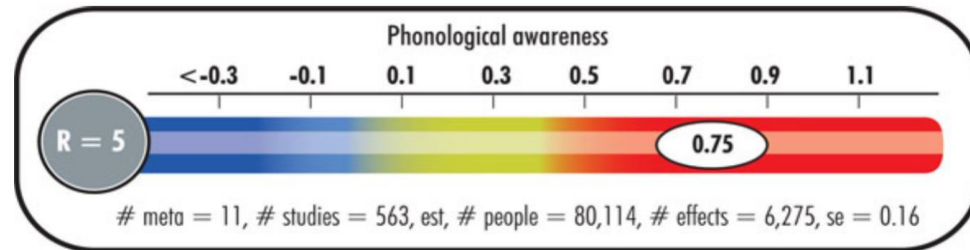
The **whole language** approach to reading instruction is based on the following idea: acquisition of reading skills depends on the context in which these skills are presented. Individual words are learned more easily and fluently when presented within a particular context. The words gather meaning from other words around them and the structure of the story.

Balanced Literacy is built upon the whole language approach, but incorporates elements of phonemic awareness, phonics, vocabulary and fluency. It involves reading aloud, class shared readings, independent reading, shared writing, leveled books, and the teaching of phonics is within the context of stories and not separately. It tries to cover everything and may not cover anything very well in the process.

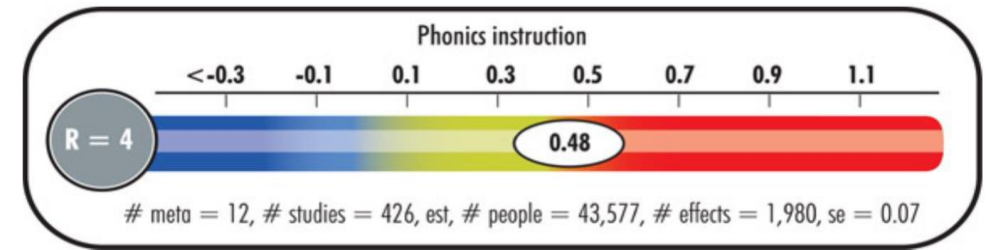


National Reading Panel – 5 Pillars of Reading

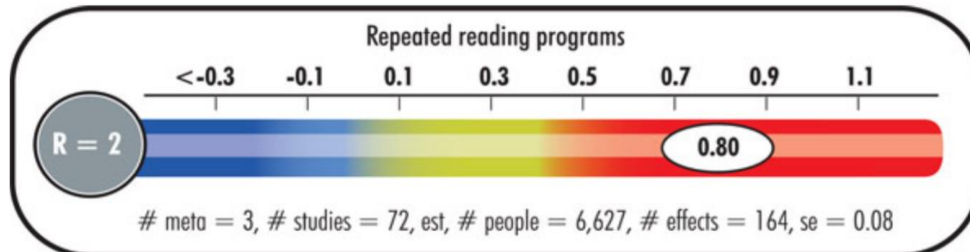
Phonemic Awareness



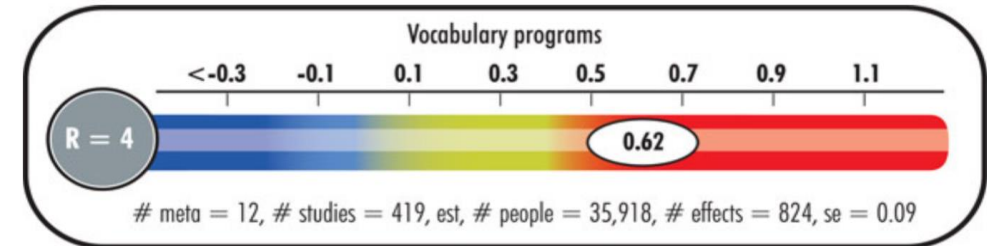
Phonics



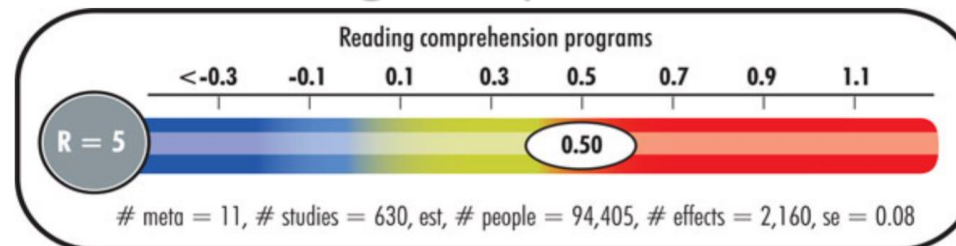
Fluency



Vocabulary



Reading Comprehension



District Reading & ELA Related Data – Spring 2023



Kindergarten Early Literacy



60%

Grade 1 – 4 Oral Reading Fluency



58%



Reading Grades 1 – 8 State Benchmark



57%



English Language Arts Grades 3 - 8

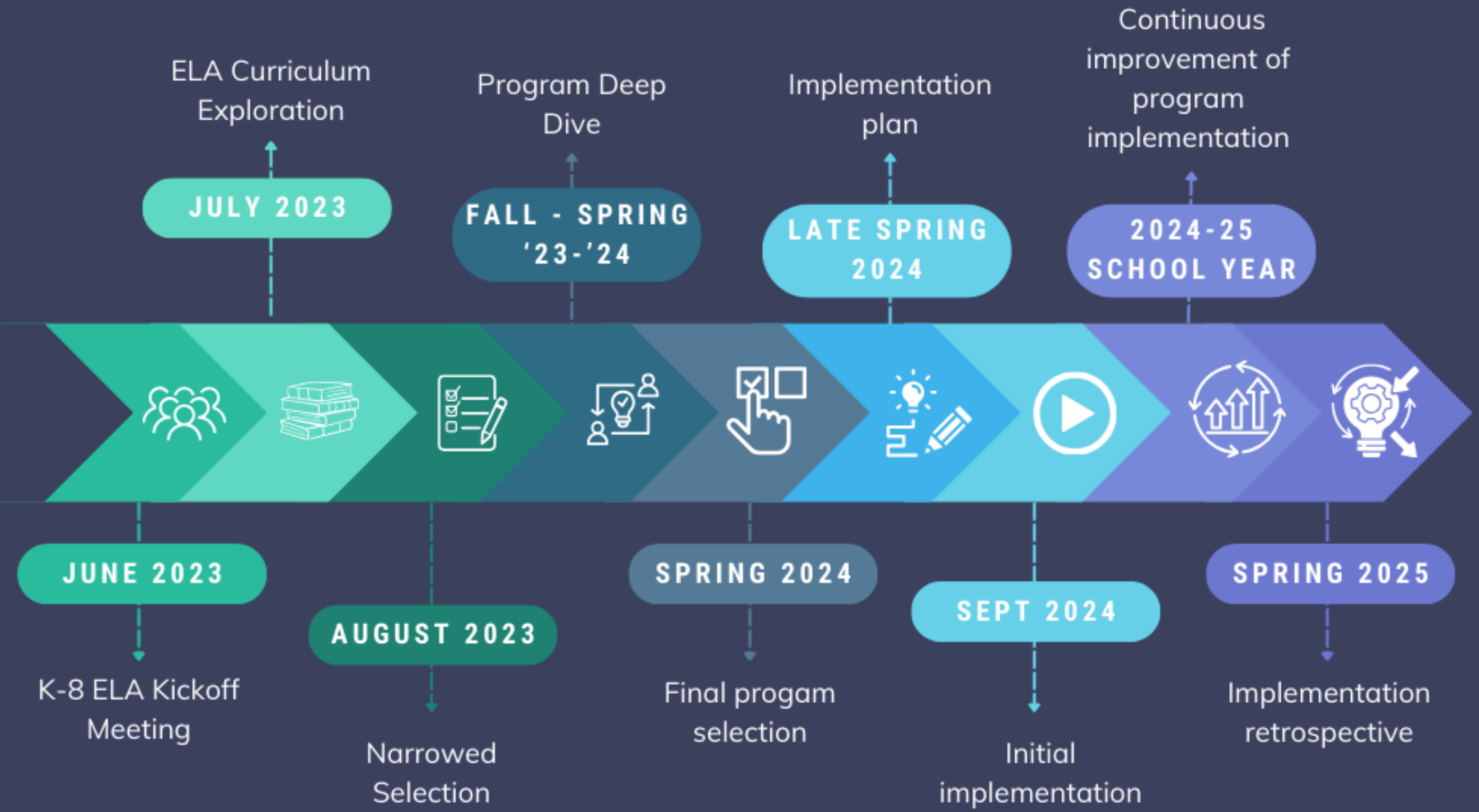


52%

★ 80% Target Goal

Within an MTSS framework, a healthy Tier 1 would have approximately **80 percent** of students identified as on track.

K-8 ELA ADOPTION TIMELINE



K-8 ELA Committee – Tights

- K-8: Aligned to our [Curriculum Advisory Council's guidelines](#)
- K-8: Green-lighted by [EdReports](#)
- K-8: Diverse representations in the materials
- K-8: Common assessments (formative and summative)
- K-5: Addressing all pillars of literacy learning - National Reading Panel
- K-5: Aligned to the Science of Reading research
- K-8: Strong non-fiction (as well as fiction)
- K-8: Professional development resources
- K-8: Online component for teachers
- 5-8: Online component for students
- K-8 Cohesion
- Sustainability - funding, subscriptions, etc.
- K-8: Research-based, best practices for supporting multilingual learners, rather than an add-on

EdReports: ELA Program Comparisons



ALIGNMENT (GATEWAY 1 & 2) ⓘ

Does Not Meet

KEY AREAS OF INTEREST

Foundational Skills ⓘ **36/88**

Building Knowledge ⓘ **NE**

	K →	1 →	2 →	3 →	4 →	5 →
Phonemic Awareness	04/08	04/08	03/06	NC	NC	NC
Phonics	03/06	03/06	04/08	03/06	03/06	03/06
Fluency	04/08	04/08	04/08	01/02	01/02	01/02
Vocabulary	00/02	00/02	00/02	01/02	01/02	01/02
Comprehension	03/30	03/30	03/30	03/30	03/30	03/30



ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets

KEY AREAS OF INTEREST

Foundational Skills ⓘ **66/66**

Building Knowledge ⓘ **88/96**

	K →	1 →	2 →	3 →	4 →	5 →	6 →
Phonemic Awareness	08/08	08/08	08/08	NC	NC	NC	NC
Phonics	08/08	08/08	08/08	02/02	02/02	02/02	NC
Fluency	08/08	08/08	08/08	01/02	01/02	01/02	NC
Vocabulary	04/04	04/04	04/04	04/04	04/04	04/04	04/04
Comprehension	28/30	25/30	27/30	26/30	29/30	29/30	29/30

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets

KEY AREAS OF INTEREST

Foundational Skills ⓘ **66/66**

Building Knowledge ⓘ **90/96**

	K →	1 →	2 →	3 →	4 →	5 →
Phonemic Awareness	08/08	08/08	08/08	NC	NC	NC
Phonics	08/08	08/08	08/08	01/02	01/02	01/02
Fluency	08/08	08/08	08/08	01/02	01/02	01/02
Vocabulary	04/04	04/04	04/04	04/04	04/04	04/04
Comprehension	30/30	30/30	30/30	30/30	30/30	28/30

Amplify CKLA

Every Student Succeeds Act (ESSA)

Tiers of Evidence for Research

UNDERSTANDING THE ESSA TIERS OF EVIDENCE



Strong Evidence



Moderate Evidence



Promising Evidence



Demonstrates a Rationale

	TIER 1 Strong Evidence	TIER 2 Moderate Evidence	TIER 3 Promising Evidence	TIER 4 Demonstrates a Rationale
 Study Design	Well-designed and implemented experimental study, meets WWC standards without reservations	Well-designed and implemented quasi-experimental study, meets WWC standards with reservations	Well-designed and implemented correlational study, statistically controls for selection bias ^a	Well-defined logic model based on rigorous research
 Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
 Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
 Sample Size & Setting	At least 350 participants, conducted in more than one district or school	At least 350 participants, conducted in more than one district or school	N/A	N/A
 Match	Similar population <i>and</i> setting to your setting	Similar population <i>or</i> setting to your setting	N/A	N/A

K-8 ELA Curriculums & ESSA Tiers of Evidence

Amplify CKLA

ESSA
TIER
1

AT LEAST ONE FINDING
SHOWS STRONG EVIDENCE
OF EFFECTIVENESS



into Reading™

ESSA
TIER
2

AT LEAST ONE FINDING
SHOWS MODERATE
EVIDENCE OF
EFFECTIVENESS

Amplify ELA

ESSA
TIER
2

AT LEAST ONE FINDING
SHOWS MODERATE
EVIDENCE OF
EFFECTIVENESS



into Literature™

ESSA
TIER
2

AT LEAST ONE FINDING
SHOWS MODERATE
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EFFECTIVENESS

Deep Dive

Sample sets of materials and digital resources for each program to everyone on the committee – used with students for several weeks

Online training with vendor's implementation specialists

Visits to ELA committee classrooms to observe lessons from both programs

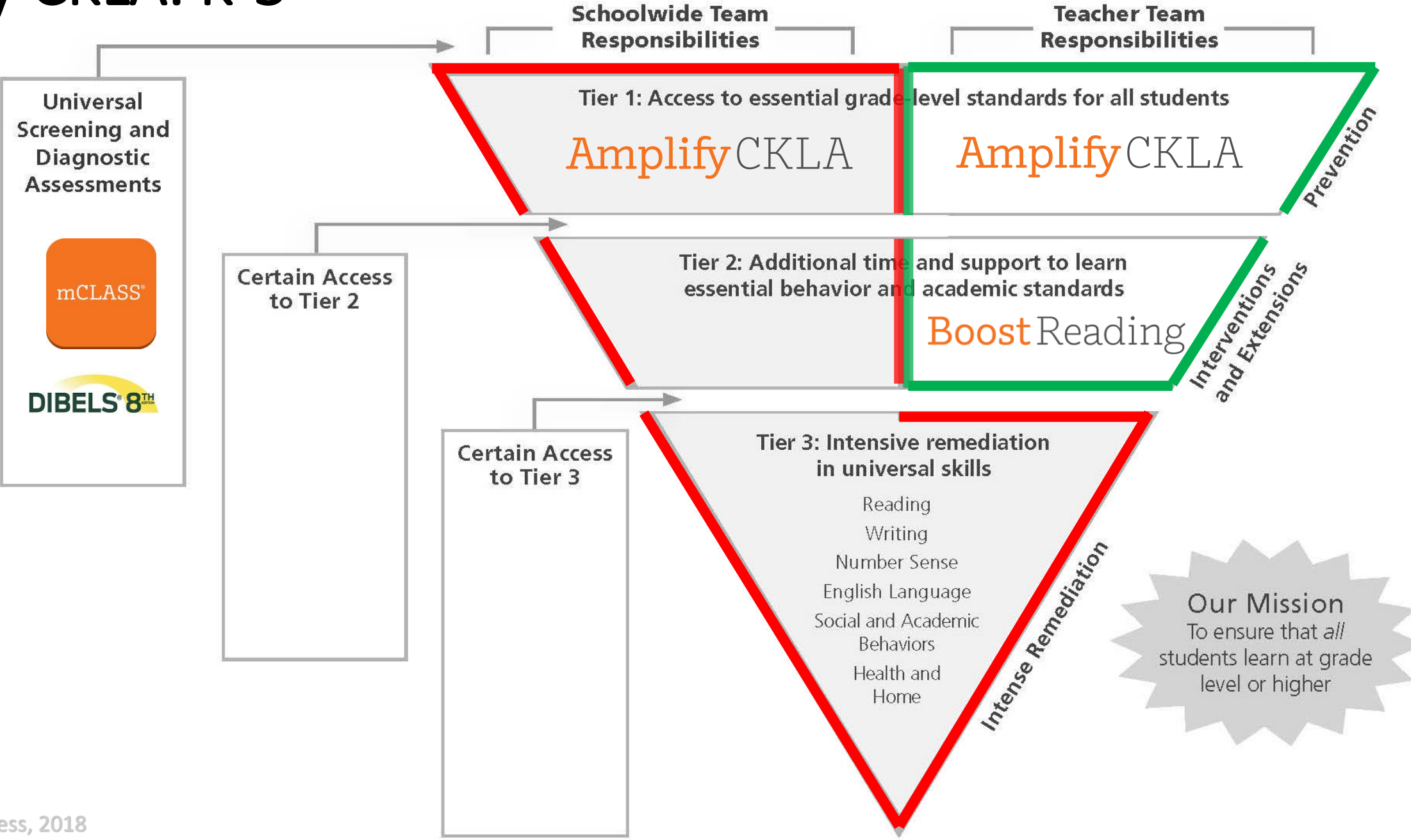
Virtual meeting with HMH teachers for a Q&A session

Visits to Rochester to observe CKLA in classrooms and talk with educators
HMH modeling of a classroom lesson

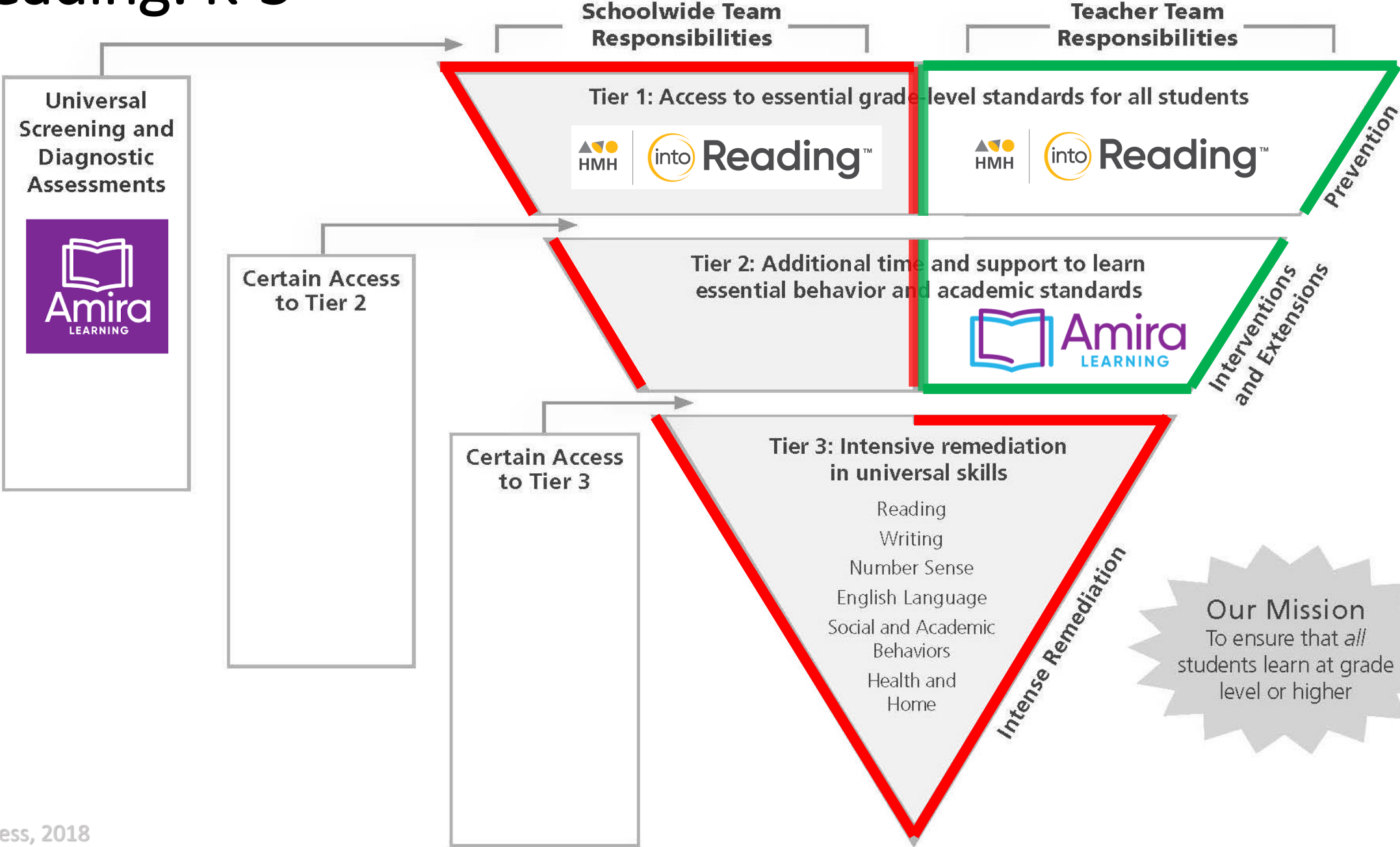
Reflection meetings as a committee after each program trial ended

Collected written feedback from committee members on each program

Amplify CKLA: K-5



Into Reading: K-5



Local Factors to consider when selecting a curriculum



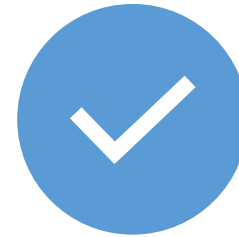
MASTER
SCHEDULE



PD CALENDAR



PERSONNEL



GRADE LEVEL
BREAKDOWNS



DISTRICT
PRIORITIES

Purchasing and Sustainability

- Major initial purchase - ESSER III funding
- Yearly ongoing costs – local budget consumables
- Cost optimization – strategically reduce expenses on non-program-specific resources
- Specific costs will be determined once a program is selected

Next Steps

- March 26th – ELA committee meeting to determine recommendation
- April 4th – seek Curriculum Advisory Council approval
- April 8th – seek School Board approval
- April and beyond:
 - Finalize components to purchase
 - Work to de-implement current ELA components
 - Begin ordering process
 - Plan and schedule initial professional development