



Goals & Guardrails Progress Monitoring

Goal 1: Reading Grades 3-8

Goal 2: Reading Grade 3

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Overview

1. Reading Performance Highlights
2. Where Have We Been
3. Where Are We Now
4. Current Activities and Focus





Reading Performance Highlights

- In Reading, the District is outpacing other large urban districts nationwide, and similar districts in Pennsylvania, in recovering from the pandemic.
- PSSA Reading performance in grades 3-8 was flat from 2021-22 to 2022-23.
- PSSA Reading performance in grade 3 increased from 2021-22 to 2022-23.
- Star Reading performance in grades 3-8 increased from Fall to Winter 2023-24 and from Winter 2022-23 to Winter 2023-24.
- All student groups saw increases in the percentage of students scoring At/Above Grade Level, including English Learners (+4.2 percentage points) and students with IEPs (+1.4 percentage points) between Fall and Winter 2023-24.



What the Research Says

- Reading proficiently by the end of 3rd grade is critical to a student's future academic success. This is when instruction transitions from "learning to read" to "reading to learn."
- Beginning in 4th grade, students need to build on foundational literacy skills to learn content across subject areas.
- There is a positive relationship between children's early reading skills and high school graduation.

Sources:

[National Assessment of Education Progress](#) ; [Annie E. Casey Foundation](#); [Frontiers in Education](#)



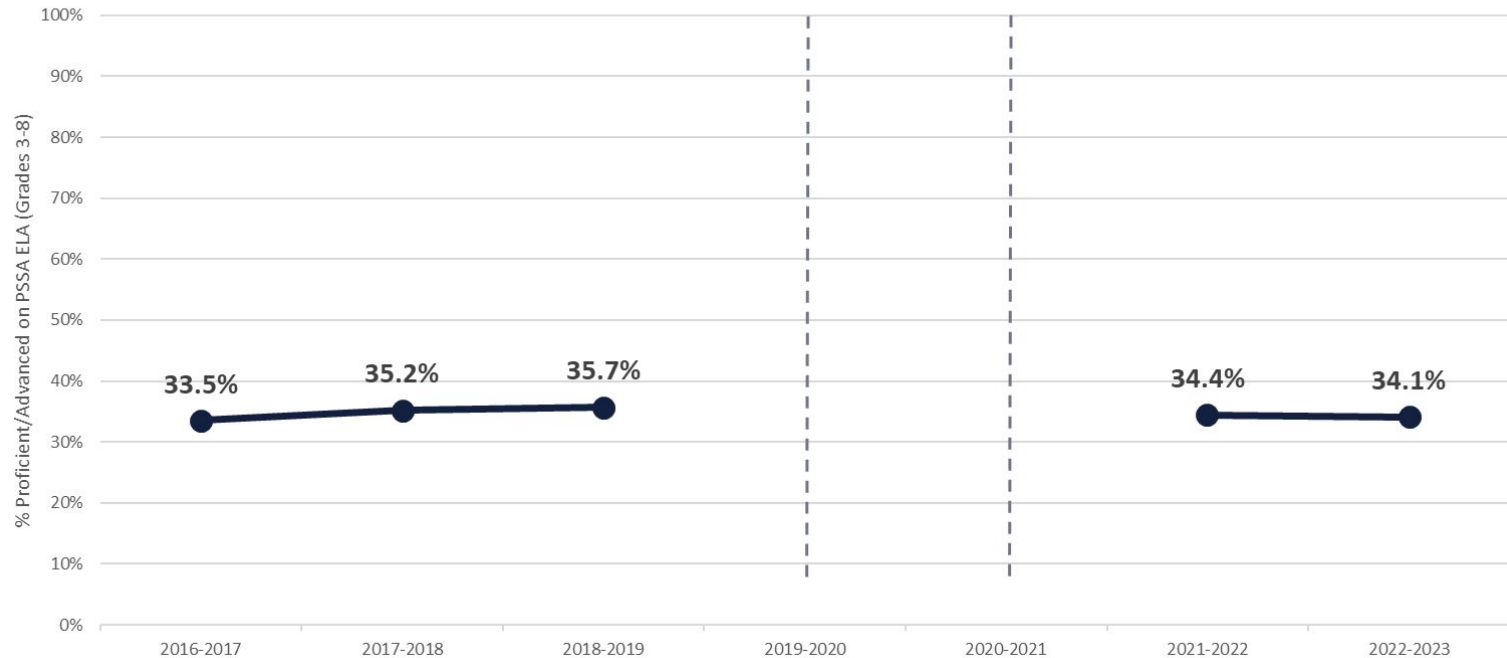
Where Have We Been?

Goal 1

PSSA ELA
Grades 3-8

The percentage of students in grades 3-8 who scored Proficient or Advanced on the **PSSA ELA remained stable (-0.3 percentage points)** from 34.4% in 2021-22 to 34.1% in 2022-23.

PSSA ELA Proficiency Rate: Grades 3-8

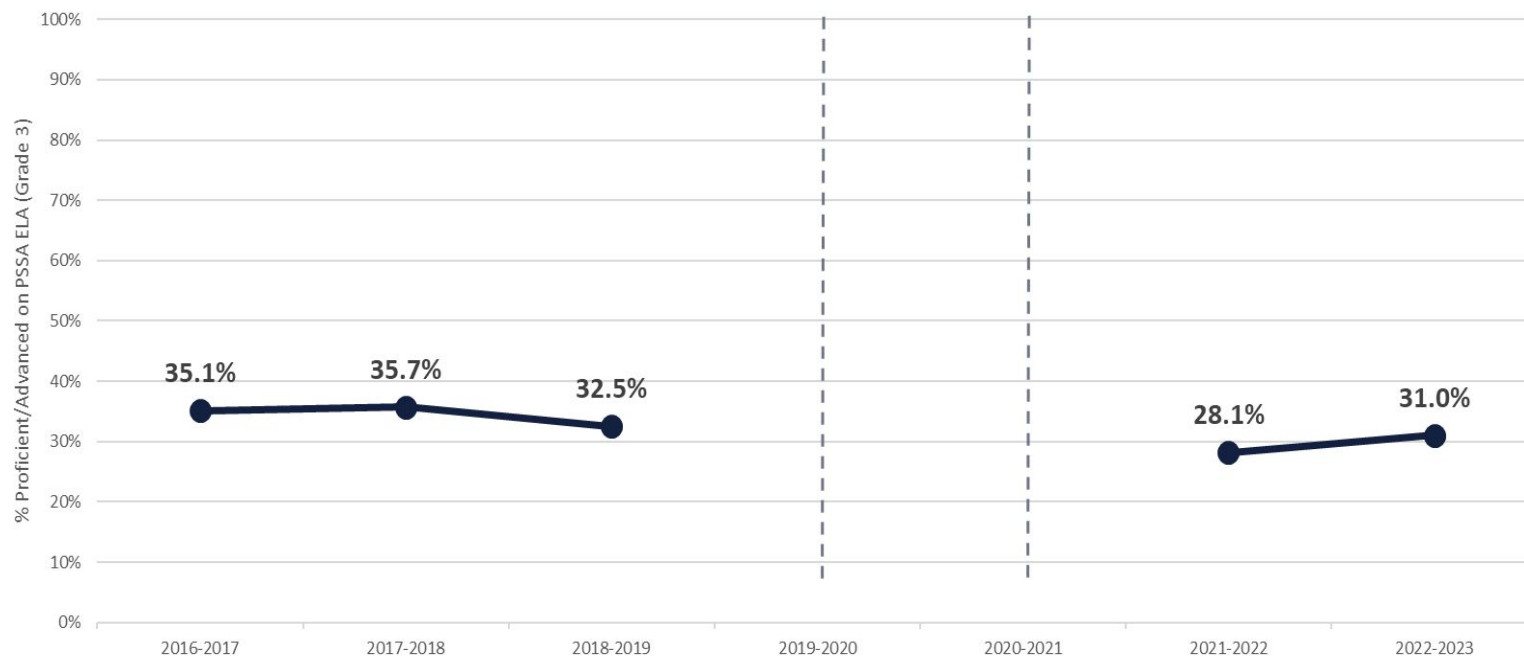


Goal 2

PSSA ELA
Grade 3

The percentage of grade 3 students who scored **Proficient or Advanced on the PSSA ELA** rose from 28.1% in 2021-22 to 31.0% in 2022-23 (+2.9 percentage points).

PSSA ELA Proficiency Rate: Grade 3





PSSA/PASA Grades 3-8 Performance by Primary Disability

- The percentage of students scoring Proficient or Advanced vary by primary disability type and range from 4.1% to 34.4%.
- **13.4% of students with High Incidence Disabilities** (eg., specific learning disability, autism, speech or language impairment) scored Proficient or Advanced on PSSA/PASA ELA.
- **10.2% of students with Low Incidence Disabilities** (eg., hearing impaired, visual impairment, multiple disabilities) scored Proficient or Advanced on PSSA/PASA ELA.

Note: Results are based on a recently published report which excludes students in primary disability groups with fewer than 20 students tested.

Goals 1 & 2 ELA Curriculum

SDP Transition to Science of Reading for Grades K-3

Balanced Literacy		Preparing to Shift to Science of Reading (SOR)		
2014-2017	2017-2018	2019-2020	2021	2022-2023
<p>CLI coaching partnership and establishment of 120 minute Literacy Block</p> <p>Supported teachers to become proficient at Balanced Literacy</p>	<p>District shift from Balanced Literacy to the Science of Reading</p> <p>ELA Team participated in Pathway to Literacy, AIM Academy, and webinars on the Science of Reading (SOR)</p>	<p>Implemented SOR practices at network level supported by Early Literacy Directors</p> <p>Redesigned curriculum and ELA block to include 15 minutes of phonemic awareness instruction</p> <p>Increased direct and explicit phonics instruction to 45 mins (K-2)</p>	<p>Continued professional learning and implementation of foundational skills instruction</p> <p>High frequency words with orthographic mapping and use of decodable texts, not leveled readers</p>	<p>Foundational Skills Summer Institute</p> <p>SOR Virtual Literacy Institute</p> <p>Aligned PLC Guides to match focus on SOR</p> <p>Revised ELA Instructional Guide with stronger alignment to Science of Reading</p> <p>Replaced word walls with sound walls</p>



Where Are We Now?



Goal 1 & 2 Leading Indicators

Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment

Leading Indicator 1: The percentage of students in grades 3-8 who are At Target on the District's within-year reading assessment

Leading Indicator 2: The percentage of students in grades 3-8 with high growth on the District's within-year reading assessment **New**

Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment

Leading Indicator 1: The percentage of students in grade 3 who are At Target on the District's within-year reading assessment

Leading Indicator 2: The percentage of students in grades K-2 who are At Target on the District's required reading Curriculum-Based Measures **New**



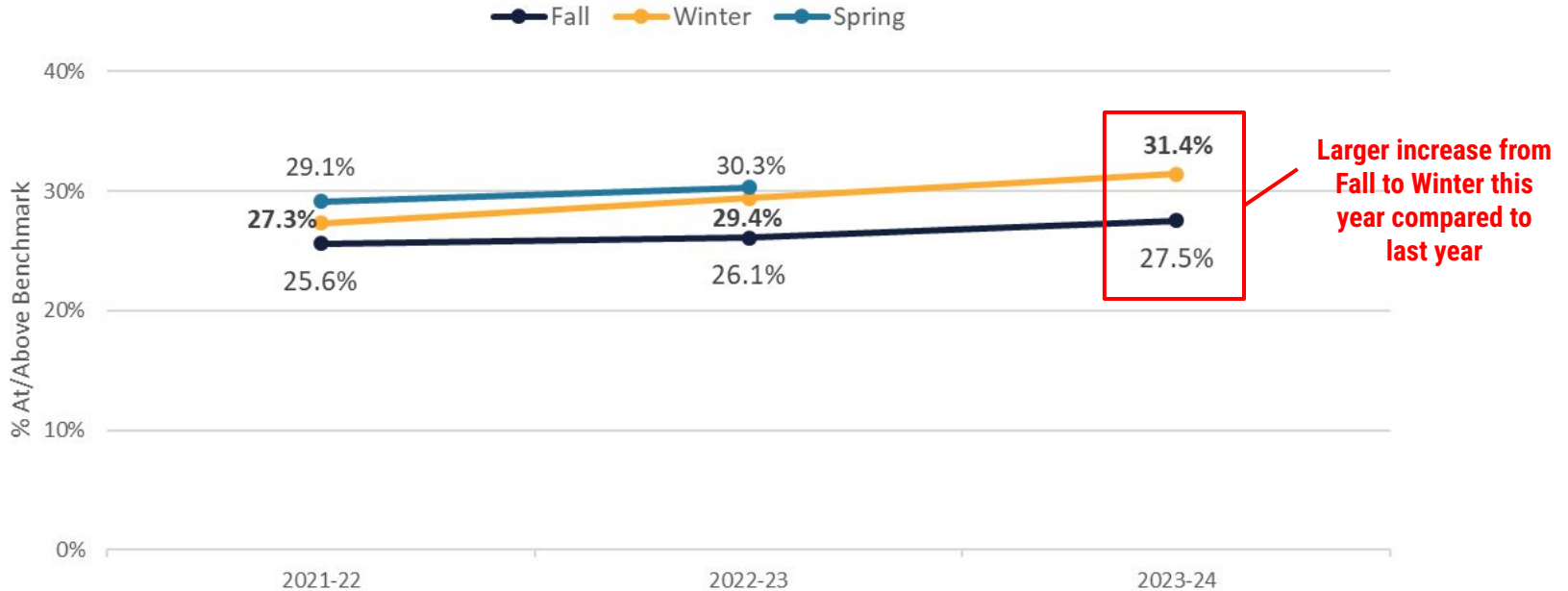
**Indicator 1:
At Target on Star Reading
(Grades 3-8)**

Goal 1 Indicator 1

Star Reading: At Target

The percentage of students in grades 3-8 who scored **At/Above Benchmark on Star Reading** increased from 29.4% in Winter 2022-23 to 31.4% in Winter 2023-24 (+2.0 percentage points).

Goal 1- Leading Indicator 1: Star Reading

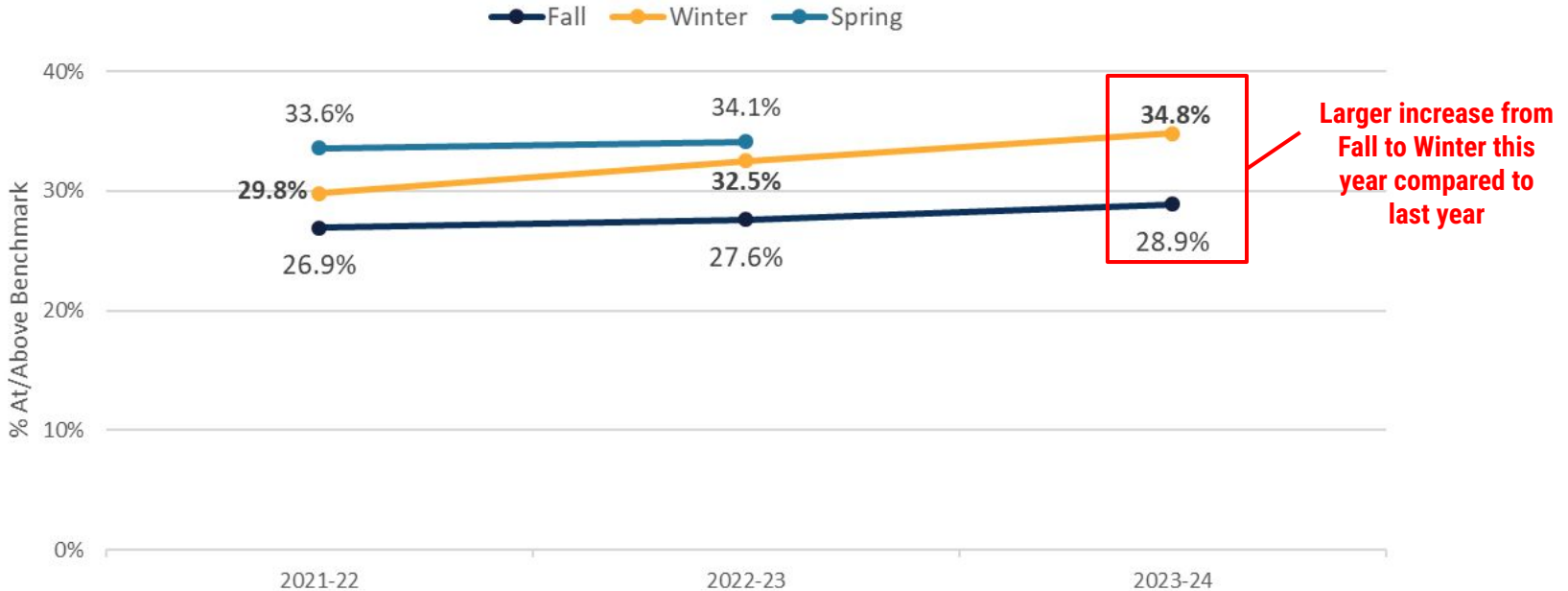


Goal 2 Indicator 1

Star Reading: At Target

The percentage of 3rd grade students who scored **At/Above Benchmark on Star Reading** increased from 32.5% in Winter 2022-23 to 34.8% in Winter 2023-24 (+2.3 percentage points).

Goal 2- Leading Indicator 1: Star Reading



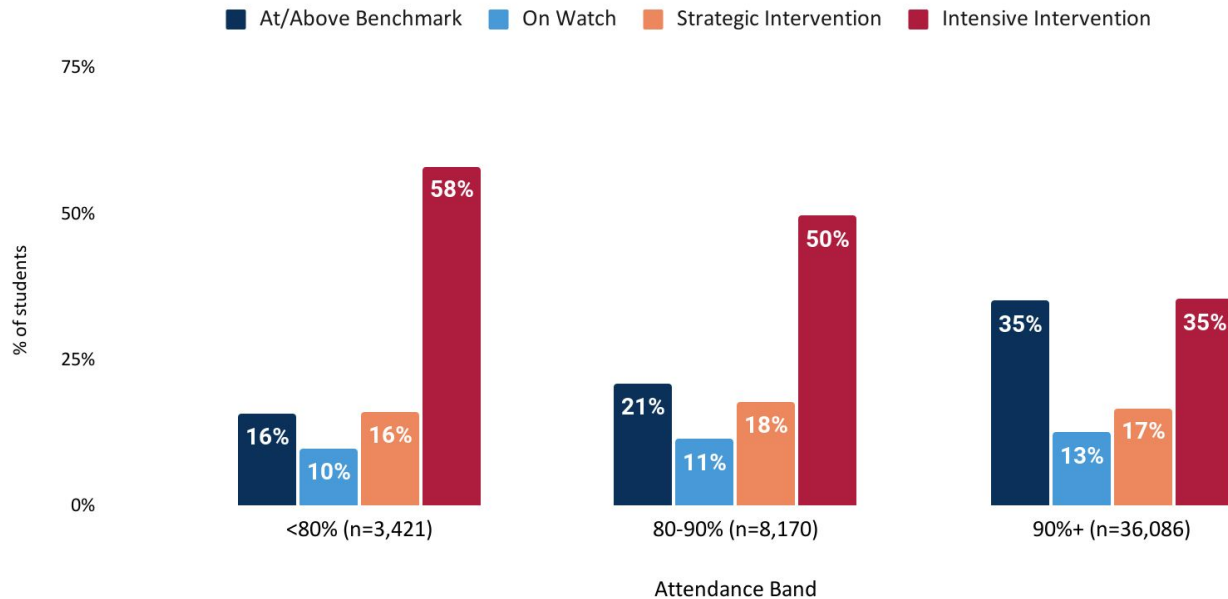
Goal 1 Indicator 1

Star Reading: At Target

A higher percentage of students in grades 3-8 with higher attendance scored **At/Above Benchmark** on Star Reading in Winter 2023-24.

Goal 1 - Leading Indicator 1: Star Reading

Percentage of students scoring at each performance level by attendance band, Winter 2023-24



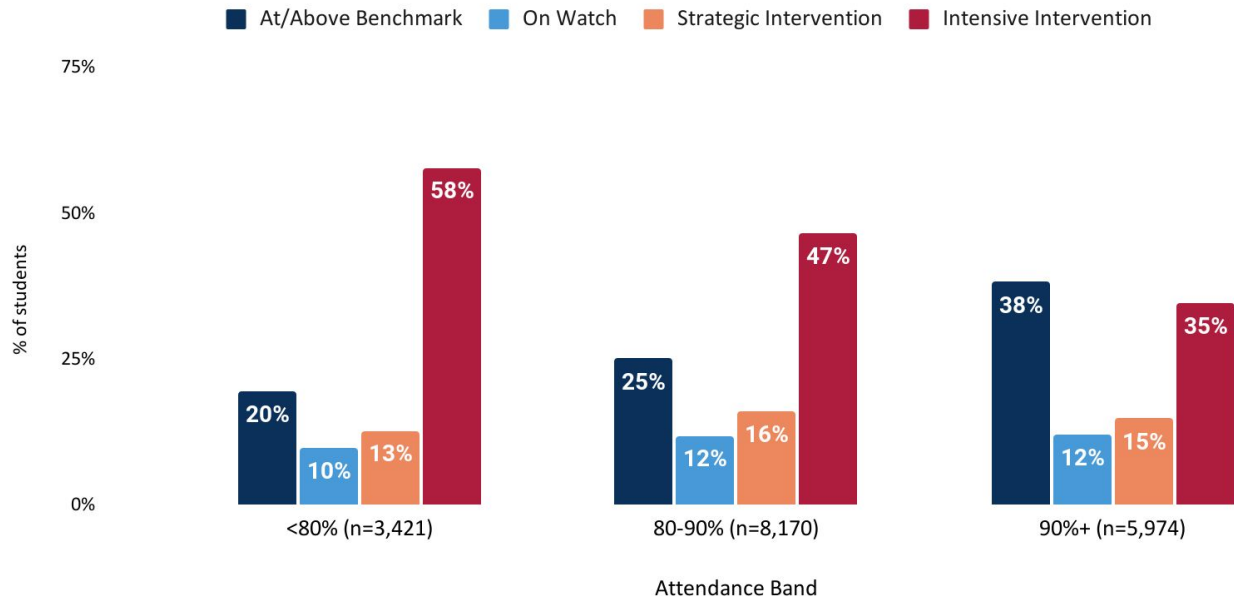
Goal 2 Indicator 1

Star Reading: At Target

A higher percentage of students in grade 3 with higher attendance scored **At/Above Benchmark** on Star Reading in Winter 2023-24.

Goal 2 - Leading Indicator 1: Star Reading

Percentage of students scoring at each performance level by attendance band, Winter 2023-24



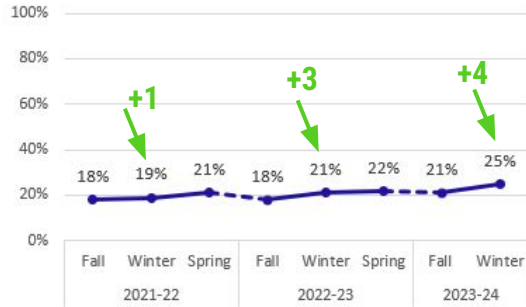
Goal 1 Indicator 1

Star Reading: At Target

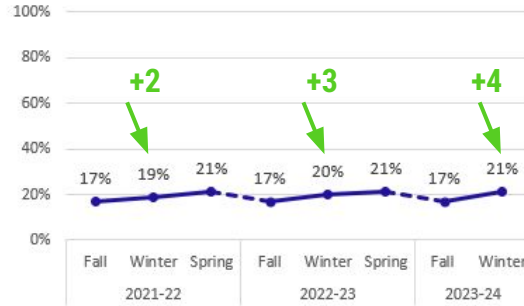
All race/ethnicity groups in grades 3-8 increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 1 - Leading Indicator 1: Star Reading

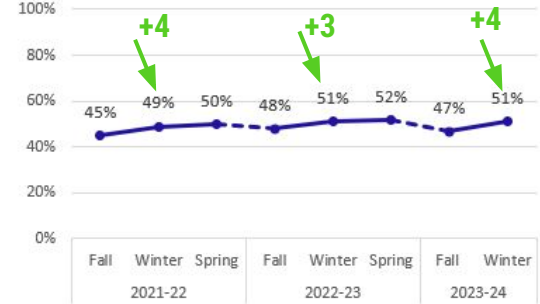
Black/African American



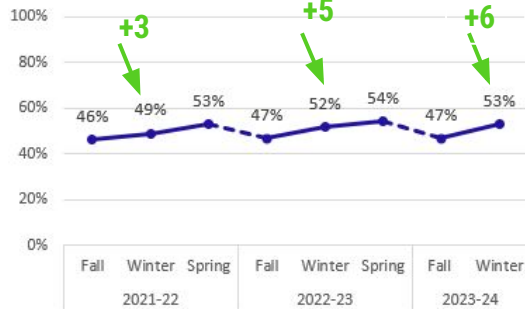
Hispanic/Latine



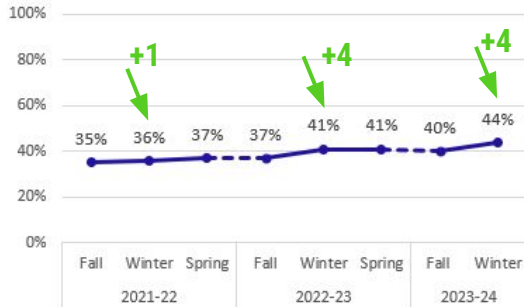
White



Asian



Multi-Racial/Other



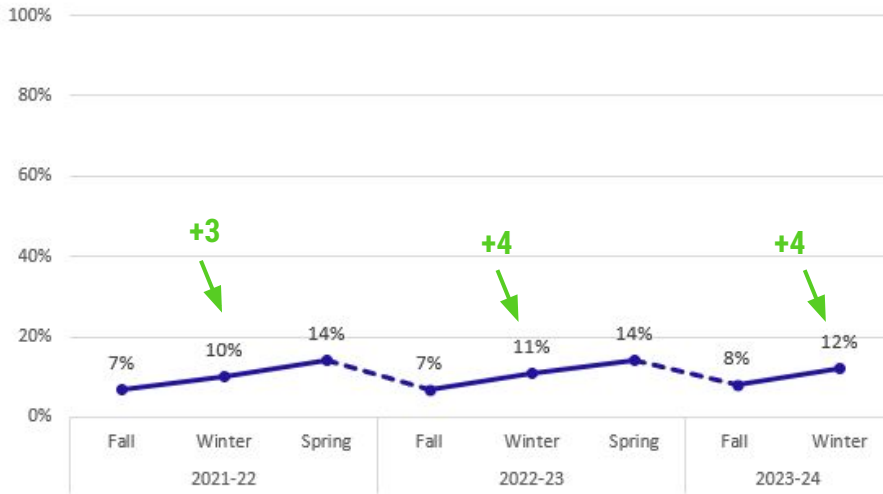
Goal 1 Indicator 1

Star Reading: At Target

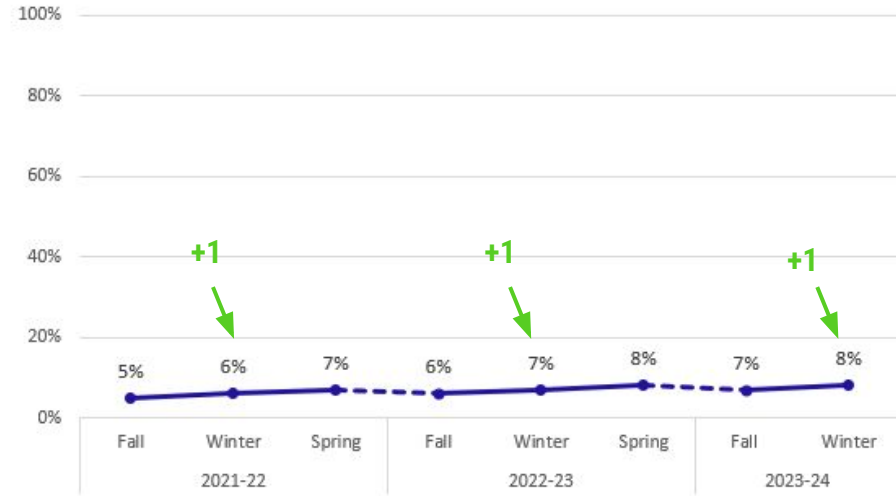
Grades 3-8 English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 1 - Leading Indicator 1: Star Reading

English Learners



Students with IEPs

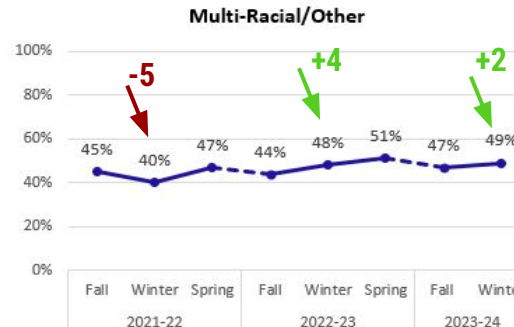
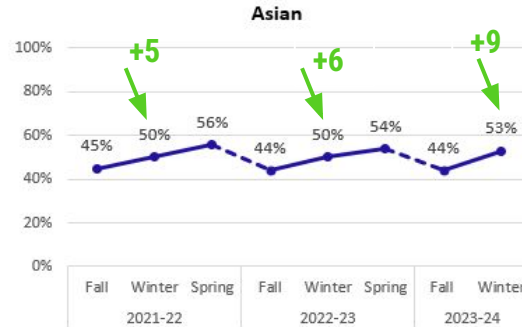
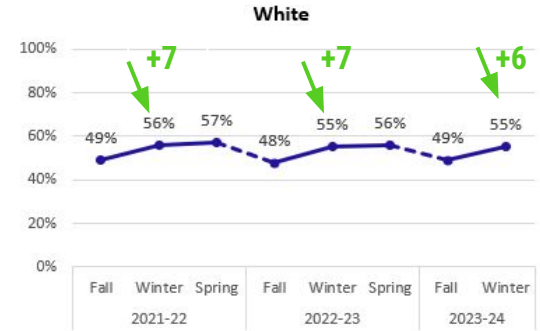
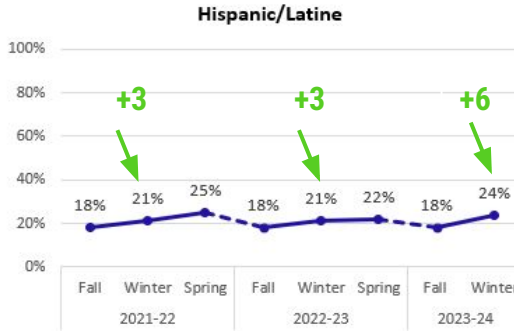
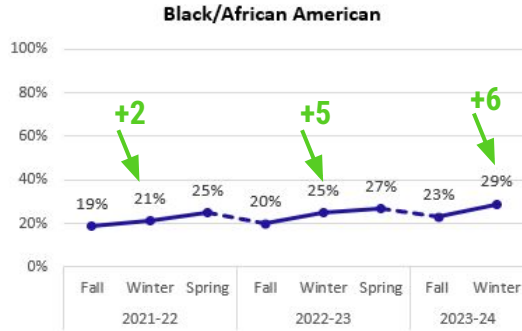


Goal 2 Indicator 1

Star Reading: At Target

All race/ethnicity groups in grade 3 increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 2 - Leading Indicator 1: Star Reading



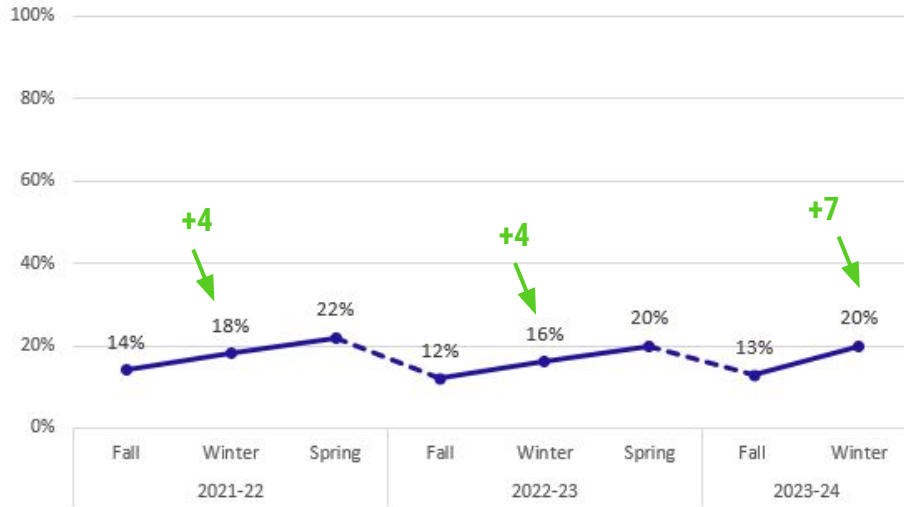
Goal 2 Indicator 1

Star Reading: At Target

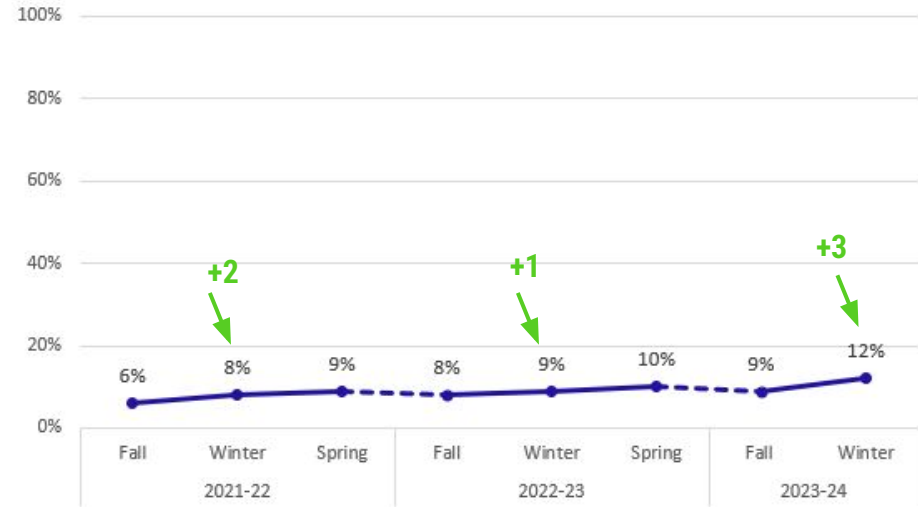
Grade 3 English Learners and students with IEPs increased in the percentage scoring At/Above Benchmark from Fall to Winter 2023-24.

Goal 2 - Leading Indicator 1: Star Reading

English Learners



Students with IEPs



Goal 1 & 2

Indicator 1

Star Reading: At Target

Of current 4th graders in Winter 2023-24 (who were in 3rd grade in 2022-23), **nearly one in five students (19.0%) moved up at least one performance level** on Star Reading from the Winter 2022-23 assessment cycle.

		WHERE THEY STARTED Performance in 3rd Grade Winter 2022-23			
		At/Above Benchmark	On Watch	Strategic Intervention	Intensive Intervention
WHERE THEY ARE NOW Performance in 4th Grade* Winter 2023-24	At/Above Benchmark	28.2%	19.0% improved by at least one performance level		
	On Watch	11.4% declined by at least one performance level			
	Strategic Intervention			6.0%	
	Intensive Intervention				31.8%

* <50 students who were in 3rd grade in Winter 2022-23 either repeated or skipped a grade in 2023-24 and are not current 4th Graders.

**Goal 1 Indicator 2:
Growth on Star Reading
(Grades 3-8)**

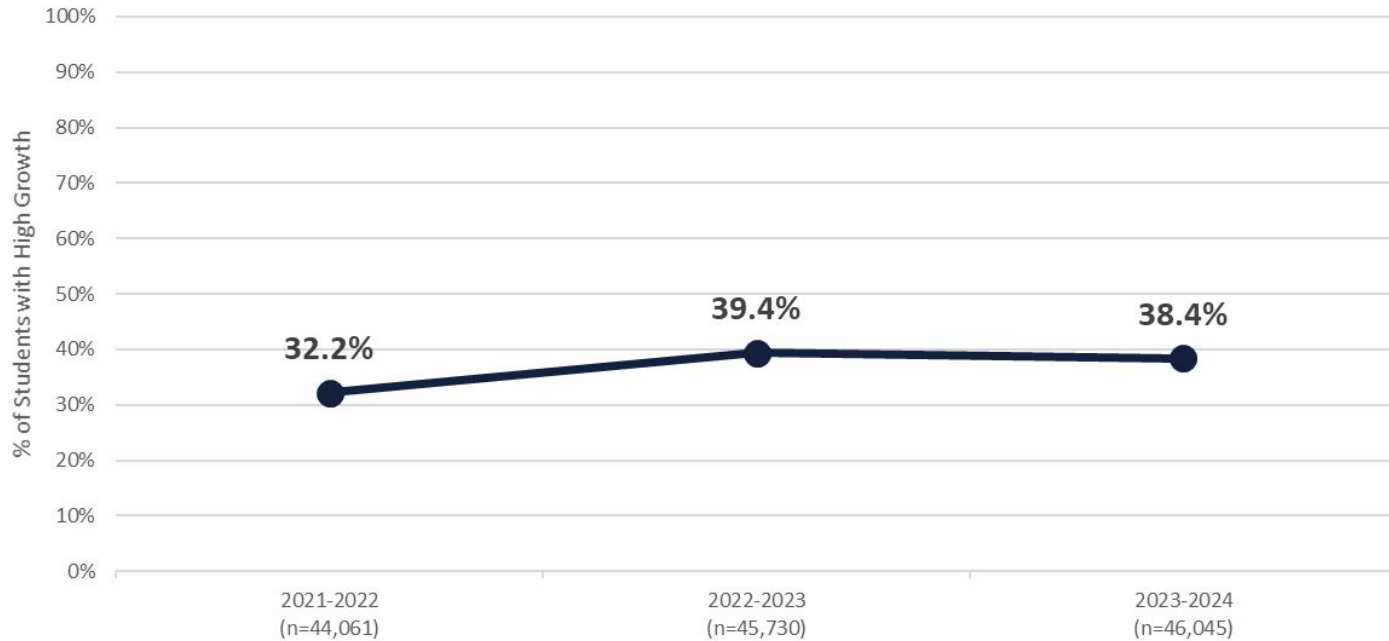


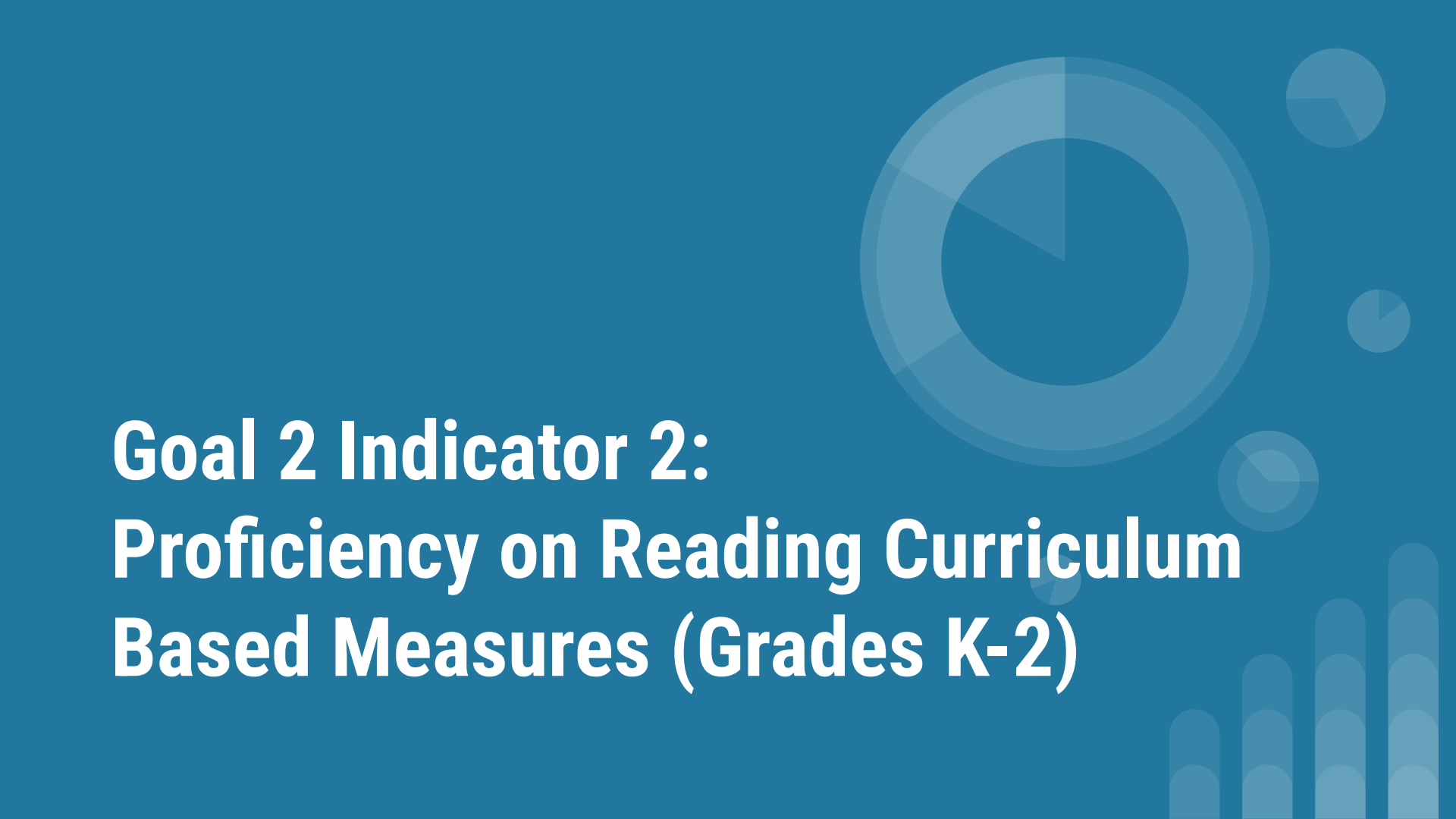
Goal 1 Indicator 2

Star Reading Growth

The percentage of students in grades 3-8 who had **High Growth on Star Reading** from Fall to Winter **decreased** from 39.4% in 2022-23 to 38.4% in 2023-24 (**-1.0 percentage points**).

Goal 1 - Indicator 2: High Growth



The background is a solid blue color. In the upper right quadrant, there is a large, semi-transparent pie chart with three segments. To its right and below are several smaller, semi-transparent pie charts of varying sizes. In the bottom right corner, there is a semi-transparent bar chart with four vertical bars of increasing height from left to right.

**Goal 2 Indicator 2:
Proficiency on Reading Curriculum
Based Measures (Grades K-2)**

Goal 2 Indicator 2

Star Reading Curriculum Based Measures

The percentage of students in grades K-2 who scored **At/Above Benchmark on required Curriculum Based Measures** increased from Fall to Winter 2023-24 (between **+5.1 and 23.1 percentage points**).

- All grades saw increases in performance on each required curriculum-based measure (CBM) from Fall to Winter 2023-24.
- This increase is consistent with changes from Fall to Winter in 2021-22 and from Fall to Winter in 2022-23.

Required CBMs for Grades K-2 with Fall to Winter percentage point change

Kindergarten	Grade 1	Grade 2
Letter Naming (+10.7)	Letter Sounds*	Expressive Nonsense Words (+9.1)
Letter Sounds (+17.0)	Phoneme Segmentation (+23.1)	Passage Oral Reading (+8.0)
Phoneme Segmentation (+17.0)	Expressive Nonsense Words (+16.0)	
Receptive Nonsense Words (+10.1)	Passage Oral Reading (+5.1)	

* Letter Sounds is only required in the Fall for Grade 1.



**Current Activities and Focus for the
2024-25 School Year**

Science of Reading Programming



Rising Reading Specialists Collaborative: Classroom teachers who hold Reading Specialist Certificates learn about Science of Reading evidence based practices.

Reading Specialist-In Service Development: Supplemental, intensive professional development support to fully released Reading Specialists.

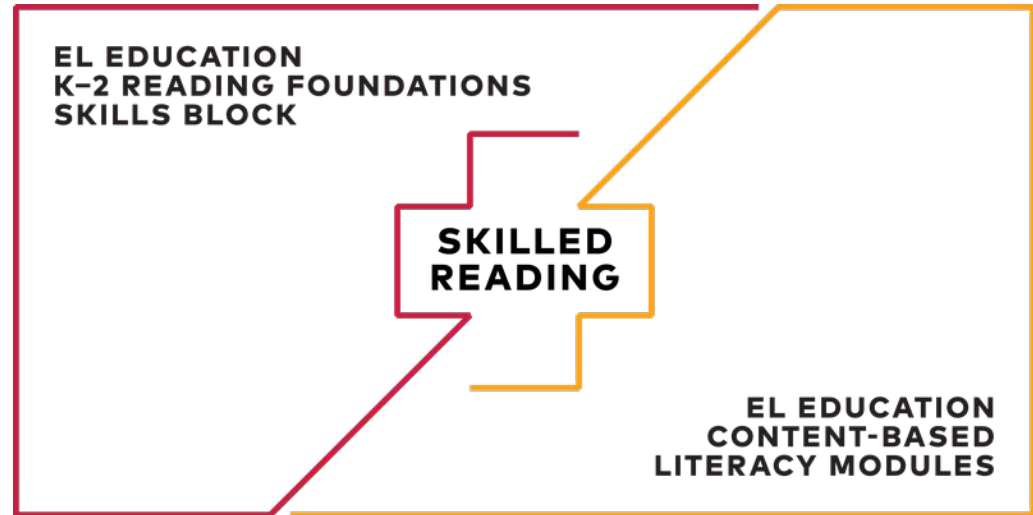
Science of Reading Principal Community of Practice: Principals collaborate and apply their new knowledge each month by participating in walkthroughs at a different leader's school.

Introduction to Structured Literacy Course (600 Participants): Introduces key features and content of the Science of Reading approach.

Expeditionary Learning (EL) Education Foundational Skills institute (1,200 Participants): Four-day long institute for K-3 ELA teachers to create a series of lessons and activities that promote increasing student achievement in literacy grades K-3.

New Curriculum Grounded in the Science of Reading

1. The Expeditionary Learning (EL) Education is a high quality instructional resource **rated green** by Ed Reports. Included is K–2 Reading **Foundations Skills Block**: This phonics-based curriculum is grounded in reading science. It helps students crack the alphabetic code, become fluent readers, and, ultimately, comprehend text.
2. The Expeditionary Learning (EL) Education Content-Based Literacy Modules: This **knowledge-building curriculum** uses trade books, authentic literature, and high-interest texts to support students in becoming critical thinkers and skilled readers and writers.



2024-25 ELA Curriculum Implementation Strategy



- Teachers in all grade levels will have access to and will implement a high-quality curriculum.
- Teachers and leaders in all grade levels will receive introductory and ongoing curriculum-based professional learning and support throughout the school year that is specific to their instructional resources including:
 - District-wide professional learning
 - Professional Learning Communities
 - Leadership convenings
 - Summer learning and other supplemental learning opportunities



THE SCHOOL DISTRICT OF
PHILADELPHIA