



UNITED INDEPENDENT SCHOOL DISTRICT ACTION ITEM

TOPIC: Approval of Differentiated Instruction Reading and Writing Program – Achieve 3000

SUBMITTED BY: David H. Gonzalez, Executive Director Secondary – Middle

OF: Curriculum & Instruction Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: October 16, 2013

RECOMMENDATION:

It is recommended the Board of Trustees approve the Differentiated Instruction Reading and Writing Program – Achieve 3000

In accordance with Senate Bill # 1474, the Achieve 3000–Teen Biz Program for middle school campuses is being submitted for review, consideration and approval:

- A differentiated Reading and Writing web-based program to address the needs of middle school (grades 6-8) At-Risk students including but not limited to: LEP, SPED, ESL
- In support of this recommendation for approval:
 - Presentation (see attached)
 - Program Goals & Objectives
 - Overview
 - District Middle School Data
 - Spring 2013 Pilot
 - Pilot Information and Supporting Data from two UISD Middle Schools
 - Los Obispos Middle School
 - Salvador Garcia Middle School
 - Teacher and Student Feedback
 - Campus support for the program from administrators, teachers and parents

RATIONALE:

BUDGETARY INFORMATION:

BOARD POLICY REFERENCE AND COMPLIANCE:



Intervention Plan

Middle School Students

6th – 8th Grade



Prepared by:
Department of Instruction – Middle School
Ana Lepe, Instructional Coordinator- Reading
September 24, 2013



Program Goals

Goal I:

Close the literacy gap for all students with priority set for: LEP, SPED, ESL, At-Risk

Objective 1: Build student Lexile Levels by at least 2 grade levels

Objective 2: Increase number of At Risk Students passing STAAR Reading Test by 15%

Goal II:

Provide teachers with a **web-based** instructional tool that addresses differentiated instruction for all students.

Objective 1: Supplement Reading & Writing instruction at least once a week

Objective 2: Supplement cross-curricular instruction in core areas at least once a week

Goal III:

Allow parents to become active participants in their child's education

Objective 1: Increase parental involvement using program at monthly Reading to Achieve Fairs

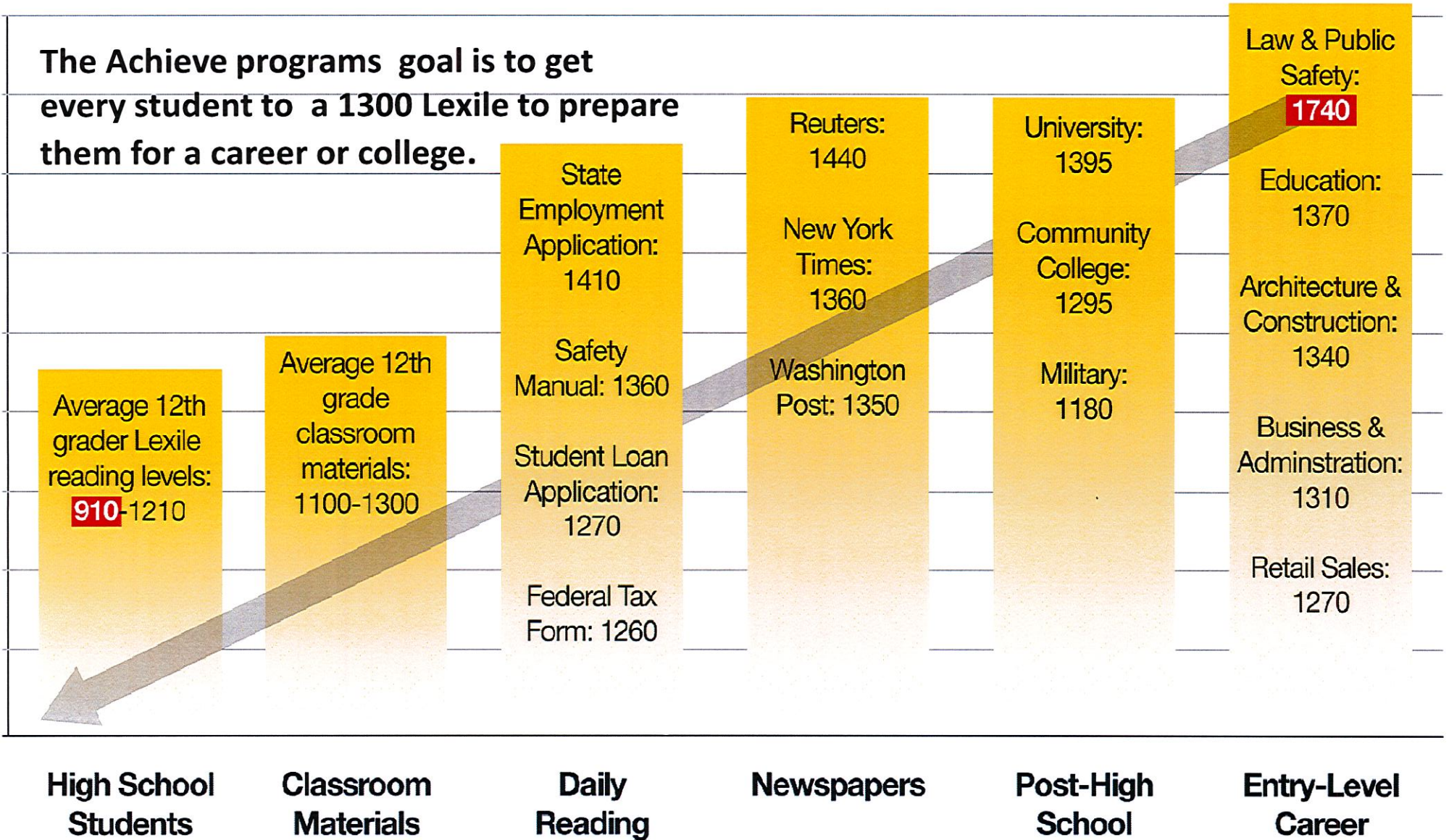
Objective 2: Improve parents' ability to help their children with homework

NOTE: Both the parental and student components are available in both languages: English and Spanish

Achieve3000

College and Career Readiness

The Achieve programs goal is to get every student to a 1300 Lexile to prepare them for a career or college.





What is Achieve 3000?

- First web-based differentiated literacy program
- Lexiles' every student and targets individual student needs
- Program tailors level appropriate and grade level assignments for each student.
- Assignments are:
 - Based on current events
 - Can be made subject/TEKS specific
 - Support vertical alignment
- Research based program:
 - Allows teachers and administrators to track students progress
 - Advances students automatically every 30 days depending on progress
 - Extends individualized instruction for students without increasing workloads or time demands



Program Summary

- Achieve3000® is the leader in differentiated instruction
- Our online literacy solutions include:
 - KidBiz3000® (2-5),
 - TeenBiz3000® (6-8),
 - Empower3000™ (9-12),
 - Spark3000® (adults)
 - Program improves:
 - Reading comprehension, fluency, vocabulary, and writing skills for *all learners* .
 - Sets reading levels by differentiating nonfiction text
 - Differentiates to meet each student's unique academic profile
 - Continually assesses and increases text complexity
 - Accelerates students ' ability to read, comprehend
 - Enables students at all levels to master reading skills through content area reading
 - Builds literacy skills needed to meet the State Standards
 - Allows students to improve success on high-stakes testing and
 - Prepare students for college and career success

Research & UISD Middle School Data

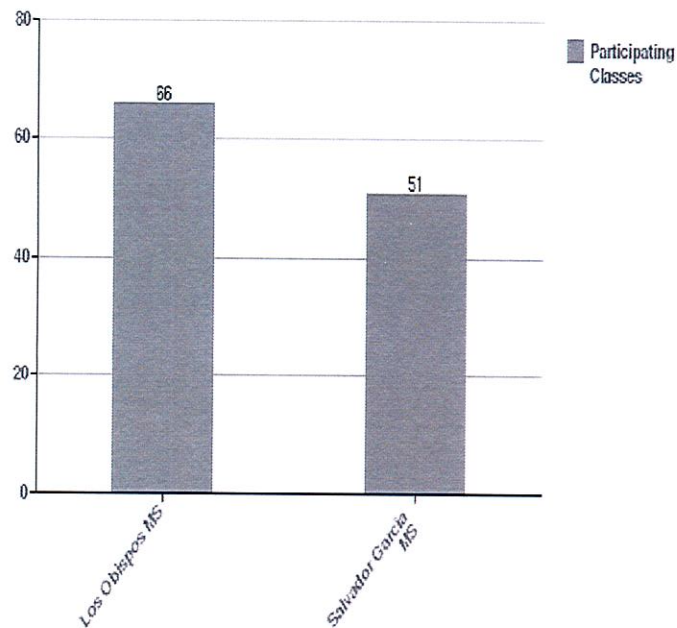
UISD Middle School Demographic Data

- Total Middle School Enrollment: **9,993**
 - Economically Disadvantaged: 5,050 50.54%
 - Limited English Proficient: 1,433 14.34%
 - Bilingual: 876 8.77%
 - English as a Second Language: 2,686 26.88%
 - Special Education: 420 4.20%
 - At Risk: 2,642 26.44%
-
- In Texas, researchers looked at what students in grades 2-12 had achieved after one year of using Achieve3000 solutions in the classroom.
 - Overall, users of KidBiz, TeenBiz or Empower exceeded their expected Lexile gains by an average of 51 points — a number nearly double the expected growth norms.
 - Texas English Language Learners (ELLs) saw even more impressive gains.
 - ELLs who used Achieve 3000 at least twice a week - average Lexile gain of 147 points. Nearly triple the expected growth for these students.
 - ELL students who used their Achieve program less than once a week still saw nearly double their expected Lexile gain.



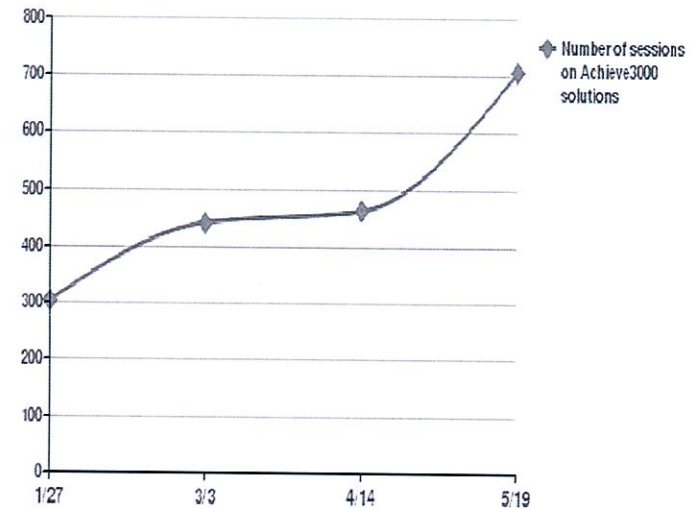
LOMS & SGMS Data

How many classes are using the program at each site?



Across United Independent School District, 117 classes are using Achieve3000 solutions.

How many sessions have students completed per week?

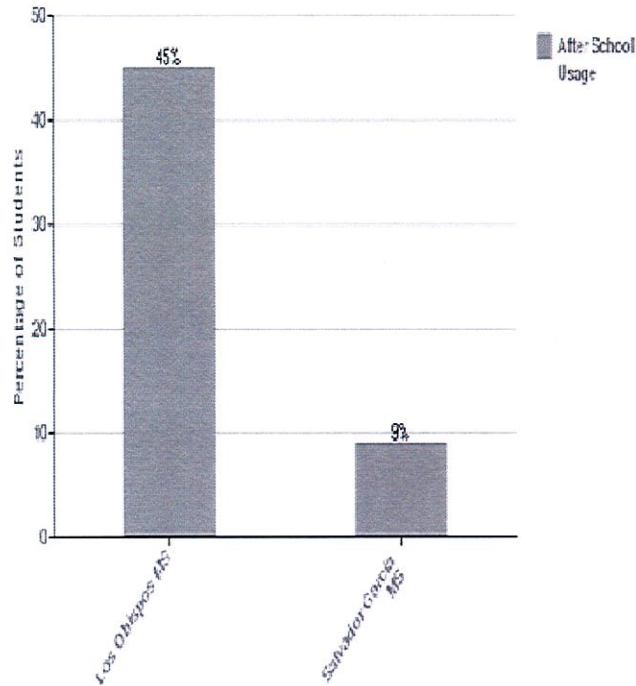


From January 27, 2013 to May 25, 2013, students completed a total of 6,933 sessions¹.



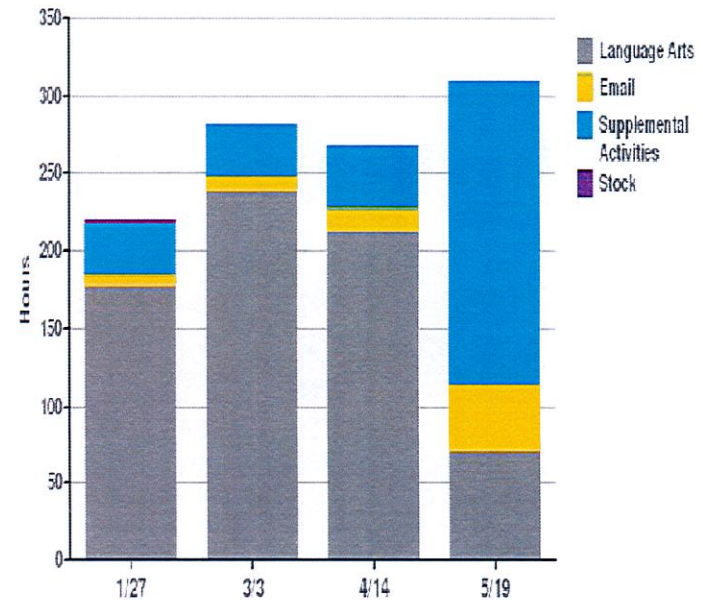
UISD Student Statistics

Which students are using Achieve3000 digital solutions, outside of school hours?



All schools in United Independent School District have students who are using Achieve3000 solutions outside of school hours.

How has students' use of the program changed?

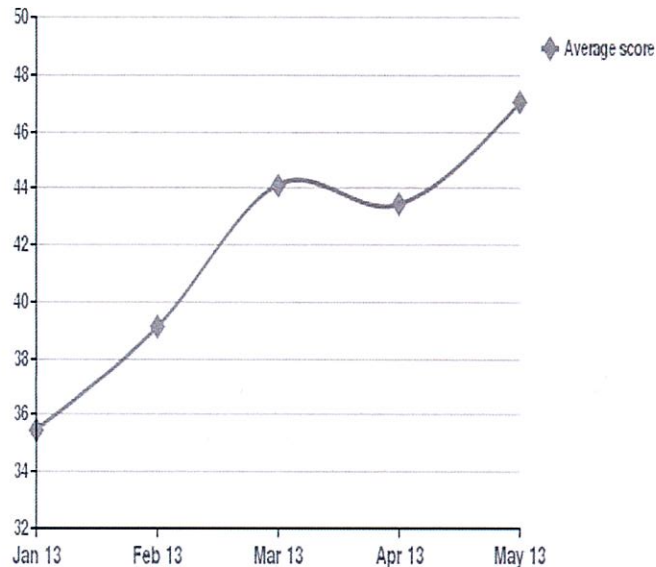


Students spent a total of 4,311 hours using Achieve3000 solutions from January 27, 2013 to May 25, 2013. 3,133 of these hours were spent on the program's language arts components¹.



UISD Student Statistics

How have students' higher order thinking skills improved?



Between January and May, students completed 41,364 critical thinking questions. Students demonstrated an average 11.5 point gain on the critical thinking components of Texas' *Essential Knowledge and Skills*.

- Total Teachers: 23
- Total Classes: 122
- Total Students: 1,014
- Student log-ins since December 17, 2012
Total **5,688**
 - Los Obispos 4,009 logins
 - Salvador Garcia 1,679 logins
- Student log-ins After School and Weekends
Total **1,066**
 - Los Obispos - 1,031 completing 1,657 Critical Thinking Questions
 - Salvador Garcia - 35 logins completing 30 Critical Thinking Questions
- **Christmas Holiday = 213 students logged in**
Spring Break = 11 students logged in
- Students using the program with fidelity completed:
 - 48 Critical Thinking Questions
 - Made a 140 point Lexile gains since December 17, 2012 (**Increase of 2 grade levels**)
 - **32** students have met the 40 Critical Thinking Questions (Activity) Goal



UISD Middle School Implementation Plan

Target Population

- Struggling students grades 6-8 in the areas of Reading which will enhance instruction in other core areas

Campuses

- All nine middle school campuses

Implementation

- STAAR Reading Classes
- Tutorials
- Super Saturdays

Three Year Course Sequence

- 6th Grade STAAR Reading Classes
- 7th Grade STAAR Reading Classes
- 8th grade STAAR Reading Classes

Professional Development

- October 2013 – TBA
- November 2013 – TBA
- Subsequent Training and Campus On-Site Support - TBA



Campus/Admin/Teacher Support

Due to an increase in performance expectations, standards are becoming more rigorous. With student populations growing and becoming more diverse, teachers are in need of the best available tools with extensive and easily accessible support.

Included with the purchase of student 350+ licenses per middle school campus, teachers will be provided with 10 days of on-site professional development and support

- Initial Training – STAAR Reading Teachers
- Subsequent Trainings:
 - Disaggregation and use of Student Data
 - Classroom Modeling of Effective Teaching,
 - Progress Monitoring and Parental Involvement Practices

Other program Support Includes:

- Live virtual classrooms for interactive, flexible training experience
- Online modeling tutorials - lesson demonstrations and best practices
- On-demand - self-paced tutorials

Lesson Plans

- Daily content reinforces reading comprehension best practices
- Curriculum keys with concept outline, vocabulary word and lesson plan for each article
- Teacher Resource Center and Teacher Hotline with summaries, key words, key concepts, lesson extensions, graphic organizers, ELL activities, fluency materials and more
- Writing Center makes it simple to offer writing practice in a variety writing genres
- State standards (TEKS) alignment for each assignment



Program Implementation Timeline

- **October 2013**
 - Present to Principals
 - Gather Campus and Parental Support
 - Seek Instruction Committee Approval
 - Board Approval
 - Training for STAAR Reading Teachers
- **November 2013**
 - Training for remaining Reading Teachers
 - Training for Core Area and Elective Teachers
- **December 2013- May 2014**
 - Individual Campus Support – Achieve 3000
 - Training on Desegregation of Data



Progress Monitoring

Campus Teacher/ Administration

- Principal receives progress reports for campus once a week
- Teachers will run student/class reports via the Achieve 3000 system to track individual student progress
- Campus administration may review reports with staff to view class/student progress and provide recommendations for interventions.

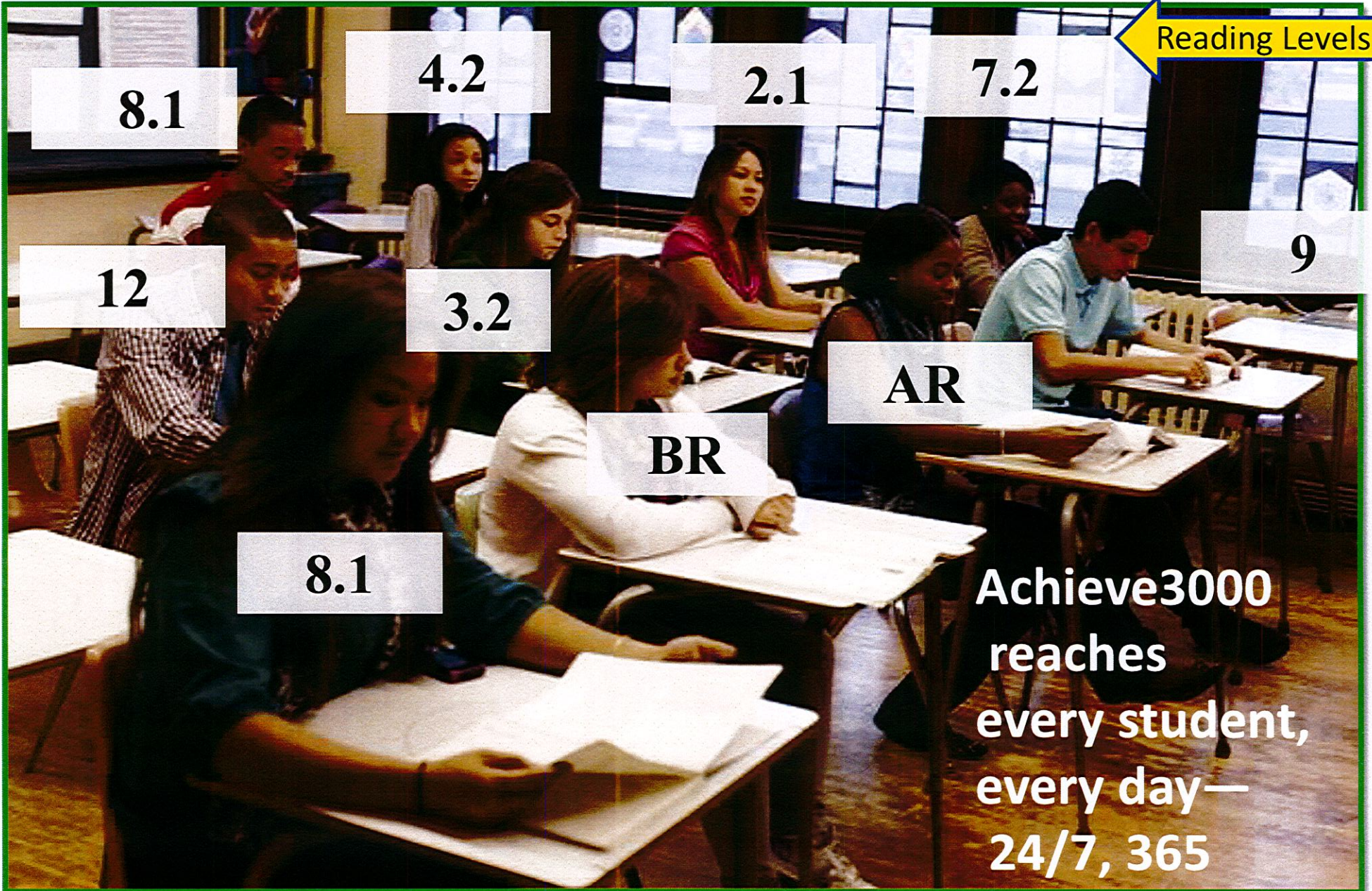
District

- Reports are produced every six weeks basis to track student usage and progress
- The Instructional Coordinators and Executive Director for Middle Schools will review and provide feedback/guidance to campus administrators, teachers and staff.

Tools:

- Level Set (Assessment Tool) is administered at program onset.
- Program automatically Level Sets at the end of every 30 days depending on the individual students progress.

Questions?



Reading Levels

8.1

4.2

2.1

7.2

12

3.2

9

AR

BR

8.1

Achieve3000
reaches
every student,
every day—
24/7, 365



Campus Comments

Teacher Comments

- “Students are enthusiastic!”
- “They love to use the computer.”
- “We have no issues getting students to start working on daily passages.”
- “Data on student progress is easily accessible to teachers.”
- “The articles are always interesting.”
- “The program is visually appealing.”
- “The usual behavior problems have vanished .”
- “Students remain on task longer.”
- “Teacher and students receive immediate feedback.”

Student Comments

- “It is awesome because it’s on the computer anywhere I go”
- “I don’t need to do it on paper.”
- “The articles are interesting.”
- “It gives you two chances/two grades.”
- “It helps me with my English translating difficult words.”
- “My mom can read the article in Spanish and then help me with the questions.”
- “It has word search for the vocabulary.”
- “It is going to help me pass STAAR.”

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Los Obispos Middle School
United ISD – Spring 2013