

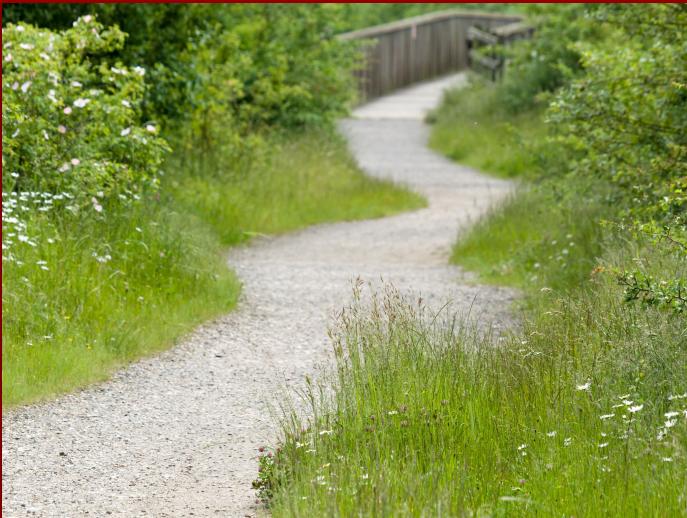
# Monthly Data Drip Protocol: *Literacy*

# Data Review Focus



This data review will explore patterns of literacy development and growth across schools and student groups as well as learn about the work happening in North Wasco to support early literacy development.

# Data Review Objectives



By the end of the data review, board members will be able to:

- Interpret literacy data by school and student group
- Identify trends, gaps, and patterns in literacy growth and performance
- Learn about strategies to support early literacy development including teacher professional learning and student interventions and supports.

# Reflection



When you think about learning to read, what do you remember most clearly?

- *Did someone read to you regularly?*
- *Do you remember phonics, sounding out words, or memorizing words?*
- *Do you remember struggling or reading easily?*

# Literacy Development



- K-2: Learning to Read
- 3-5: Reading to Learn
- 6-8: Applying Reading to Complex Texts

# Why Early Literacy Matters



When students do not develop literacy skills early on:

- Students struggle across subjects:
- Gaps often grow over time
- Support needs become more intensive

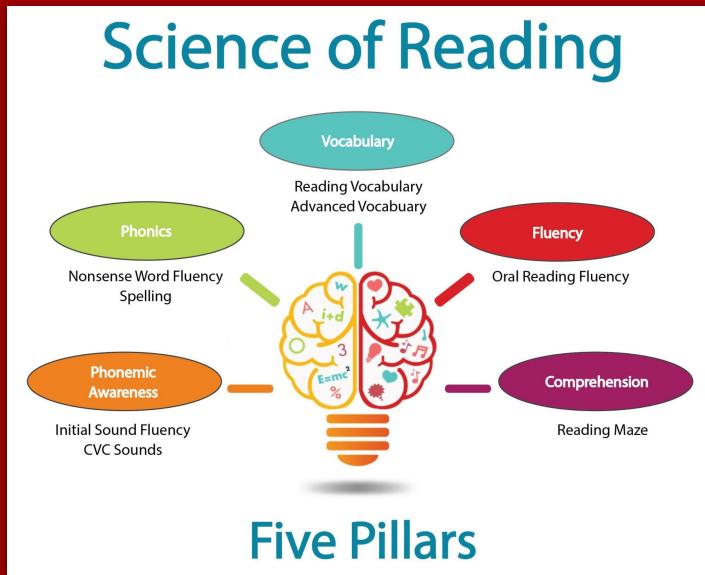
# How Reading Was Often Taught in the Past



Many students learned to read through:

- Context clues
- Pictures
- Guessing unfamiliar words
- Memorization

# What is the Science of Reading?

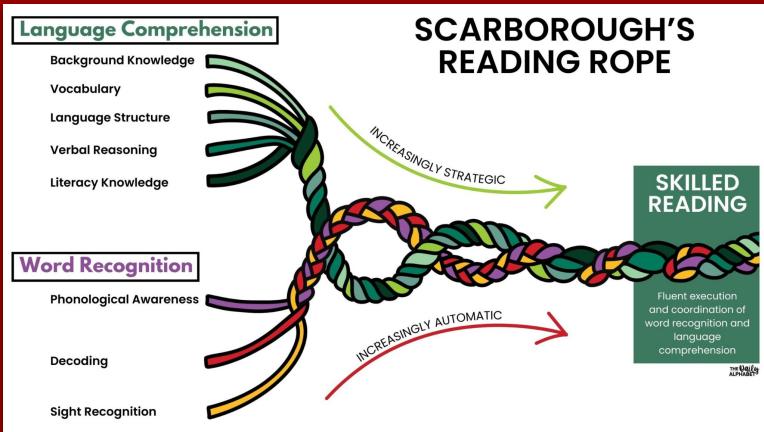


The science of reading is research, not a program.

It draws from:

- Neuroscience
- Psychology
- Linguistics
- Education research

# What the Science of Reading Emphasizes



Most students need explicit, systematic instruction in:

- Hearing and working with sounds in spoken language
- Understanding how letters represent sounds
- Blending sounds to read words
- Building fluency so reading becomes automatic
- Developing vocabulary and comprehension

# What This Looks Like in Our District



The district is supporting strong literacy instruction by:

- Implementing curriculum that aligns with Science of Reading including Fundations.
- Training teachers in the science of reading through Eastern Oregon University
- Using iReady interim assessment data to reflect and improve instruction
- Providing reading interventions to students across K-8.
- Providing high-dosage tutoring to students after-school.

# Why Teacher Training Matters



High-quality reading instruction depends on:

- Understanding how students learn to read
- Consistency across classrooms
- Ability to respond when students struggle

# High Dosage Tutoring

- North Wasco applied and received high dosage tutoring dollars;
- $25/26 = \$97,182.85$
- $26/27 = \$101,149.49$
- Total amount over two years =  $\$198,332.34$
- We are currently working on the plan for what HDT will look like in NWCSD;

# High Dosage Tutoring

## High-Dosage Tutoring Program Criteria

Category	Our High-Dosage Tutoring Program:
Schedule	<ul style="list-style-type: none"><li>• Is provided during the school year<sup>1</sup> (occurring during the school day or before/after school).</li><li>• Is provided outside of regular core instruction.<sup>2</sup></li></ul>
Frequency & Duration	<ul style="list-style-type: none"><li>• Ensures each student receives tutoring 2 or more times per week over a 10-week period.</li></ul>
Student Groupings	<p>Includes 4 or fewer students per group. Strategically groups students to allow the tutor to deliver consistent relevant instruction to the same students. Prioritizes participation of students not yet reading at grade level and student groups that have historically experienced academic disparities.</p>
Science of Reading & Writing	<ul style="list-style-type: none"><li>• Is based on the science of reading and writing, which means:<ul style="list-style-type: none"><li>• The convergence of findings from research on reading and writing processes, development and instruction;<sup>3</sup></li><li>• The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension through explicit and systematic instruction that can be differentiated and responsive to meet the needs of individual learners; and</li><li>• The integration of reading and writing.</li></ul></li></ul>
High-Quality Instructional Materials <sup>4</sup>	<p>Uses materials aligned to Oregon's <a href="#">English Language Arts Standards</a> and connected to the core adopted high-quality instructional materials of the school that help accelerate student learning toward grade-level standards.</p>
Reaching All Learners	<ul style="list-style-type: none"><li>• Uses culturally-responsive practices for all students, particularly supporting student groups that have historically experienced disparities.<sup>5</sup></li></ul>

# Assessment Types: Purpose & Role in Learning

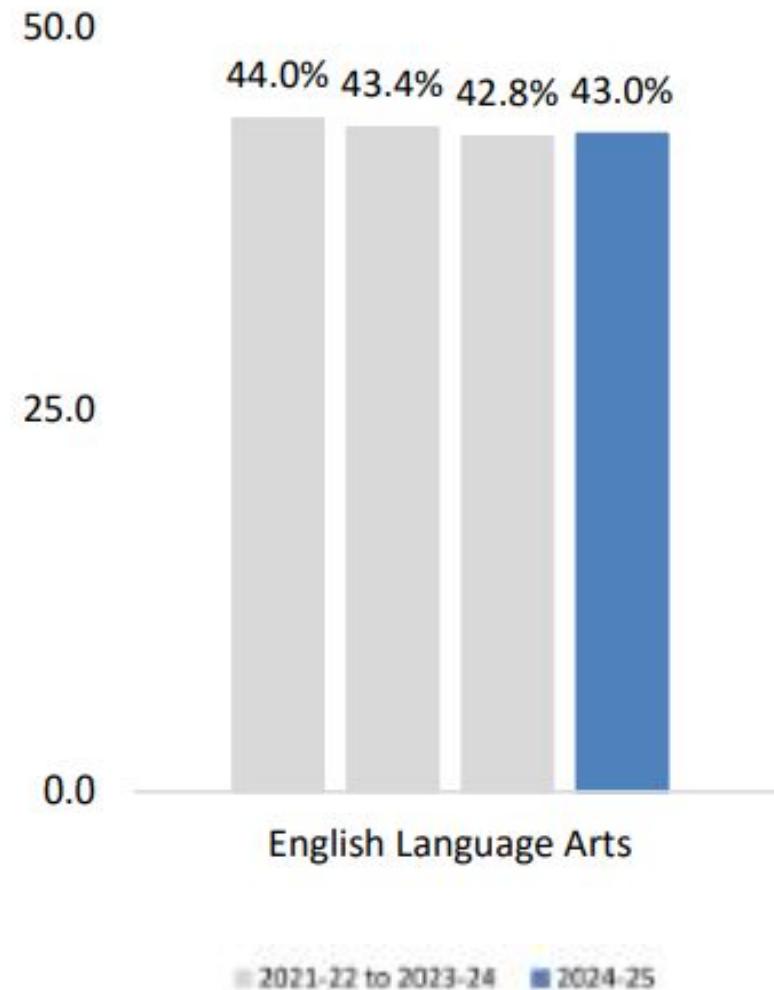
- **Statewide Assessments (OSAS):** Assessment OF Learning
- **Interim Assessments (iReady):** Assessment FOR Learning
- **Local Performance Assessments (Teacher Chosen):** Assessment AS Learning

# Assessments OF Learning

# Oregon Statewide Assessment System (OSAS)

- Measures student mastery of Oregon academic standards
- Summative snapshot after instruction is complete
- Administered statewide in ELA, Math, and Science
- Provides consistent data across schools and districts
- Used for accountability, trend analysis, and system improvement
- Informs programs and policy not daily classroom instruction

# Statewide Literacy Context: English Language Arts Proficiency

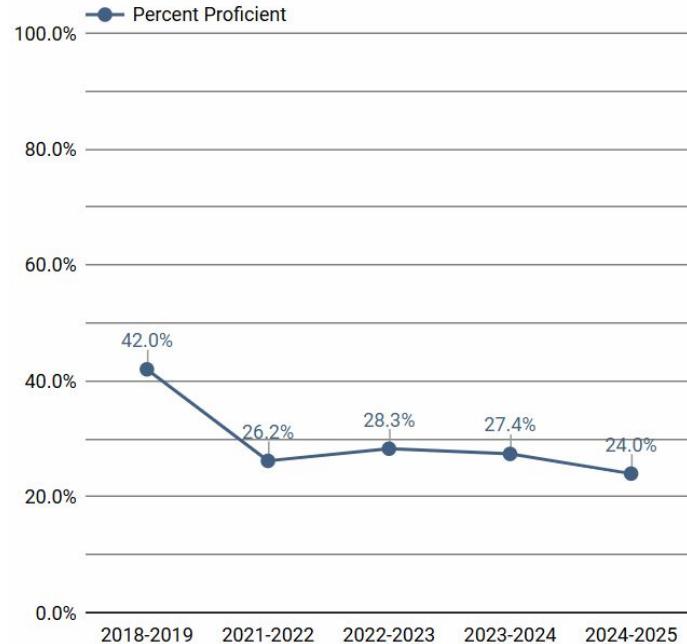


# Statewide Literacy Context: Third-Grade Proficiency

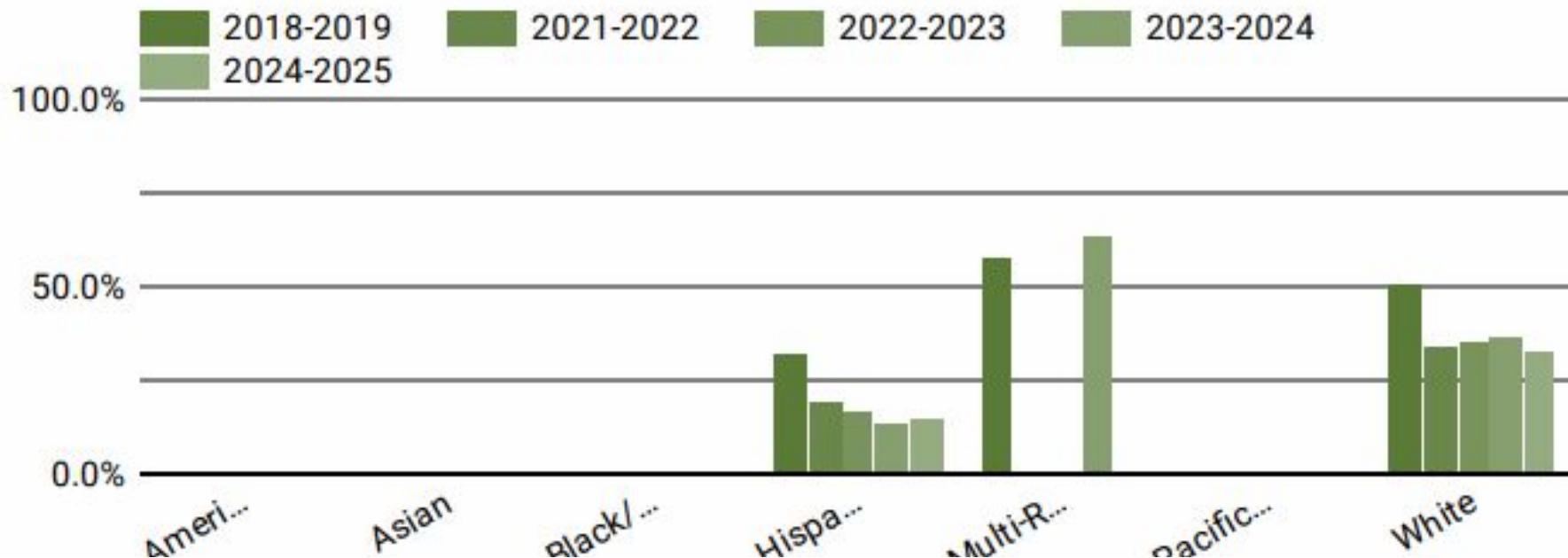
Student Group	English Language Arts (ELA)
All Students	40%
Students Experiencing Poverty	23%
English Learners <sup>1</sup>	6%
Students with Disabilities <sup>2</sup>	21%
American Indian/Alaska Native	31%
Asian	53%
Black/African American	24%
Hispanic/Latino	23%
Multi-racial	46%
Native Hawaiian/Pacific Islander	18%
White	48%
Extended Assessment <sup>2</sup>	19%
Migrant Education	12%
Houseless	17%
Military-connected	41%
Students in Foster Care	18%

# North Wasco Literacy Context: Longitudinal Third-Grade Proficiency

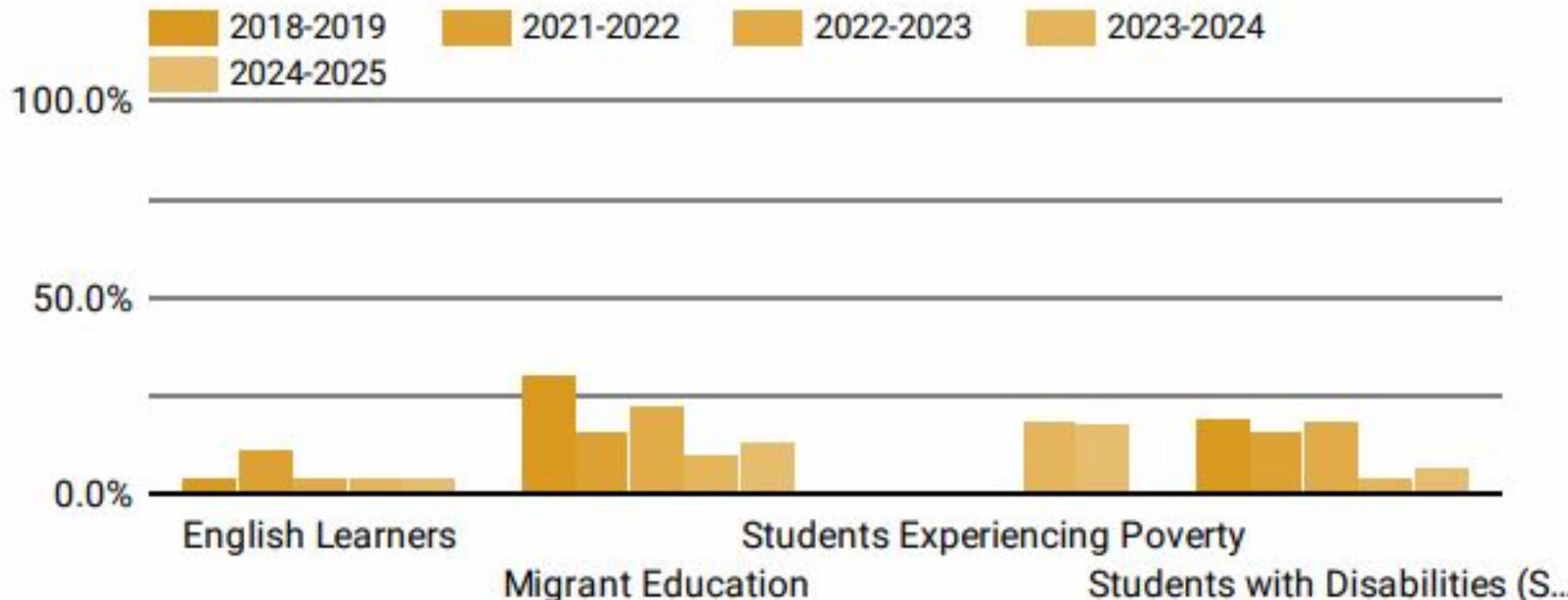
Percent Scoring 3 or Higher in 3rd Grade Overtime



# North Wasco Literacy Context: Third-Grade Proficiency by Race Over Time



# North Wasco Literacy Context: Third-Grade Proficiency by Program Over Time



# Assessments FOR Learning

# iReady Interim Assessments

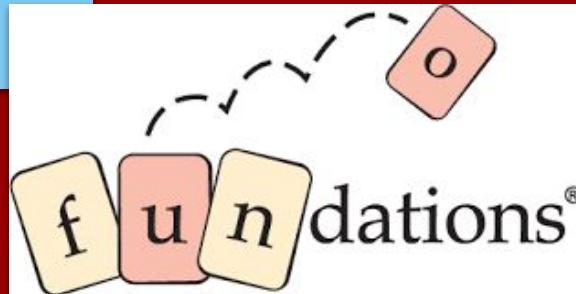


- Measures student progress toward grade-level standards
- Administered multiple times during the school year
- Adaptive diagnostic and progress monitoring in Reading and Math
- Provides timely, actionable data for teachers and teams
- Used to guide instruction, intervention, and support learning growth

# Assessments AS Learning

# Local Performance Assessments

WIT &  
WISDOM®



- Measures student understanding through authentic application
- Embedded within daily instruction
- Includes projects, presentations, performances, and portfolios
- Provides rich evidence of learning beyond selected-response tests
- Used to support student reflection, feedback, and revision

# Notice → Wonder → Monitor



## How to Read the i-Ready Reading Data

- **Most Recent:** Latest completed i-Ready diagnostic
- **Tier 1 / Tier 2 / Tier 3:** On grade level / approaching / significantly below
- **By Group:** Performance compared across student groups
- **Distribution:** Percentage of students in each tier
- **Over Time:** Growth trends across years

# Notice

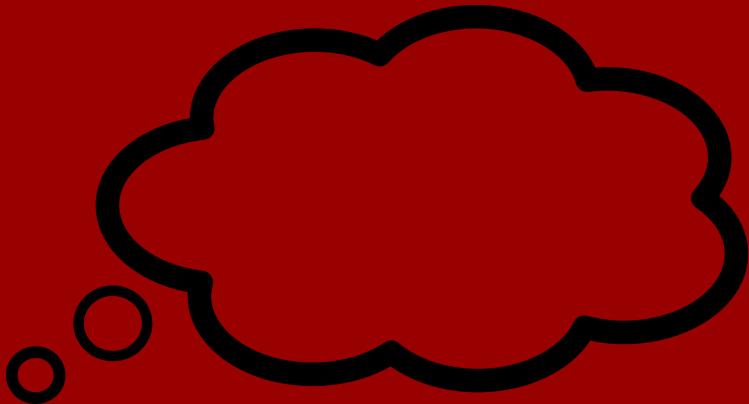


## What do you see?

- Bright spots
- Patterns
- Trends
- Differences

- ✓ No interpretation
- ✓ No causes yet

# Wonder



## What questions does data this raise?

- “I wonder why...”
- “I wonder whether...”
- “I wonder how this compares over time...”

- ✓ Curiosity, not critique
- ✓ Invites thinking without conclusions

# Monitor



## What should we watch going forward?

- Which indicators will tell us if things are improving?
- When should we expect to see movement?
- Which data source will show progress?

- ✓ Keeps board out of instruction
- ✓ Connects directly to

# Next Month's Data Drip: 9th Grade on-Track

