



# SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## Agenda Item Summary

Meeting Date: February 20, 2019

Purpose:  Presentation/Report     Recognition     Discussion/ Possible Action

Closed/Executive Session     Work Session     Discussion Only     Consent

From: Amy Shields, Director of Teaching & Learning

Item Title: Middle of the Year Report on Progress Measure 3.3: Percent of K-2 students reading on or above grade level

**Description:**

Progress Measure 3.3: The percent of K-2 students reading on or above grade level will increase yearly by 9.25 percentage points from 48% to meet the goal of 85% by 2022 (using Fountas & Pinnell Benchmark Assessment System).

- 57.25% by 2019
- 66.5% by 2020
- 75.75% by 2021
- 85% by 2022

**Recommendation:**

Report only.

**District Goal/Strategy:**

Goal 3 The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase from 9% to 20% by 2022.

Funding Budget Code and Amount:

CFO Approval

N/A

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

2-9-19

Superintendent:

2/12/19

# Middle of Year Reading Data Goal Progress Measure 3.3

**Amy Shields,  
Director of Teaching & Learning**

Division of Academics

## GPM 3.3

The percent of K-2 students reading on or above grade level will increase yearly by 9.25 percentage points from 48% to meet the goal of 85% by 2022.

57.25% by 2019

66.5% by 2020

75.75% by 2021

85% by 2022

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# Data

- **Fountas and Pinnell Benchmark Assessment System is used to assess students**
  - **Administered one on one**
    - Kinder is assessed in December and May
    - Grades 1-2 are assessed in September, January, and May
  - **Gives teacher an instructional reading level which a letter A-Z**
    - Letter A is a beginning reader and level of difficulty increases as students attain higher levels
  - **Teacher uses data/reading level to create guided reading groups and establish reading goals for the group and individual students**
  - **Progress monitoring occurs between administrations**
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# Kindergarten District Data

	Number of Students Assessed	Students working on pre-reading skills	Meets Expectation Level A	Exceeds Expectation Level B+
MOY December 2018	561	191	149	221



66% Meeting or Exceeding Expectation

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# Middle Of Year Kindergarten Campus Data

	Number of Students Assessed	Students working on pre-reading skills	Meets	Exceeds
			Level A	Level B+
Armstrong	43	14	21	8
Benavidez	77	37	20	20
Carrillo	77	45	13	19
Five Palms	56	13	14	29
Hutchins	62	22	20	20
Kindred	59	8	11	40
Madla	65	15	8	42
Palo Alto	58	10	24	24
Price	64	27	18	19
District	561	191	149	221

## End Of Year Kinder Goals

- Decrease non-readers to 10%
  - Decrease Level A to 10%
  - Decrease Level B to 10%
  - 66% of students reading on a Level D or above
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# First Grade District Data

	Number of Students Assessed	Non-readers	Does Not Meet Expectations	Approaches Expectations	Meets Expectation	Exceeds Expectation
BOY September 2018	513	114	115 Level A	80 Level B	61 Level C	142 Level D+
MOY January 2019	520	31	205 Levels A-D	57 Level E	48 Level F	179 Level G+

BOY = Beginning of Year

MOY = Middle of Year



# Middle Of Year 1st Grade Campus Data

	Number of Students Assessed	Non Readers	Does Not Meet Expectations	Approaches	Meets	Exceeds
			Levels A-D	Level E	Level F	Level G+
Armstrong	41	3	14	3	9	12
Benavidez	82	1	34	7	13	27
Carrillo	57	8	21	7	7	14
Five Palms	68	2	22	6	3	35
Hutchins	57	4	26	10	5	12
Kindred	36	2	20	3	1	10
Madla	63	5	28	7	5	18
Palo Alto	58	0	15	10	4	29
Price	58	6	25	4	1	22
District	520	31	205	57	48	179

## Middle Of Year 1st Grade Goals

- Decrease non-readers to 10% (6%) ✓
  - Decrease Level A to 7% (6%) ✓
  - Decrease Level B to 10% (8%) ✓
  - Increase percentage of students reading on or above level to 45% (44%)
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## End Of Year 1st Grade Goals

- Decrease non-readers to 3%
  - 70% of students reading below level will grow three levels by May
  - Increase percentage of students reading on or above level from 44% to 50%
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# 2nd Grade District Data

	Number of Students Assessed	Non-readers	Does Not Meet Expectations	Approaches Expectations	Meets Expectation	Exceeds Expectation
<b>BOY September 2018</b>	550	26	286 Levels A-G	25 Level H	36 Level I	177 Level J+
<b>MOY January 2019</b>	548	4	205 Levels A-K	35 Level J	52 Level K	252 Level L+

BOY = Beginning of Year

MOY = Middle of Year

# Middle of Year 2nd Grade Campus Data

	Number of Students Assessed	Non Readers	Does Not Meet Expectations	Approaches	Meets	Exceeds
			Levels A-I	Level J	Level K	Level L+
Armstrong	48	0	19	4	4	21
Benavidez	81	1	31	6	7	36
Carrillo	59	1	33	3	6	16
Five Palms	64	2	13	4	7	38
Hutchins	62	0	13	10	6	33
Kindred	48	0	20	0	2	26
Madla	53	0	21	6	9	17
Palo Alto	60	0	28	1	3	28
Price	73	0	27	1	8	37
District	548	4	205	35	52	252

## Middle Of Year 2nd Grade Goals

- Decrease non-readers to 2% (2%) ✓
  - Decrease Levels A-G to 32% (27%) ✓
  - Increase percentage of students reading on or above level to 43% (55%) ✓
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## End Of Year 2nd Grade Goals

- Decrease non-readers to 0%
  - 70% of students reading below level will grow three levels by May
  - Increase percentage of students reading on or above level from 55% to 60%
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# Response to Data

- After Middle of Year testing, teachers analyzed data during Balanced Literacy training to form groups, identify goals for each group, and create plans of action for each group.
  - Students who are reading below level receive guided reading instruction more frequently.
  - Students who are reading below level are also served by reading teachers or paraprofessionals who are trained to help students achieve their reading goals and move to the next level.
  - Reading teachers, SPED teachers, and paraprofessionals were trained to use the Leveled Literacy Intervention kits, which are prescriptive and intended to help struggling students accelerate learning.
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# Response to Data

- Director of Teaching and Learning reviewed data with Instructional Coaches to discuss targeted support for teachers and students
  - Director of Teaching and Learning meets with each Principal and Instructional Coach to review a plan of action for each grade level to ensure student growth
  - Follow up training for the LLI kits is scheduled for February 27 to address any questions and continue the learning for the Reading teachers, SPED teachers, and paraprofessionals who are serving students reading below level using the kits.
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**2019 Goal: 57.25%**

**55% of K-2 students  
are reading on or  
above grade level at  
this time!**

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