



Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

May 5, 2020

Dear Superintendent,

Thank you for submitting the Columbus City School District Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:

- The plan includes a thorough data analysis that drills down to reading skill deficits and includes an analysis of subgroup data.
- The plan includes evidence-based strategies that are aligned to the needs identified in data analysis and the plan's subgoals.
- The plan focuses on strengthening core reading instruction for all students.
- The plan includes data collection and progress monitoring each subgoal.

This plan will benefit from:

- Additional details of how general education and intervention specialists will collaborate to meet the needs of all students.
- Establishing equitable structures that support the needs of the identified subgroups in the subgoals of the plan including English Learners and Students with Disabilities.
- A description of how families will be supported to facilitate literacy learning at home

In January 2020, the Department published the revised version of [Ohio's Plan to Raise Literacy Achievement](#). This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

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(877) 644-6338
For people who are deaf or hard of hearing,
please call Relay Ohio first at 711.

LOCAL LITERACY PLAN: BIRTH THROUGH GRADE 12

The Ohio Department of Education requires all nonprofit early childhood providers and LEAs applying for the Striving Readers Comprehensive Literacy Subgrant complete a local literacy plan, as dictated by the age/grade ranges the organization serves. The plan must be submitted as part of the Striving Readers application to receive funding.

Birth-Age 5: A focus on emergent literacy based on *Ohio's Early Learning and Development Standards* (Birth to Kindergarten Entry) aligned to *Ohio's Learning Standards in English Language Arts* for Kindergarten-grade 12.

K-12: A focus on achievement and alignment to *Ohio's Learning Standards for English Language Arts* grades K-12.

EARLY CHILDHOOD PROVIDER/LEA: COLUMBUS CITY SCHOOLS

IRN: 043802

ODE/ODJFS LICENSE NUMBER (IF APPLICABLE):

STEP UP TO QUALITY RATING (IF APPLICABLE):

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LEAD CONTACT: SANDEE DONALD/LESLIE KELLY/ANN LOCKETT

CEO/SUPERINTENDENT: Dr. Talisa Dixon

DATE: December 10,2019

Summary

The Columbus City Schools (CCS) Local Literacy Plan focuses on assuring grade level instruction that is aligned to the Ohio Department of Education adopted standards. To that end, there is a strong focus on assuring data driven decision making using appropriate grade level assessment information and ongoing progress monitoring. In our early grade levels, the focus will emphasize developing strong foundational skills and vocabulary development. This balance of assuring explicit phonics instruction as a key component of the reading block will shift throughout elementary school to assure that students continue to develop as grade level readers where increased opportunities for close reading and responding to text will be embedded into the instructional block. In our early grades, comprehension instruction will occur during shared reading and leveled reading instruction. The use of shared reading to develop comprehension skills decrease in the intermediate grades where close reading will be the emphasis of the instructional block. The local Literacy plan connects to the district improvement plan and will be utilized as a resource to assure coherence throughout the district in order to provide a guaranteed and viable curriculum. The planning team was able to collaborate with the state support team and incorporate resources from the Ohio Department of Education.

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Section 1: District Leadership Team Membership, Development Process and Plan for Monitoring Implementation

Section 1, Part A: Leadership Team Membership

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Organization	Email
Dr. Tracy Ocasio	Chief Academic Officer	Columbus City Schools	tocasio@columbus.k12.oh.us
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Leslie Kelly	Director, Elementary Curriculum	Columbus City Schools	lkelly@columbus.k12.oh.us
Rachel Hopewell	Value Added and Assessment Coordinator	Columbus City Schools	rhopewell@columbus.k12.oh.us
Amber Bernal	K-5 Reading Coordinator	Columbus City Schools	abernal8121@columbus.k12.oh.us
Michael Sain	Director, ESL Services	Columbus City Schools	msain2444@columbus.k12.oh.us
Denell Dellarco-Messa	ESL Instructional Support	Columbus City Schools	ddellarco2804@columbus.k12.oh.us
Kyra Schloenbach	Supervisor of Academics, Special Education Support Services	Columbus City Schools	kschloenbach@columbus.k12.oh.us
Ann Lockett	Director, Division of Early Childhood Education	Columbus City Schools	alockett@columbus.k12.oh.us
Rochelle Wilkerson	Supervisor, Division of Early Childhood Education Supervisor, Division of ...?	Columbus City Schools	Rwilkerson8090@columbus.k12.oh.us

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

N/A

Section 2: Alignment Between the Reading Achievement Plan and Overall Improvement Efforts

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

This Columbus City Schools (CCS) local literacy plan has been developed by building upon the District's 5-year Continuous Improvement Plan and the Reading Achievement Plan (RAP) submitted in December 2017, which was developed in strong collaboration and collective buy-in at all levels of the district and community. From the CCS Ohio Improvement Process and the resulting 5-year plan, four academic priorities emerged:

- High quality PreK and Kindergarten readiness
- Improved third grade reading proficiency
- Improved graduation rate
- Improved school culture and climate

These priorities either are directly or indirectly impacted by improvements in literacy achievement in grades PreK-3. Thus, the local literacy plan is focused on PreK-3 and addressing student performance and instructional practices in these critical foundational grade levels.

Local Literacy Plan: Columbus City Schools

Throughout the planning process, the teams relied heavily on the Ohio Improvement Process (OIP) to inform the data collection, planning, and goal setting, particularly as it related to student literacy performance within the district at all grade levels. Specific to the district's local literacy plan (LLP), the team focused on PreK-3 data, areas of weakness, practices and interventions, and desired student and adult outcomes.

As part of the CCS district improvement process, in late April and early May 2018, a team of district and building leaders gathered to develop and complete a collective District Decision Framework, in preparation for the 2017-2018 school year. The team compiled and reviewed a variety of data from an array of sources, including the NWEA MAP results, state assessment results, and snapshots of OTES and OPES evaluations from the previous school year (SY2016-2017). Through the Decision Framework process, the district identified several areas of concern related to early literacy, including:

- The number of students entering kindergarten not on-track.
- The Achievement Gap for reading among subgroup student populations, including students with disabilities/special education, African American and English Language Learners (ELLs)
- The number of students not on-track status of all students in 3rd grade relative to state assessments (i.e. 3GRG) and nationally - normed assessments such as the NWEA MAP Reading assessment.

Based upon the OIP process, the team identified several key strategies to address the areas of concern, including the following that have a direct impact on PreK-3 literacy:

- High-quality professional development is job-embedded to enhance instructional practices;
- Instructional practices that allow students to demonstrate outcomes at the depth of knowledge at the level of the state standards;
- High quality professional development opportunities that support effective early literacy instruction for all preK-3 teachers that provides balanced literacy instruction with an emphasis of helping students develop foundational skills outcomes that promote effective decoding of print;
- Formative assessments are aligned across the learning standards, grade-levels, and across subjects to promote high-level of student achievement; and
- Building leadership teams using disaggregated achievement data as part of a robust Multi-
- Tiered System of Support that considers targeted intervention and enrichment opportunities for groups of students and supportive professional development for professionals.

Next, the District developed its 2017-18 District Improvement Plan (DIP) with these areas of concern.

Goals around early literacy were written to demonstrate student growth and student achievement. For the 2018-19 school year, the following action steps for each goal were developed and included, but were not limited to:

- The Division of Early Childhood Education (ECE) supported and provided ongoing, intensive and job-embedded PD regarding the use of effective instructional practices in PreK and beyond;
- The Office of Teaching and Learning (OTL) provided K-5 teachers with professional development (PD) opportunities based on the alignment of Writer's Workshop and vocabulary development (i.e. Balanced Literacy Framework);
- The OTL provided ongoing PD regarding best practices with the use of formative assessment tools;
- The OTL and District Parent Consultants practiced and implemented two-way communication with parents to engage parents with activities that can be done at home to support learning and to better understand how schools can support the home learning;
- The District provided concentrated PD during District PD Days for teachers, support teams and building leaders that includes ongoing support throughout the school year.
- The District provided PD regarding inclusive instructional practices (i.e. UDL) supplemental reading support programs, gifted education strategies, and effective instructional strategies to support the achievement of ELLs to some teacher groups.
- The District Instructional Support Team (Curriculum - ESL -Special Education - School Improvement - Early Childhood) planned to collaboratively train in SIOP, UDL and best instructional practices, to ensure consistency in messaging and support for our students, families, teachers and administrators; however, this support has been revisited and is currently being incorporated into a three-year professional development plan.

Family and Community Engagement Opportunities:

Local Literacy Plan: Columbus City Schools

- [Countdown to Kindergarten](#)- Provide parents of incoming Kindergarten students with information about what to expect when their child starts school in the Fall. Families receive a ring with “100 Things” to do before school begins. Additional resources such as Enrollment and Immunizations are also shared.
- [3GRG Parent meetings](#)- Parents receive information about Third Grade Reading Guarantee (3GRG) legislation, district policy and resources to support the state initiative. Parents take home a Family Engagement bag containing resources that can be used at home which align to the specific expectations for each grade level.
- [ELA Parent Resources](#)- Digital Access to Winter, Spring and Summer activities that provide learning opportunities for students during Winter, Spring, and Summer breaks.
- [Early Childhood Education Parent and Community Engagement Opportunities for PreK](#) Provide parent/guardians and students with opportunities which focus on literacy, health and wellness, math, science, social- emotional skill development, and successful transitions to kindergarten, etc.
- [The CCS District Community Partnership Committee](#) is made up of leaders (faith-based, business, English Language Learner, community service organization, students, parents, teachers, administrators, special education representatives, city leaders, Academic Services Representatives) who come together to discuss the needs of the community, the strengths and challenges facing our schools, and to brainstorm ways to increase the positive impact our schools and community organizations have on our students and families. This partnership has resulted in a deeper understanding of the needs of our ELL communities, literacy programming, resource development, support with our faith-based and community organizations, and community events where families and community members are given the opportunity to engage with district and community leaders and resources that lead to better understanding of how to support their students’ learning and development.

Section 3: Why a Reading Achievement Plan is Needed in Our District or Community School

Section 3, Part A: Analysis of Relevant Learner Performance Data

Insert an **analysis** of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee) and benchmark assessments, as applicable.**

The CCS local literacy plan (LLP) is needed for the district and the community for a number of reasons. The primary driver for the district’s LLP is based upon currently available data for the total population and all subgroup student populations. More than half of CCS students in kindergarten are not entering ready to learn with prerequisite early literacy skills that are related to print awareness and vocabulary. In addition, nearly half of CCS students in third grade are not considered on track academically and this percentage increases in subsequent grade levels, demonstrating a need for targeted interventions at the student-level as well as supporting a need for ongoing, job-embedded teacher supports and professional development in grades PreK-3. The following data sources were utilized to review and analyze student performance indicators in language and literacy within the targeted PreK-3 grade-levels, particularly among subgroup populations:

- Kindergarten (KRA): school year (SY) 2015-2016, 2016-2017, 2017-2018,2018-2019;
- NWEA MAP Reading Assessments results in grades K-3: SY 2015-2016, 2016-2017, 20172018, and 2018-2019;
- Ohio English Language Proficiency Assessment (OELPA) in grades K-3: SY 2015-2016 and 2016-2017, 2017-2018, and 2018-2019;
- Ohio Test of English Language Acquisition (OTELA) in grades K-3: SY 2014-2015;
- Ohio State Test (OST) on 3rd grade English Language Arts (ELA) Assessment: SY 2015-2016, 2016-2017, 2017-2018, and 2018-2019

Ohio Kindergarten Readiness Assessment (KRA)

As measured by the KRA multi-year trend data for school year (SY) 2015-2016, 2016-2017, 2017-2018, 2018-2019 phonics and phonemic awareness are identified as areas of weakness for all students in the district, including the subgroup populations. More specifically, Kindergarten Readiness Assessment data for all CCS Kindergartners indicates that more than 50% of kindergarten students are not on track at the start of the school year. The standards aligned to the components of key phonics and phonemic awareness foundational skills such as identifying beginning sound, segmenting syllables in words, identifying rhyming words, making letter sounds, and naming letters consistently stand out as the lowest scoring areas on the KRA. These identified areas of weakness are key prerequisite skills identified as indicators of early reading achievement. District data also found significant differences in the KRA scores of students who were enrolled in CCS PreK classrooms versus those who did not attend.

Local Literacy Plan: Columbus City Schools

Based upon the multi-year KRA trend data, the following analysis has been made:

- More than 50 percent of students enrolled in kindergarten, including subgroups, in the district are considered not on track with 44.58, 45.2, 47.53, 42.9 and 49.4 percent considered on-track in SY 2015, 2016, 2017, 2018 and 2019 respectively;
- For example, according to the KRA average scores (0-2.0) in SY 2018-2019, the standards that make up the components of the key phonics and phonemic awareness foundational skills such as identifying beginning sounds (avg. score 0.61), identifying rhyming words (avg. score 0.53), making letter sounds (avg. score 0.51), and determining word meaning (avg. score 0.80) consistently stand out as the lowest scoring areas on the KRA; and
- Students who participated in CCS early childhood programming demonstrated a higher percentage of students considered on track when compared to district averages in SY 16 and 17 respectively; however. These percentages are below where they should be, despite noted increases.
 - In SY 2016, 59% of students who were enrolled in CCS PreK classrooms met the on-track standards as measured by the KRA, which is 13.8% higher than the district average of all kindergarten students;
 - In SY 2017, 60% of students who were enrolled in CCS PreK classrooms met the on-track standards as measured by the KRA, which is 12.5% higher than the district average of all kindergarten students;
 - In SY 2018, 61% of students who were enrolled in CCS PreK classrooms met the on-track standards as measured by the KRA, which is 13.6% higher than the district average of all kindergarten students; and
 - In SY 2019, 66% of students who were enrolled in CCS PreK classrooms met the on-track standards as measured by the KRA, which is 16.6 % higher than the district average of all kindergarten students.

NWEA Measures of Academic Progress (MAP) Reading Assessment

The weaknesses in foundational skills in Kindergarten and beyond are further illustrated through an additional multi-year analysis of K-3 student performance particularly on the NWEA MAP Reading Assessment. This norm-referenced assessment measures grade level equivalency with some alignment to the key components of early literacy. CCS K-2 students have consistently scored lowest in the foundational skill goal area for the past three years. The gap for the district's K-2 students increases each year as the students enter school significantly behind, and although they are making progress, they are not acquiring and mastering the necessary reading skills at a pace that will allow them to close the learning gap. This data suggests that students are not mastering a deep and fluent knowledge of grade level letter-sound connections and the ability to apply them with a level of fluency that allows them to process the print and focus on the comprehension demands associated to the grade level standards for reading fiction and informational text with adequate comprehension. Based upon the multi-year trend data for grades K-3, including fall 2019 (inclusive of special education, ELLs and other student group populations) the following are the highlights have been observed:

Identified Goal Areas of Weakness on the NWEA MAP

- Foundational Skills
 - * Kindergarten students' mean Rasch Unit (RIT) score of 153.3 in 2018-2019SY on the End of Year (EOY) Assessment and mean RIT score of 132.6 on the 2019-2020SY Beginning of Year (BOY) Assessment
 - *1st grade students' mean RIT score was 169.1 in 2018-2019SY on the EOY Assessment and a mean RIT score of 152.9 on the 2019-2020SY BOY Assessment.
 - **Beginning in the Fall of the 2019-2020SY, 2nd grade students transitions to the NWEA MAP Growth Reading 2-5 assessment. This assessment does not include a Foundational Skills Goal Area.
- The Foundational Skills Goal Area is an area of weakness for students in grades K-2, with kindergarten students' mean Rasch Unit (RIT) score of 153.3 in 2018-2019SY on the End of Year (EOY) Assessment and a mean RIT score of 132.6 on the 2019-2020SY Beginning of
- Vocabulary Acquisition and Usage
 - *2nd grade students mean RIT score of 163.7 on the 2019-2020SY BOY
 - *3rd grade students scored a mean RIT score of 190.4 on the 2018-2019SY EOY assessment and a mean RIT score of 177.5 for the 2019-2020SY BOY assessment.

Performance Analysis

- Analyzing the ELLs vs. non-ELLs MAP reading growth data scores from Fall 2018-Fall 2019, ELLs students outperformed their non-ELLs 2nd and 3rd grade peers in growth rates and performed at the same growth rate as their non-ELLs 1st grade peers. This reads as though the ELLs outperformed native speakers in vocabulary on growth; was it significant?

Local Literacy Plan: Columbus City Schools

- CCS continues to see the impact of the lack of skill development in the performance of the district's third graders on the MAP Reading Assessment, where the average gap between third graders is 9.2 (EOY 16-17SY) and 8.2 (EOY 18-19SY) RIT points below the National Norm Median RIT score. The gap is present even with the third graders increasing overall proficiency on the 3rd grade Ohio State ELA Assessment. The MAP illustrates a consistent weakness among third graders in literacy, especially in vocabulary acquisition and usage goal area.

As measured by the NWEA MAP Reading Assessment multi-year trend data, a significant achievement gap between special education and regular education students. Further inspection of this data is warranted to identify the discrepancy in performance for high incident populations and the growth that is being observed for these students. The achievement gap widens as the grade-levels ascend from Kindergarten through to third grade, which is similar to that for the regular education population and indicative of the need to address gaps in the successful implementation of the core literacy program and targeted interventions in PreK through grade 3. In particular, the strand data reflects foundational skills in K-2 and Vocabulary Acquisition and usage skills in grades 2-3 as the weakest areas for both special education and regular education students within CCS, which include the following observations:

- The mean Rasch Unit (RIT) score on the NWEA MAP Reading Assessment administered during spring 2019 for CCS special education students was (K147.7, 1st -160.2, 2nd - 168.5, 3rd -173.9) compared to a score of (K-154.2, 1st - 170.8, 2nd - 181.6, 3rd - 193.1) for non-special education students - representing an achievement gap of (K-6.5pts, 1st - 10.6pts, 2nd 13.3pts, 3rd 19.2pts). This gap widens as the grade level increases.
- The gap between K-2 students with a disability and students without a disability in the Foundational Skill Goal Area is larger than the mean Rasch Unit (RIT) score gap by grade level (K-8.6pts, 1st -11.7pts, 2nd - 14.4pts). The gap between 3rd grade students with a disability and 3rd grade students without a disability on in the Vocabulary Acquisition and Usage Goal Area is also larger than the mean RIT score gap by grade level (3rd - 20.3pts).

Ohio Test of English Language Acquisition (OTELA)/Ohio English Language Proficiency Acquisition (OELPA)

The OELPA has been administered for the past four (4) years in the district (2015-2016, 2016-2017, 2017-2018, and 2018-2019) as a diagnostic assessment or measure of the level of English language proficiency for students identified as English Language Learners (ELLs). The previous assessment, the OTELA (Ohio Test of English Language Acquisition) used different scoring levels are difficult to compare without relevant context. Based upon current data from the OELPA in grades K-3 from SY 2015-2016, 2016-2017, 2017-2018, and 2018-2019, the following analysis of student performance growth specific to the district's ELL student populations:

- Reading and writing domains for the OELPA 2015-2016 showed an average for the K-3 students of 3.36 and 3.24 out of a score of 5.
- Based on the 2015-2016 OELPA, the average scores for grade one were 3.43 and 3.12 out of a score of 5.
- Reading and writing domains are considered to be the areas of weakness for ELLs in grades K-3, with an average score of 3.14 and 2.59 in reading and writing, respectively, out of a score of 5.0 based on the 2016-2017 OELPA.
- Based on the 2016-2017 OELPA average scores, reading and writing remained among the lowest scoring areas when analyzing grades one, with an average score of 3.07 and 2.72 in first grade reading and writing, respectively, and the trend continues into second and third grades.
- Reading and writing domains continue to be a focus on the 2017-2018 OELPA, with students K-3 attained average scores of 3.12 and 2.91, with the average score for writing increasing from the previous year.
- Based on the 2017-2018 OELPA, grade one showed an overall increase in the reading and writing domain average scores, with the average scores being 3.17 and 2.86.
- Reading and writing domains continue to be areas of concern for ELL students in grades K-3. However, definite improvement is being shown based upon the OELPA scores for 2018-2019. K-3 students received averages scores of 3.3 and 3.0 on reading and writing.
- Based on the 2018-2019 OELPA average scores on reading and writing continue to be a concern when analyzing grade one. However, definite improvement is being shown with an increase in average scores on reading and writing to 3.35 and 3.26 on the 2018-2019 OELPA.

Ohio State Test (OST) 3rd Grade English Language Arts (ELA) Assessment

When analyzing the CCS 3rd grade student performance on the spring 2019 OST ELA Assessment, the district's 3rd grade students scoring proficient or higher demonstrated an increase of nearly 7 percent. However, the overall percentage of students meeting the proficient standard illustrates the need to identify evidence-based implementation of the core literacy program and incorporation of targeted intervention at all early grade levels. It demonstrates a need for ongoing, job-embedded professional development to assure that teachers are providing standards aligned literacy

instruction at these grade levels. Subsequent data suggests an increase in the numbers of students not reading at grade level, which demonstrates the need for a comprehensive literacy plan that is aligned kindergarten through grade 12 to support the literacy development of all students.

A similar example is found in the data for third grade students with IEPs. This data demonstrated a 10.78 percentage point increase when compared to the 2017-2018 OST 3rd grade ELA Assessment, and 19.7 percent of the CCS 3rd grade students with a disability met the proficient standard, while 47.8 percent of students without a disability scored proficient, demonstrating a 28.1 percentage point achievement gap. Further inspection of this data for students in high incident populations moving forward is warranted to identify the level of discrepancy in their achievement and growth. In addition, 3rd grade ELL students demonstrated a 13.5 percentage point increase when compared to the 2017-2018 OST 3rd grade ELA Assessment, with 29.5 percentage of ELL 3rd graders meeting the proficient standard. This represents a 13.7 percentage point achievement gap between ELLs and non-ELLs.

Based upon the available multi-year data for the Ohio state test (OST) 3rd grade ELA assessment: SY 2017-18 and 2018-19 the following is the analysis of student performance growth comparing the two school year assessments:

- All subgroups made gains (+6.9%);
- Female (+8.1%) – Male (+12%) – (White +8%) – Asian (+11.9%) – African American (+8.9%) -- Hispanic (+7.3%) – Multiracial (14.2%) – SWD (+10.78%) – SW/OD (10.95%) – ELL (+13.5%) – Non-ELL (+7.14%);
- Hispanic Students, White Students, Female Students and African American Students demonstrated the least amount of gains;
- Male Students, ELL Students, and Multi-Racial Students made the greatest gains; and
- Female Students (45.1%), White Students (55.8%), Asian Students (47.9%), Multiracial Students (47.2%), and Hispanic Students (45.3) scored above the district proficiency average of 39.8%.

Based upon the available multi-year data for the Ohio State ELA assessment for grades 4-8: SY 2017-2018 & 2018-19, the following is an analysis of student performance growth.

- 4th grade ELA = 41.2% proficient for the 2018-2019 SY
 - This is a 1.2%-point increase compared to the 2017-18SY's proficient percentage;
- 5th grade ELA = 46.9% proficient for the 2018-2019 SY
 - This is a 2.9%-point increase compared to the 2017-18SY's proficient percentage;
- 6th grade ELA = 30.4% proficient for the 2018-2019 SY's proficient percentage
 - This is an .2%- point decrease compared to the 2017-18SY's proficient percentage;
- 7th grade ELA = 38.5% Proficient for the 2018-2019 SY
 - This is a 2% -point increase compared to the 2017-18SY's proficient percentage; and
- 8th grade ELA = 32.9% Proficient
 - This is a 5.5%-point increase compared to the 2017-18 SY's proficient percentage. The district saw the biggest gains from our Male, Multi-Racial and EL students.

Section 3, Part B: Analysis of Factors Contributing to Low Reading Achievement

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

Within Columbus City Schools (CCS), there are a number of underlying internal and external factors contributing to students' underachievement in literacy.

- **Evidence – based Core Curriculum** – the district has not had a district-wide core elementary ELA curriculum adoption since 2007. To date, buildings make decisions about the reading model they will use and the construction of the literacy block as well as the resources they will incorporate. This has led to variance in the types of literacy experiences provided to students and the depth of knowledge required in the literacy outcomes required of students.
- **Attendance** - Based upon a three-year analysis of K-5 attendance (SY 2016-17, 2017-18 and 2018-19), the average attendance was 91 percent, with kindergarten consistently having the lowest three-year average attendance rate among these grades, 89.8, 89.8 and 89.9 percent, respectively.
- **Mobility** - We continue to strive to mitigate the factors of a significant mobility rate among our students. For the 2018-2019 school year, our overall mobility rate was 19.1 percent. Our students with a disability had a rate of 19.2 percent mobility and our ELLs had a mobility rate of 21 percent.
- **Student Growth on the 3rd Grade ELA Assessment** (based upon multi-year trend data for SY 2017-2018 and 2018-2019) - Although progress has been made, many of the district's K-3 students enter significantly behind, as demonstrated by the KRA and MAP assessment data, and are not meeting proficiency in one academic year.

This progress is noted when comparing the 2017-18SY and 2018-19SY OST ELA Assessment data, students in grade three demonstrated a 6.9 percentage point increase in the number of students scoring proficient.

- **Number of Students Who Attended District High Quality Early Childhood Education** (based upon district enrollment data from SY 2014-2015, 2015-2016 and 2016-2017, 2017-2018, 2018-2019, 2019-2020) - Columbus City Schools enrolled 4,701 Kindergarten students in 2014-2015, 4,431 in 2015-2016, and 4,419 in 2016 – 2017, 4362 in 2017-2018, 4145 in 2018-2019 and 4391 in 2019-2020. However, the Columbus City Schools ECE enrolled 1,443 students in 2014-2015, 1,552 in 2015-2016, 1,676 in 2016 – 2017, 1500 in 2017-2018, 1717 in 2018-2019 and 1657 in 2019-2020. This means on average nearly a third of CCS Kindergarteners attended CCS ECE programs. Although there are many high-quality early childhood education programs throughout the city of Columbus, there is a statistical difference in on track status when comparing the students who attended CCS ECE programs and those that attended other programs.
- Professional Development:
 1. Consistent lack of qualified substitutes contributes to the inability to access teachers and provide ongoing and intensive professional development.
 2. Instructional strategies to support literacy instruction with our ELLs and Special Education population.
 3. Need to identify a mechanism for ongoing instructional support for teachers to ensure effective implementation of high impact reading instructional strategies particularly pertaining to foundational skills in grades PreK-3.
- Progress Monitoring: The need for a singular district-wide approach and progress monitoring tool to identify specific areas of need related to the district identified NWEA MAP K-2 and Kindergarten Readiness Assessment (KRA) of weakness (foundational skills) and grade 3 (Vocabulary Acquisition) is a contributing factor. A singular approach or tool would allow district level monitoring of reading development and progression, while providing district leadership, principals, and classroom teachers with detailed and personalized student information relevant to reading skill weakness and strength.

*The 2019-2020 SY marks the first year of our full implementation of the selected district-wide progress monitoring tool for K-3. This tool provides both norm- and criterion-referenced data that will be used to help guide and target instruction.

- **Teacher-Based Team (TBT) Process:** There is a need for consistency in the utilization of the TBT and Building-Level Team (BLT) process to evaluate student reading performance and literacy instruction. In addition, there needs to be consistency among TBTs sharing of data and problem-solving to identify effective practices.

Section 4: Literacy Mission and Vision Statement(s)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).

Current CCS Vision: A world-class model of public education that prepares members of our communities to reach their full potential.

Proposed Mission for Reading Achievement Plan:

Effective reading, writing, speaking, and listening at high levels are critical literacy skills. Columbus City Schools believes that Literacy is the ability, confidence, and willingness to engage with language to acquire, construct, and communicate meaning in all aspects of daily living. We believe that literacy instruction is grounded in culturally relevant, evidence based practices that support literacy acquisition in school and at home.

Literacy Framework

Columbus City Schools is currently participating in a curriculum adoption and revising the vision for instruction. The focus will be to assure a guaranteed and viable curriculum, which has not been consistently implemented across the district during the years for which the data was shared in the prior section. It is our intent to assure that the curriculum is guaranteed, which means that it offers all students literacy experiences that are consistent across the district regardless of building assignment. We are committed to assuring that it is viable in that it provides students with the instructional opportunities to demonstrate master of grade level standards.

The district previously used an inconsistently implemented reading and writing workshop model, which given our current data has been ineffective in developing consistent readers. The use of materials was site-based and the incorporation of a systematic phonics was not present in all buildings at all early grade levels. Many of our students based on data enter kindergarten without the readiness skills needed to become successful readers at an early age. For this reason, it is imperative that we offer a consistent literacy program that is aligned to grade level expectations and that all teachers are supported effectively in its implementation through regular professional development activities on research-based

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effective instructional strategies. This is especially true given our percentages of students with language acquisition needs and disabilities; however, effective instruction would also lead to changes in student achievement for all students including those identified as gifted and talented.

Another key area of focus is to support staff in implementing a robust Multi-Tiered System of Supports as an integral framework for demonstrating, evaluating and monitoring the effectiveness of our core program, our supplemental instructional opportunities and our intense interventions. In assuring that this framework is operational, the district is participating in a core adoption process for K-12 literacy resources, adopting a learning management system for housing resources and offering professional development, as well as developing resources for the effective implementation of the MTSS framework (i.e., decision-making intervention trees, identified interventions, a district-wide assessment plan, and model data-dialogues).

Inclusive Practices in Language and Literacy Development

In addition to revising our Balanced Literacy Framework with articulated instructional blocks by grade level, Columbus City Schools will continue to move towards incorporating the Universal Design for Learning framework to ensure equal opportunities for all learners. This year, the focus is on assuring teacher leaders and administrators understand the standards and can identify student outcomes that are standards-aligned. This professional development will be incorporated into the professional development for the new core literacy resources being adopted this spring. The following year will focus on using standards-aligned exemplars for monitoring and responding to student outcomes with the third year focused on the use of effective instructional strategies for monitoring and responding to student outcomes and finally the fourth-year examining ways to adjust instructional strategies and differentiate to meet the needs of all students.

All students (general ed, ELL and students with a disability) that are designated as being “Not on Track” are given a Reading Improvement and Monitoring Plan based on state and district cut scores. Students with a RIMP are provided additional instruction and required to be on a schedule of differentiated progress monitoring. District resources are available to support teachers in determining appropriate evidence-based interventions to support struggling readers. ([Instruction and Intervention Strategies to Support the 5 Essential Components of Reading](#)).

These resources are being further developed and revised with the adoption of the new learning management system and the work being done by stakeholders around creating a robust Multi-Tiered Support System (MTSS) framework to better develop a plan for differentiated intervention for students that are not responding to current interventions and monitoring growth. Currently, all CCS teachers are expected to provide a 30-minute intervention block daily to address the areas of deficiency identified through diagnostic assessments, progress monitoring tools, and classroom assessments; however, the quality of the intervention block and the resources used is varied as a result of not having a required district-wide framework and source of effective evidence – based interventions.

Collaboration of District Academic Personnel

District Professional Development opportunities are inclusive of teachers, administrators, and support personnel; however, the current calendar does not assure that teachers are able to or required to attend these sessions. District-level coordinators from Academic Services have participated in professional development targeting standards-based instruction, differentiation, and inclusive practices and assessment to ensure common understanding and support for teachers, administrators and students. The CCS Principal Academy, new Learning Management System, and the Vision 2020 summer conference will provide additional learning and support teachers and administrators.

Section 5: Measurable Learner Performance Goals

Describe the measurable learner performance goals addressing learners’ needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

OVERARCHING GOAL(S):

By the end of 2019-2020 SY, the Columbus City Schools (CCS) third graders, inclusive of all subgroup student populations, who score proficient or higher on the state’s third grade OST Assessment will increase from 43 to 50 percent, increasing to 57 percent and 64 percent or more in Year 2 and 3, respectively.

SUBGOALS:

1. By the end of SY 2019-2020, the CCS students who participated in the district's Early Childhood Education (ECE) who also transitioned to CCS kindergarten and are considered on-track for language and literacy, will increase from 66 to 71 percent, as measured by the KRA, increasing to 76 and 81 in Year 2 and 3, respectively.
2. With the implementation of consistent strong core instruction, a reduction of students identified as needing special education services will be noted when compared to the previous school year in grades K-3. In addition, by the end of the 2019-2020SY, third grade CCS students who are identified as needing special education services will demonstrate a minimum 7 percentage point increase from 19.5 to 26.5 percent proficiency, as measured by the OST third grade ELA Assessment. The demonstrated proficiency will continue to increase by a minimum of 7 percentage points per year to 33.5 and 40.5 percent proficiency in Year 2 and 3, respectively.
3. By the end of the SY 2019-2020SY, third - grade CCS students English Language Learners will demonstrate a minimum 7-percentage point increase in proficiency on the state's ELA Assessment from 29.5 percent to 36.5 percent proficiency, as measured by the OST third grade ELA Assessment. The demonstrated proficiency will continue to increase by a minimum of 7 percentage points per year to 43.5 and 50.5 percent proficiency in Year 2 and 3, respectively.

To support the achievement of the overarching goal, Columbus City Schools is committed to providing strong core reading instruction with a guaranteed curriculum for all students. Effective core reading instruction based in word recognition and language comprehension with an emphasis on explicit phonological and word reading skill development in the early grades will lead to increased achievement for all students and a decrease in the number students needing tier 2 and tier 3 instructional supports.

The District Instructional Support Team, comprised of district administrators and teacher coordinators from Curriculum, and Academic Services will collaboratively receive and provide professional development on Ohio's Literacy Standards and Depth of Knowledge, SLOP, inclusive and instructional best practices, assistive reading strategies and monitoring for standards-aligned outcomes to ensure consistency in messaging and support for our students, families, teachers and administrators. Administrators and teachers will receive professional development and job-embedded support in monthly division meetings, PLCs, district organized and facilitated conferences, classroom modeling and coaching, early release staff meetings, and customized PD based on school need and the district three-year professional development plan. To ensure alignment of supports, the divisions of ESL, Gifted, and Special Education will continue to regularly collaborate to review data, participate in professional development and develop guiding documents and resources to support teachers and students as well as meet with other departments in Academic Services to assure the coordinated alignment of district initiatives.

Section 6: Action Plan Map(s)

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Subgoal #1: Action Plan Map

Goal Statement: By the end of SY 2019-2020, the CCS students who participated in the district's Early Childhood Education (ECE) who also transitioned to CCS kindergarten and are considered on-track for language and literacy, will increase from 66 to 71 percent, as measured by the KRA, increasing to 76 and 81 in Year 2 and 3, respectively.

Evidence-Based Practice:

- 1.1 - Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge (Tier 1).
- 1.2 - Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary (Tier 1).
- 1.3 - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness and provide consistent instructional experiences to develop letter sound connections associated to the phonics components of the Foundational Standards (Tier 1).

	Action Step 1	Action Step 2	Action Step 3
Components	District leaders will develop systems to support teachers with creating and implementing effective early childhood literacy instruction.	Develop systems to support effective PreK literacy instruction by building the capacity of staff, students, and families.	Develop data systems to support effective and efficient monitoring of PreK literacy skills.

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	Action Step 1	Action Step 2	Action Step 3
Timeline	August 2019-July 2020	August 2019-July 2020	August 2019-July 2020
Lead Person(s)	Division of Early Childhood Education (ECE)	Division of Early Childhood Education	Division of Early Childhood Education and Vendor Evaluation Process
Resources Needed	Time to meet, meeting schedule, guidance documents, resources about effective progress monitoring aligned with the evidence-based practices, resources/knowledge of instructional strategies	Job-embedded PD related to data analysis, instructional strategies and family engagement; family engagement opportunities at the building level; high quality differentiated instruction; high quality literacy resources	Systemic Progress Monitoring Tool, job embedded professional development, ongoing coaching and support
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)		Staff will acquire knowledge, skills and abilities of Scientifically Based Reading Research so they understand how to address the wide range of reading needs in their classroom. Staff and families will partner together to build opportunities for learning at home	August 2019 - June 2020: PreK Year 2 <ul style="list-style-type: none"> • Implementation • district wide with identified classrooms/ schools • Ongoing jobembedded • professional development regarding implementation and utilization of the program and effective early literacy practices. • Student training on access the program • Schedule ongoing parent learning opportunities throughout the year
Measure of Success	Collect baseline data on student literacy skills using the ELA Waterford Assessments	Utilize systemic progress monitoring tools with additional informal teacher assessments,	Usage and Student growth from the beginning of the year and end of the year as measured by program, ELA Spring Administration, report card data, and BOY KRA scores of students entering Kindergarten.
Check-In/Review Date	BOY and EOY ELA	Continuous	Monthly, BOY/EOY ELA and BOY KRA scores of students previously enrolled in CCS PreK programs

Subgoal #2 Action Plan Map

Goal Statement: With the implementation of consistent strong core instruction, a reduction of students identified as needing special education services will be noted when compared to the previous school year in grades K-3. In addition, by the end of the 2019-2020SY, third grade CCS students who are identified as needing special education services will demonstrate a minimum 7 percentage point increase from 19.5 to 26.5 percent proficiency, as measured by the OST third grade ELA Assessment. The demonstrated proficiency will continue to increase by a minimum of 7 percentage points per year to 33.5 and 40.5 percent proficiency in Year 2 and 3, respectively.

Evidence-Based Practice:

- 2.1** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).
- 2.2** - Teach students to decode words, analyze word parts and recognize words (Tier 1).
- 2.3** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).
- 2.4** - Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Tier 2).

	Action Step 1	Action Step 2	Action Step 3
Components	District leaders will develop systems to support teachers with creating and implementing effective Reading Improvement and Monitoring Plans.	Develop systems to support effective K-3 literacy instruction by building the capacity of staff and strengthening core reading instruction for all students with an emphasis on phonological skill development and word reading skill development in early grades and language comprehension strategies (close reading) as students matriculate through second and third grade; with writing in response to reading beginning in Kindergarten.	Develop data systems to support effective and efficient monitoring of K3 literacy skills.
Timeline	August 2019 - July 2020	August 2019 - July 2020	August 2019 - July 2020
Lead Person(s)	Department of Accountability, Special Education Support Services, Office of Teaching and Learning	Special Education Support Services, Office of Teaching and Learning	Office of Teaching and Learning/Division of Testing and Program Evaluation
Resources Needed	Time to meet, meeting schedule, guidance documents, progress monitoring tool, reading decision tree, training resources/knowledge of instructional strategies	Professional development related to ELA Standards, phonological skill and word reading skill development, and comprehension strategies (close reading) and writing in response to reading. Evidence based reading and writing instructional resources and curriculum. Multi-Sensory Phonics Curriculum and Resource Materials	Systemic Progress Monitoring Tool, job-embedded PD, ongoing coaching and support
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Use Certify System to monitor completion/compliance of Notification Letter, RIMP, and Intervention Flags District Data Analysts monthly data reports provided to building principals and shared with teachers Reading decision tree to help guide identification of	Literacy Standards PD for District Instructional Leadership Team, Instructional Coaches and Teachers Professional development to support the implementation of district adopted multisensory phonics program (Foundations) beginning with Kindergarten teachers in January and first grade teachers summer 2020. Evidence based reading strategies for effective word recognition and language comprehension instruction professional	Jan - June 2018: Initial introduction and Pre-Pilot Meet with 3 pilot schools to begin implementation. Initial Instructional Coach Training Elementary Administrator introduction to iReady Ongoing Instructional coach and administrator informational sessions and exploration opportunities ·Selection of

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	Action Step 1	Action Step 2	Action Step 3
	<p>instructional next steps and evidence based interventions</p> <p>RIMP Clinics for teachers and administrators</p> <p>One on one coaching and support.</p>	<p>development delivered to elementary teachers and instructional coaches.</p>	<p>schools for SY1819 District Wide Pilot</p> <p>June - July 2018: Summer School Implementation, Summer professional development with district wide pilot schools</p> <p>Utilize with K-3rd grade students</p> <p>Digital Student Rostering</p> <p>August 2018 - June 2019: K-3 Pilot Year</p> <p>Implementation with district wide iReady Schools</p> <p>Ongoing job embedded professional development regarding implementation and utilization of the iReady tool and effective early literacy practices.</p> <p>Student training on access the iReady Program/Tool</p> <p>Parent learning opportunities August 2019-June 2020: Full</p> <p>Implementation District Wide K-3</p> <p>Ongoing job embedded PD regarding the implementation and utilization of the iReady Tool and effective literacy practices</p> <p>Student training on accessing the iReady Program/Tool</p> <p>Parent Learning Opportunities</p>
Measure of Success	<p>Completed district-wide plans for students identified not ontrack implemented with fidelity, increase in the number of students moving to on-track status, improved score on State Report Card, "Closing the Gap"</p>	<p>iReady progress monitoring, MAP, increase in the # of students that move from not-on-track to on-track, MTSS referrals and newly identified special education students</p>	<p>Usage and Student growth from the beginning of the year and end of the year as measured by iReady and NWEA MAP Assessments</p>
Check-In/Review Date	<p>Monthly</p>	<p>BOY, MOY & EOY</p>	<p>Monthly data reports provided to principals, area superintendents, and district leadership teams</p>

Subgoal # 3 Action Plan Map

Goal Statement: By the end of the SY 2019-2020SY, third grade CCS students who are identified as needing ESL services or as English Learners will demonstrate a minimum 7-percentage point increase in proficiency on the state's ELA

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Assessment from 29.5 percent to 36.5 percent proficiency, as measured by the OST third grade ELA Assessment. The demonstrated proficiency will continue to increase by a minimum of 7 percentage points per year to 43.5 and 50.5 percent proficiency in Year 2 and 3, respectively.

Evidence-Based Practice:

- 3.1** - Teach students academic language skills, including the use of inferential and narrative language, and vocabulary (Tier 3).
- 3.2** - Teach students to decode words, analyze word parts and recognize words (Tier 1).
- 3.3** - Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness (Tier 1).
- 3.4** - Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension (Tier 2).

	Action Step 1	Action Step 2	Action Step 3
Components	District leaders will develop systems to support teachers with creating and implementing effective Reading Improvement and Monitoring Plans.	Develop systems to support effective K-3 literacy instruction by building the capacity of staff and strengthening core reading instruction for all students with an emphasis on phonological skill development and word reading skill development in early grades and language comprehension strategies (close reading) as students matriculate through second and third grade; with writing in response to reading beginning in Kindergarten.	Develop data systems to support effective and efficient monitoring of K-3 literacy skills.
Timeline	August 2019 - July 2020	August 2019 - July 2020	August 2019 - July 2020
Lead Person(s)	Department of Accountability, Special Education Support Services, Office of Teaching and Learning	Special Education Support Services, Office of Teaching and Learning	Office of Teaching and Learning/Division of Testing and Program Evaluation
Resources Needed	Time to meet, meeting schedule, guidance documents, progress monitoring tool, reading decision tree, training resources/knowledge of instructional strategies	Professional development related to ELA Standards, phonological skill and word reading skill development, and comprehension strategies (close reading) and writing in response to reading. Evidence based core reading and writing instructional resources and curriculum. Multi-Sensory Phonics Curriculum and Resource Materials	Systemic Progress Monitoring Tool, job-embedded PD, ongoing coaching and support
Specifics of Implementation (training, coaching, system structures, implementation support and leadership structures)	Use Certify System to monitor completion/compliance of Notification Letter, RIMP, and Intervention Flags District Data Analysts monthly data reports provided to building principals and shared with teachers	SIOP (Sheltered Instruction Observation Protocol) professional development for district instructional coordinators, instructional coaches and general education teachers.	Jan - June 2018: Initial introduction and Pre-Pilot Meet with 3 pilot schools to begin implementation Initial Instructional Coach Training

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	<p>Reading decision tree to help guide identification of instructional next steps and evidence based interventions</p> <p>RIMP Clinics for teachers and administrators</p> <p>One on one coaching and support.</p>	<p>Literacy Standards PD for District Instructional Leadership Team, Instructional Coaches and Teachers</p> <p>Professional development to support the implementation of district adopted multisensory phonics program (Foundations) beginning with Kindergarten teachers in January and first grade teachers summer 2020.</p> <p>Evidence based reading strategies to support word recognition and language comprehension professional development.</p>	<p>Elementary administrator introduction to iReady</p> <p>Ongoing instructional coach and administrator informational sessions and exploration opportunities</p> <ul style="list-style-type: none"> Selection of schools for SY1819 District Wide Pilot June - July 2018: Summer School Implementation Summer professional development with district wide pilot schools <p>Utilize with K-3rd grade students</p> <p>Digital Student Rostering</p> <p>August 2018 - June 2019: K-3 Pilot Year</p> <p>Implementation with district wide iReady Schools</p> <p>Ongoing job embedded professional development regarding implementation and utilization of the iReady tool and effective early literacy practices.</p> <p>Student training on access the iReady Program/Tool</p> <p>Parent learning opportunities</p> <p>August 2019 June 2020: Full</p> <p>Implementation District Wide K-3</p> <ul style="list-style-type: none"> Ongoing job embedded PD regarding the implementation and utilization of the iReady Tool and effective literacy practices Student training on accessing the iReady Program/ Tool Parent Learning Opportunities
<p>Measure of Success</p>	<p>Completed district-wide plans for students identified not on-track implemented with fidelity, increase in the number of students moving to on-track status, improved score on State Report Card, "Closing the Gap"</p>	<p>iReady progress monitoring, MAP, increase in the # of students that move from not-on-track to on-track.</p>	<p>Usage and Student growth from the beginning of the year and end of the year as measured by iReady and NWEA MAP Assessments</p>
<p>Check-In/Review Date</p>	<p>Monthly</p>	<p>BOY, MOY & EOY</p>	<p>Monthly</p>

Section 7: Plan for Monitoring Progress Toward the Learner Performance Goal(s)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

Subgoal One:

By the end of SY 2019-2020, the CCS students who participated in the district's Early Childhood Education (ECE) who also transitioned to CCS kindergarten and are considered on-track for language and literacy, will increase from 66 to 71 percent, as measured by the KRA, increasing to 76 and 81 in Year 2 and 3, respectively.

1. During the 2019-2020 school year, Columbus City Schools (CCS) will gather language and literacy student performance data at the beginning, middle and end of the year (BOY, MOY, EOY) utilizing the Early Learning Assessment to identify and then monitor progress for all areas of weakness and strength.
2. During the 2019-2020 school year, the Division of ECE will work with the Office of Teaching and Learning and the Office of Accountability to disaggregate CCS PreK student performance data from the Kindergarten Readiness Assessment (KRA) administered with CCS students during their Kindergarten year to compare ECE student growth and on-track/off-track status for all CCS Kindergarten students.
3. During SY 2019-2020, The Division of ECE will disaggregate student performance for the NWEA Reading MAP Assessment during the winter and spring administrations (MOY, EOY) of the students Kindergarten year to compare student growth and on-track status for the students who attended the district's Early Childhood Education PreK program to those who did not attend.

Subgoal Two:

With the implementation of consistent strong core instruction, a reduction of students identified as needing special education services will be noted when compared to the previous school year in grades K-3. In addition, by the end of the 2019-2020SY, third grade CCS students who are identified as needing special education services will demonstrate a minimum 7 percentage point increase from 19.5 to 26.5 percent proficiency, as measured by the OST third grade ELA Assessment. The demonstrated proficiency will continue to increase by a minimum of 7 percentage points per year to 33.5 and 40.5 percent proficiency in Year 2 and 3, respectively.

1. During the 2019-2020 school year, walk through data will be collected regarding the implementation of the newly adopted multi-sensory phonics program beginning in kindergarten and moving into 1st grade during the 2020-2021 school year to evaluate the consistent fidelity of implementation in classrooms across the district.
2. During the 2019-2020 school year, CCS will gather student performance data at the beginning, middle, and end of the year (BOY, MOY, EOY) utilizing the NWEA MAP Reading Assessment to determine the number of identified students with disabilities (SWD) are off-track in comparison to aggregate CCS student population in relation to the Third-Grade Reading Guarantee (3GRG), and monitor progress in areas of weakness or strength.
3. During the 2019-2020 school year, CCS will gather student performance data from the state's third grade ELA Assessment to determine the number of identified SWD who are struggling and in what areas are they continuing to struggle in comparison to aggregate CCS student population.
4. During the 2019-2020 school year, between the administration of each of the BOY, MOY, and EOY with the targeted student population (K-3), CCS elementary schools will utilize a system progress monitoring tool as an ongoing progress monitoring mechanism and the data reports will be provided to classroom, building and district-level teams to inform and adjust instructional practices aligned with the project subgoals and evidence-based practices/interventions.

Subgoal Three:

By the end of the SY 2019-2020SY, third grade CCS students who are identified as needing ESL services or as English Learners will demonstrate a minimum 7-percentage point increase in proficiency on the state's ELA Assessment from 29.5 percent to 36.5 percent proficiency, as measured by the OST third grade ELA Assessment. The demonstrated proficiency will continue to increase by a minimum of 7 percentage points per year to 43.5 and 50.5 percent proficiency in Year 2 and 3, respectively.

1. During the 2019-2020 school year, CCS will gather student performance data at the beginning, middle, and end of the year (BOY, MOY, EOY) utilizing the NWEA MAP Reading Assessment to determine the number of identified English Learners (EL) are off-track in comparison to aggregate CCS student population in relation to the Third-Grade Reading Guarantee (3GRG), and monitor progress in areas of weakness or strength.
2. During the 2019-2020 school year, CCS will gather student performance data from the state's third grade ELA Assessment to determine the number of identified EL who are struggling and in what areas are they continuing to struggle in comparison to aggregate CCS student population.

3. During the 2019-2020 school year, between the administration of each of the BOY, MOY, and EOY with the targeted student population (K-3), CCS elementary schools will utilize a system progress monitoring tool as an ongoing progress monitoring mechanism and the data reports will be provided to classroom, building and district-level teams to inform and adjust instructional practices aligned with the project subgoals and evidence-based practices/interventions.

Section 8: Expectations and Supports for learners and Schools

Section 8, Part A: Strategies to Support Learners

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Improve K-3 Literacy and Third Grade Reading Guarantee Evidence-Based strategies:

1. Use grant partnership initiatives to build the knowledge and expertise of teachers in PK-3 to effectively teach the big ideas in reading (SPDG, Striving Readers, MTSS).
 - The Striving Readers Grant will continue to be used to build preschool teachers' capacity to implement a phonemic awareness curriculum (Michael Heggerty) in all preschool classrooms. This initiative was a primary focus as result of student data analysis and building the big ideas in reading in the early grades. The Early Childhood and Literacy Team spent the first two years teaching approximately 250 teachers to implement the curriculum in all 96 classrooms (regular and special education). During the 19-20 School Year, the Early Childhood team is prioritizing the teaching of data analysis and instructional planning by teaching the preschool teachers to use the data collected (ELA and PA) to make instructional plans specific to student needs.
 - All K teachers are using the Michael Heggerty Phonemic Awareness Curriculum and the focus has been on the implementation of this curriculum in all K classrooms. The professional development provides the teachers with the training they need to successfully use this curriculum. The team is also focusing on building the K teacher capacity to use the data to make instructional decisions about targeted groups of students while using the District created Decision Trees and the TBT process to guide their planning.
 - 7 Selected schools participate in the LETRS training through the State Personnel Development Grant. The PK-3 Model Lead Teachers and a group of administrators are also participating in this training to build their capacity to lead this work. The PK-3 teachers are working through cohort level professional development in person and online with the help of our State Literacy Lead, Stephanie VanDyke. Stephanie is also leading the group of principals through a leadership cohort to support this learning and the process with taking the plans into action at the building level.
 - 9 schools will be selected to participate in a grant through the US Department of Education to successfully implement a multi-tiered system of support in reading for grades 1 and 2. The grant will provide evidence-based materials and training to the participating teachers as well as direct, on-site coaching throughout the 3 years of the grant partnership. The tools provided will align to the identified curriculum to ensure that evidence-based strategies and resources are used to teach reading to all students through tier 1, tier 2 and tier 3 instruction.
2. PK-3 Teacher Professional Development activities that build understanding and expertise around the science of teaching reading, MTSS and the simple view of reading. Teachers will participate in district level professional development sessions throughout the school year. This includes grade level cohorts as well. Teachers are also provided with resources and strategies to use to engage parents in this work throughout the school year.
 - Grade level cohort and district level training options will be provided in a variety of formats (in person, digital, full day, after school, conference day, etc.) to help K-3 teachers build their capacity to teach reading based on the Simple View of Reading. K-3 teachers will learn about the Big Ideas in Reading for each grade level and how to use evidence-based strategies (Literacy Outcome Framework) and the Intervention Decision Trees to plan meaningful, research-based instruction while building a multi-tiered system of supports. This training will take place throughout the school year.
3. Build capacity of leaders and the District so that they can effectively lead the literacy vision and plan.
 - Building Leaders and their leadership teams will participate in a variety of professional learning experiences throughout the school year (monthly PLI/AP/CIS/MLT Meetings, digital modules, after school, during the day, conference style, etc.). These sessions will help to build the capacity of their leadership teams to help them use evidence-based practices and facilitate meaningful family and community engagement activities at the building level. The training will help to empower the leadership teams to guide the work at the school level and they will use District provided resources regardless of the curriculum choices they make.
4. Early Literacy Tutors and Reading Recovery Teachers; Leveled Literacy Intervention Implementation

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- At risk schools have been identified to receive strategic support to implement tier 2 instruction in literacy at the identified schools (28 Reading Recovery; 8 Early Literacy Tutors; 43 Leveled Literacy Intervention Schools). Data was used to identify schools with intensive need in reading supports. These schools receive professional development to implement the programs identified with fidelity. Data is monitored and collected monthly to ensure student progress is being made.
5. K-3 teachers will use the District aligned TBT process to analyze aimswebPlus data and RIMPs to plan and adjust instruction for targeted groups of students. RIMPS will be used to monitor the students progress and make adjustments to plan as necessary for each student. Data will be collected bi-weekly through AWP progress monitoring.
 - K-3 Teachers are provided with templates and resources to use the Ohio 5 Step Process through Teacher Based Teams to analyze student literacy data, plan targeted instruction and evaluate student progress making adjustments to instruction as needed. The teachers are provided with training in a variety of formats (in person and digital) to use the resources provided (Literacy Outcome Framework, TBT Template and Intervention Decision Trees) to create and monitor student Reading Improvement Plans. All tools include evidence-based practices that align to standards, the Big Ideas in Reading based on the Simple View of Reading. Teachers are provided with resources and strategies to share with parents throughout the school year.
 - Teachers and leadership teams are provided with training and supports throughout the school year to monitor the data collected through the RIMP database in aimswebPlus. The Early Literacy Team works directly with data managers and schools to ensure that data is collected and reported appropriately throughout the school year. This information is shared with parents through a variety of parent engagement activities at the school level.
 6. Grow the capacity of the District Literacy Team to lead the vision and plan.
 - The Early Literacy Team participates in professional learning events throughout the school year so that they are able to lead this work and train all levels of the District (District Leadership, School Leadership and Teachers). Professional development events include SST3 events, professional learning through our assigned State Literacy Lead, Stephanie VanDyke as well as guest speakers (Tim Shanahan, Steven Dykstra, etc.). The team also participates in LETRS training alongside the Model Lead Teachers throughout the life of SPDG. Professional Development events are held for the department team throughout the school year so that we continue to reflect and evaluate our practices to ensure continual growth. The team is also committed to aligning the work and delivering professional learning that supports our District's Theory of Action specifically around the vision for Excellence in Learning and Teaching.

1. **Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.**
2. **For each evidence-based practice and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination;**
3. **Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3; and**
4. **Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).**

1. Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development. This description should include evidence-based practices supporting core literacy instruction, as well as evidence-based interventions.

Relevant student data (described in section 3) collected over the last three years in grades PreK-3 consistently shows foundational skills as an area in need of improvement. Specific weakness in phonemic awareness, phonics, and vocabulary acquisition have been identified. The evidence-based recommendations outlined in the What Works

Clearinghouse (WWC) document, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade address these weaknesses and support both core literacy instruction as well as explicit intervention instruction. Additional recommendations were gathered from various evidence-based sources from the WWC which identifies well-designed studies, trustworthy research, and meaningful findings to inform decisions and improve student outcomes.

Additional evidence to support the use of these recommendations with the district's ELL and Special Education populations are outlined in the What Works Clearinghouse documents, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, and Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades.

These recommendations are:

Evidence-Based Practice	Description
1.1	Teachers will engage children in explicit print related discussions during book reading to improve print knowledge
1.2	Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary
1.3, 2.3 & 3.3	Develop awareness of the segments of sound in speech and how they link to letters to impact phonological awareness
2.1 & 3.3	Teach students academic language skills, including the use of inferential and narrative language, and vocabulary
2.2 & 3.2	Teach students to decode words, analyze word parts and recognize words
2.3 & 3.4	Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension

2. For each evidence-based practice, and intervention, identify the ESSA tier of evidence associated with that practice or intervention, and describe how the leadership team made that determination.

Evidence- Based Practice 1.1:

Teachers will engage children in explicit print-related discussions during book reading to improve print knowledge.

ESSA Tier of Evidence: Tier 1

The WWC identified multiple studies that met WWC group design standards and examined the impact of student print knowledge as an important precursor to reading. Print knowledge is a child's earliest understanding that written language carries meaning. The foundation of all other literacy learning builds upon this knowledge. Researchers have found children engage in more reading and writing activities in print-rich environments. Research also suggests teachers should read regularly to the class as a whole group using print-rich text selections. These instructional read-aloud should embed explicit discussions about print and ensure the print-focused discussions follow a specific scope and sequence.

There were five studies in the WWC that met evidence standards. The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Box, J. A., & Aldridge, J. (1993). Shared reading experiences and Head Start children's concepts about print and story structure. *Perceptual and Motor Skills*, 77(3), 929–930.

Justice, L. M., McGinty, A. S., Piasta, S. B., Kaderavek, J. N., & Fan, X. (2010). Print-focused read-alouds in preschool classrooms: Intervention effectiveness and moderators of child outcomes. *Language, Speech, and Hearing Services in Schools*, 41(4), 504–520. Retrieved from: <https://eric.ed.gov/?id=EJ909127>

Preschool Curriculum Evaluation Research (PCER) Consortium. (2008). *Effects of preschool curriculum programs on school readiness* (NCER 2008-2009). Washington, DC: National Center for Education Research, Institute of Education Sciences, US Department of Education. Washington, DC: US Government Printing Office. Retrieved from: <https://eric.ed.gov/?id=ED502153>

Whitehurst, G. J., Epstein, J. N., Angell, A. L., Payne, A. C., Crone, D. A., & Fischel, J. E. (1994).

Outcomes of an emergent literacy intervention in Head Start. *Journal of Educational Psychology*, 86(4), 542-555. Retrieved from: <https://eric.ed.gov/?id=EJ500565>

Evidence-Based Practice 1.2:

Teachers will embed oral language strategies across multiple classroom activities to increase vocabulary.

ESSA Tier of Evidence: Tier 1

The WWC identified multiple studies that met WWC group design standards and examined the value of language and literacy on the development of vocabulary which as an important precursor to reading. A quality early childhood curriculum should be intellectually engaging and challenging in a way that expands children's knowledge of the world and their vocabulary. Investigating real topics or events that are meaningful to children should be a primary feature of the curriculum. When children investigate, they have opportunities to ask questions and use their literacy skills to explore their worlds.

Research has consistently shown the ability to map sounds onto letter names, the process known as phonics, is related to children's vocabulary development. Children from different socioeconomic groups differ greatly in their language and vocabulary. Research shows explicit vocabulary instruction, such as making connections among words and repeatedly exposing students to content related words, can accelerate vocabulary development regardless of socioeconomic status. Christie, et al (2003) found when teachers used specific teaching techniques, such as cloze techniques (the teacher presents a short sentence or phrase that leaves out a key word for the children to say out loud), student retelling, think aloud activities, and scaffolding, to build oral language skills, there was a significant increase in student oral language vocabulary when assessed using the Peabody Picture Vocabulary Test III (PPVT-III).

There were four studies in the WWC that met evidence standards. The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Christie, J., Roskos, K., Vukelich, C., & Han, M. (2003). In F. Lamb-Parker, J. Hagen, R. Robinson, & H.

Rhee (Eds.), *The first eight years. Pathways to the future: Implications for research, policy, and practice.* Proceedings of the Head Start National Research Conference (pp. 447–448). New York: Mailman School of Public Health, Columbia University.

Lonigan, C. J., Farver, J. M., Clancy-Menchetti, J., & Phillips, B. M. (2005, April). Promoting the development of preschool children's emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA. Retrieved from: <https://eric.ed.gov/?id=EJ915825>

Wasik, B. A., & Bond, M. A. (2001). Beyond the pages of a book: Interactive book reading and language development in preschool classrooms. *Journal of Educational Psychology*, 93(2), 243-250. Retrieved from: <https://eric.ed.gov/?id=EJ638739>

Evidence-Based Practice 1.3, 2.3, 3.3:

Develop awareness of the segments of sounds in speech and how they link to letters.

ESSA Tier of Evidence: Tier 1

Correlational studies have identified phonemic awareness and letter knowledge as the two best school entry predictors of reading development in a child's first two years of school. The National Reading Panel found that phonemic awareness instruction helped all types of children in grades pre-kindergarten through 6th grade improve their reading including normally developing readers, children at risk for future reading problems, and disabled readers.

The WWC identified multiple studies which met their design standards. These studies found positive effects in at least one of the practice's key domains (letter names and sounds and phonology). Twelve of the studies meet WWC group design standards without reservations and all of them demonstrated strong internal validity and high external validity. Collectively, the studies show positive gains through both whole group and small group lessons.

Although PD opportunities related to phonemic awareness and alphabetic development have been made available to teachers and principals, our data still indicates this as an area of need for our students. Therefore, there is a need to develop a more explicit and systematic way of teaching these skills to our students through both whole group word study lessons and small group guided reading lessons.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Hagans, K., & Good, R. (2013). Decreasing reading differences in children from disadvantaged backgrounds: The effects of an early literacy intervention. *Contemporary School Psychology*, 17(1), 103– 117.

Lane, K. L., Fletcher, T., Carter, E. W., Dejud, C., & DeLorenzo, J. (2007). Paraprofessional-led phonological awareness training with youngsters at risk for reading and behavioral concerns. *Remedial and Special Education*, 28(5), 266–276.

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Lane, H. B., Pullen, P. C., Hudson, R. F., & Konold, T. R. (2009). Identifying essential instructional components of literacy tutoring for struggling beginning readers. *Literacy Research and Instruction*, 48(4), 277–297.

Oudeans, M. K. (2003). Integration of letter–sound correspondences and phonological awareness skills of blending and segmenting: A pilot study examining the effects of instructional sequence on word reading for kindergarten children with low phonological awareness. *Learning Disability Quarterly*, 26(4), 258–280.

Ouellette, G., & Senechal, M. (2008). Pathways to literacy: A study of invented spelling and its role in learning to read. *Child Development*, 79(4), 899–913.

Rashotte, C. A., MacPhee, K., & Torgesen, J. K. (2001). The effectiveness of a group reading instruction program with poor readers in multiple grades. *Learning Disability Quarterly*, 24(2), 119–134.

Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.

Walton, P. D., Bowden, M. E., Kurtz, S. L., & Angus, M. (2001). Evaluation of a rime-based reading program with Shuswap and Heiltsuk First Nations pre-readers. *Reading and Writing*, 14(3), 229–264.

Walton, P. D., & Walton, L. M. (2002). Beginning reading by teaching in rime analogy: Effects on phonological skills, letter–sound knowledge, working memory, and word-reading strategies. *Scientific Studies of Reading*, 6(1), 79–115.

Evidence-Based Practice 2.1 & 3.1:

Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

ESSA Tier of Evidence: Tier 3

The WWC identified 7 studies which met their design standards. Six of these studies examined outcomes in the vocabulary domain with three showing positive effects and three showing no discernible effects. The three studies showing positive effects demonstrated internal and external validity.

Academic language is a critical component of oral language. Students who enter kindergarten with limited academic language skills lag behind their peers in reading. While students typically acquire social language skills naturally, academic language skills usually require instruction. Students of all ages and text-reading abilities need support in developing inferential & narrative language skills as well as academic vocabulary knowledge. The three studies listed below utilized instructional read-aloud to support these skills which is an integral part of our district K-3 Balanced Literacy Framework.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Baker, S.K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Ottersteadt, J. (2003). An evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade, *Elementary School Journal*, 113(3), 331-358.

Justice, J. R., Peyton, J. A., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergartens. *Language, Speech, and Hearing Service in Schools*, 36(1), 17- 32.

Goodson, B., Wolf, A., Bell, S., Turner, H., & Finney, P. B. (2010). The effectiveness of a program to accelerate vocabulary development in kindergarten (VOCAB) (NCEE 2010-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Nelson, J., Vadasy, P., & Sanders, E. (2011). Efficacy of a tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish-speaking English learners. *Journal of Literacy Research*, 43(2), 184-211. doi:10.1177/1086296x11403088

Silverman, R., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade. *Journal of Educational Psychology*, 101(2), 305-314. doi:10.1037/a0014217

The following study review by the National Reading Panel also provides evidence for utilizing this strategy:

White, T.G., Graves, M.F., & Slater, W.H. (1990). Growth of reading vocabulary in diverse elementary schools: Decoding and word meaning. *Journal of Educational Psychology*, 82(2), 281-290.

Evidence-Based Practice 2.2 & 3.2:

Teach students to decode words, analyze word parts, and write and recognize words.

ESSA Tier of Evidence: Tier 1

The WWC identified multiple studies which met WWC group design standards. Thirteen of these studies had positive effects in the word reading and/or encoding domains. Although no studies that met WWC group design standards examined an outcome in the morphology domain, morphology outcomes are directly associated with analyzing word parts. Six studies had a positive effect regarding using word parts to decode words.

Teaching students to decode and recognize words and word parts was identified by the National Reading Panel as an effective instructional strategy. Once students know a few consonant and vowel letters/sounds, they can begin to use this letter/sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting these words into smaller word parts. Learning to understand that sounds relate to letters in predictable and unpredictable ways, recognize letter patterns, and recognize words parts will help students read increasingly more complex text with greater accuracy, fluency and comprehension.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

Blachman, B. A., Fletcher, J. M., Schatschneider, C., Francis, D. J., Clonan, S. M., Shaywitz, B. A., & Shaywitz, S. E. (2004). Effects of intensive reading remediation for second and third graders and a 1-year follow-up. *Journal of Educational Psychology*, 96(3), 444–461.

Coyne, M. D., Kame'enui, E. J., Simmons, D. C., & Harn, B. A. (2004a). Beginning reading intervention as inoculation or insulin: First-grade reading performance of strong responders to kindergarten intervention. *Journal of Learning Disabilities*, 37(2), 90–104.

Graham, S., Harris, K. R., & Chorzempa, B. F. (2002). Contribution of spelling instruction to the spelling, writing, and reading of poor spellers. *Journal of Educational Psychology*, 94(4), 669–686.

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *The Journal of Special Education*, 34(2), 90-103.

Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53–85.

Johnston, R. S., & Watson, J. E. (2004). Accelerating the development of reading, spelling, and phonemic awareness skills in initial readers. *Reading and Writing*, 17(4), 327–357.

Nelson, J., Vadasy, P., & Sanders, E. (2011). Efficacy of a tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish-speaking English learners. *Journal of Literacy Research*, 43(2), 184-211. doi:10.1177/1086296x11403088

Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.

Tse, L., & Nicholson, T. (2014). The effect of phonics-enhanced Big Book reading on the language and literacy skills of six-year-old pupils of different reading ability attending lower SES schools. *Frontiers in Psychology*, 5. doi: 10.3389/fpsyg.2014.01222.

Vadasy, P. F., & Sanders, E. A. (2011). Efficacy of supplemental phonics-based instruction for low-skilled first graders: How language minority status and pre-test characteristics moderate treatment response. *Scientific Studies of Reading*, 15(6), 471–497.

Vadasy, P. F., Sanders, E. A., & Tudor, S. (2007). Effectiveness of para-educator-supplemented individual instruction: Beyond basic decoding skills. *Journal of Learning Disabilities*, 40(6), 508– 525.

Wright, J., & Jacobs, B. (2003). Teaching phonological awareness and metacognitive strategies to children with reading difficulties: A comparison of two instructional methods. *Educational Psychology*, 23(1), 17–24.

Evidence-Based Practice 2.4 & 3.4:

Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

ESSA Tier of Evidence: Tier 2

The WWC identified multiple studies that met WWC group design standards and examined the effectiveness of interventions with connected text. Eighteen of these studies showed positive effects on word reading, oral reading accuracy and oral reading fluency, and/or reading comprehension outcomes. Three studies found no discernible effects on any outcome and one found a negative effect in word reading.

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The National Reading Panel found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to identify words quickly using a variety of strategies, draw on background knowledge to understand text, self-monitor both accuracy and understanding, and apply strategies to repair misunderstandings. Students should read connected text daily, both with and without constructive feedback. They should interact with a variety of connected texts, including diverse genres and varied levels.

The following studies reviewed by WWC provide evidence for utilizing this evidence-based practice:

- Burroughs-Lange, S., & Douetil, J. (2007). Literacy progress of young children from poor urban settings: A Reading Recovery comparison study. *Literacy Teaching and Learning*, 12(1), 19–46.
- Case, L. P., Speece, D. L., Silverman, R., Ritchey, K. D., Schatschneider, C., Cooper, D. H., Jacobs, D. (2010). Validation of a supplemental reading intervention for first-grade children. *Journal of Learning Disabilities*, 43(5), 402–417.
- Case, L., Speece, D., Silverman, R., Schatschneider, C., Montanaro, E., & Ritchey, K. (2014). Immediate and long-term effects of tier 2 reading instruction for first-grade students with a high probability of reading failure. *Journal of Research on Educational Effectiveness*, 7(1), 28–53.
- Cheatham, J. P., Allor, J. H., & Roberts, J. K. (2014). How does independent practice of multiple-criteria text influence the reading performance and development of second graders? *Learning Disability Quarterly*, 37(1), 3–14.
- Denton, C. A., Tolar, T. D., Fletcher, J. M., Barth, A. E., Vaughn, S., & Francis, D. J. (2013). Effects of tier 3 intervention for students with persistent reading difficulties and characteristics of inadequate responders. *Journal of Educational Psychology*, 105(3), 633–648.
- Jenkins, J. R., Peyton, J. A., Sanders, E. A., & Vadasy, P. F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. *Scientific Studies of Reading*, 8(1), 53-85.
- Lane, H. B., Pullen, P. C., Hudson, R. F., & Konold, T. R. (2009). Identifying essential instructional components of literacy tutoring for struggling beginning readers. *Literacy Research and Instruction*, 48(4), 277–297.
- Martens, B., Eckert, T., Begeny, J., Lewandowski, L., Digennaro, F., Montarello, S., Fiese, B. (2007). Effects of a fluency-building program on the reading performance of low-achieving second and third grade students. *Journal of Behavioral Education*, 16(1), 38–53.
- May, H., Gray, A., Gillespie, J. N., Sirinides, P., Sam, C., Goldsworthy, H., Armijo, M., & Tognatta, N. (2013). Evaluation of the i3 scale-up of Reading Recovery year one report, 2011–12. Philadelphia, PA: Consortium for Policy Research in Education. DOI: 10.12698/cpre.2013.rr76
- O'Connor, R. E., Swanson, H. L., & Geraghty, C. (2010). Improvement in reading rate under independent and difficult text levels: Influences on word and comprehension skills. *Journal of Educational Psychology*, 102(1), 1–19.
- O'Connor, R. E., White, A., & Swanson, H. L. (2007). Repeated reading versus continuous reading: Influences on reading fluency and comprehension. *Exceptional Children*, 74(1), 31–46.
- Reutzel, D. R., Fawson, P. C., & Smith, J. A. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *Journal of Educational Research*, 102(1), 37–50.
- Scanlon, D. M., Vellutino, F. R., Small, S. G., Fanuele, D. P., & Sweeney, J. M. (2005). Severe reading difficulties—can they be prevented? A comparison of prevention and intervention approaches. *Exceptionality*, 13(4), 209–227.
- Schwartz, R. M. (2005). Literacy learning of at-risk first-grade students in the Reading Recovery early intervention. *Journal of Educational Psychology*, 97(2), 257–267.
- Swanson, H. L., & O'Connor, R. (2009). The role of working memory and fluency practice on the reading comprehension of students who are dysfluent readers. *Journal of Learning Disabilities*, 42(6), 548–575.
- Vadasy, P. F., Sanders, E. A., & Peyton, J. A. (2005). Relative effectiveness of reading practice or word-level instruction in supplemental tutoring: How text matters. *Journal of Learning Disabilities*, 38(4), 364-380.

3. Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Section 3.

Relevant student data (described in section 3) collected over the last three years in grades PreK-3 consistently shows foundational skills as an area in need of improvement. Specific weakness in phonemic awareness, phonics, and vocabulary acquisition have been identified.

Although PD opportunities related to phonemic awareness, alphabetic principle development, and vocabulary acquisition have been made available to teachers and principals, our data still indicates this as an area of need for our students. Therefore, there is a need to develop a more explicit and systematic way of teaching these skills to our struggling students through both whole group word study lessons, small group guided reading lessons and explicit phonics instruction. In addition, PreK students need more consistent student generated progress monitoring data to inform instruction and provide individualized student support.

Utilizing the evidence-based recommendations discussed above will allow our teachers to provide focused instruction in the core literacy program as well targeted intervention instruction for children who continue to struggle with these skills.

4. Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English learners and below grade-level reading proficiency (including learners provided Reading Improvement and Monitoring Plans).

As we review our data, we must consider that instruction for students who continue to struggle and who are at risk of reading delays (students provided Reading Improvement and Monitoring Plans) needs to be “more explicit and comprehensive, more intensive, and more supportive than the instruction required by the majority of children.” (Foorman & Torgesen, 2001). In the *Reading Crisis: Why Poor Children Fall Behind*, Chall states that embedded phonemic awareness in rich guided reading may be clearly effective for early learners with moderate to high literacy skills entering school, however, low literate learners require additional intensive and systematic focus on decoding skills to make comparable gains. (Chall, Jacobs & Baldwin, 1990)

Teaching academic language skills provides all learners the opportunity to develop the academic vocabulary needed for reading, writing, and content area instruction in school. This supports early childhood learners, English language learners, struggling readers, and students with disabilities in gaining access to increasingly complex texts that contain a large amount of content and academic vocabulary. Emergent literacy skills are the specific abilities and interests that children acquire before they become conventional readers. Early literacy experiences provide opportunities to develop critical emergent literacy skills. Developing letter-sound knowledge, decoding words, analyzing word parts, and writing and recognizing words supports English Learners in building their English language skills. The variety of instructional practices implemented in the Balanced Literacy Framework meets the learning styles and needs of English language learners, struggling readers, and students with disabilities.

Whole-group explicit instruction, small group instruction and intervention, and opportunities to work with peers allow students to develop proficiency with literacy skills. District assessment and data collection practices informs instruction to ensure that all students are met at their developmental and achievement levels. Ongoing progress monitoring allows for timely adjustments to instructional practice to meet individual student needs. Positive outcomes for both typically developing early learners, but especially early learners identified with disabilities must include accessible high-quality instruction; a language-rich environment in and outside of school; a system that delivers appropriate academic and behavioral supports; and effective literacy instruction and interventions for students with disabilities in less restrictive settings.

To support development of critical early literacy skills, the district proposes a two-part approach consisting of: a) increasing consistency in implementation of the Balanced Literacy Framework currently in place within grades K-3 and b) strengthening current instruction and intervention with increased emphasis on phonemic awareness and alphabetic principle (K-1) and development of vocabulary (K-3).

For children who are placed on a RIMP, but are not making adequate growth through the evidence-based practices in balanced literacy, classroom teachers will be supported in the implementation of individualized literacy strategies to target student needs as identified by ongoing progress monitoring. These students will be provided explicit instruction based on the recommendations of The What Works Clearinghouse document, *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*. What Works Clearinghouse offers companion documents with recommendations for both the English language learner and students with disabilities that align to the recommendations from *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. The current and proposed practices of CCS align to the evidence-based practices and interventions recommended in these companion documents and to the What Works Clearinghouse document, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. These current and proposed practices include: a Balanced Literacy Framework that implements Small Group Guided Reading with flexible grouping, Language and Word Study instruction, and Writer’s Workshop that includes the CCS Writing Portfolio process; explicit phonics instruction, multisensory approach to literacy instruction; Benchmark assessment data collection BOY, MOY, EOY with MAP and BAS/DRA2; and Progress Monitoring data, both current and with the implementation of

iReady Diagnostic and Growth Monitoring, to be collected every two or four weeks determined by the needs of the student.

- a. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback. The What Works Clearinghouse documents, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* and *Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, make the following evidence-based recommendations (evidence has been included in section 8A, #2):

- 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.**

- a. Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- b. Choose a small set of academic vocabulary for in-depth instruction.
- c. Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- d. Teach word-learning strategies to help students independently figure out the meaning of words.

- 2. Integrate oral and written English language instruction into content-area teaching.**

- a. Strategically use instructional tools – such as short videos, visuals, and graphic organizers – to anchor instruction and help students develop background knowledge and make sense of content.
- b. Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- c. Provide daily opportunities for students to talk about content in pairs or small groups.
- d. Providing writing opportunities to extend student learning and understanding of the content material.

- 3. Provide regular, structured opportunities to develop written language skills.**

- a. Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.
- b. For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.
- c. Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
- d. Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.

- 4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.**

- a. Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
- b. Design the content of small-group instruction to target students identified needs.
- c. For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.
- d. Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

- 5. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20-40 minutes. (Tier 2 intervention)**

- a. Use a curriculum that addresses the components of reading instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and relates to students' needs and developmental level.
- b. Implement this program three to five times a week, for approximately 20 to 40 minutes.
- c. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.

Section 8, Part B: Ensuring Effectiveness and Improving Upon Strategies

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
 2. *Show progress; and*
 3. *Improve upon strategies utilized during the two prior consecutive school years.*
-
1. Describe how the leadership team will offer/provide support for implementation of the identified evidence-based practices and interventions (professional learning, coaching, etc.).
 2. Describe how the early childhood provider or LEA will ensure proposed evidence-based strategies in Section 8, Part A will be effective, show progress and **improve upon strategies utilized during the two prior consecutive years** (fidelity of adult implementation).

Columbus City Schools will build on teacher knowledge gained over the past two years by providing continued learning and support opportunities for teachers and administrators. The lessons learned and feedback received from teachers and administrators over the past two years, as well as student performance data, highlights the identification of areas in which progress has been noted and areas needing increased support and review. Based on classroom walk-throughs, stakeholder feedback and student performance data, systems are being created to increase fidelity of strategy/program implementation and effectiveness of literacy instruction. Strong core reading instruction that provides a guaranteed curriculum for all students will lead to increased reading achievement and a reduction in the number of students identified in need of tier 2 and tier 3 instructional supports. Targeted professional development ensuring understanding of the ELA standards (Depth of Knowledge), development of a K12 Reading Decision Tree, adoption of a systematic multi-sensory phonics program, aligned evidence based resources and the district wide implementation of a K-3 reading progress monitoring tool will increase teacher capacity and support the implementation of effective core reading instruction while providing structured guidance for tiered intervention supports. District leadership teams, administrators and teachers will be provided with professional learning opportunities, program look-fors, walk-through rubrics, data analysis and coaching to support implementation, reflection and analysis.

With the addition of a new progress monitoring tool that provides detailed information on student strengths and areas of growth in each of the five components of reading, teachers will be able to better target instruction to meet the individualized needs of each student. Beginning of Year (BOY) Assessments provide baseline data for the year and comparative data by cohort. Our district data analysts will compile monthly data reports to be shared with Area Superintendents, building principals, and teachers. The data will also be shared across departments and reviewed with coaches and iReady Teacher Leads. We will hold district data dives three times a year after each diagnostic assessment (BOY – MOY –EOY) to review and reflect on the data. Principals and building teams will create action plans related to identified areas of need. The district instructional leadership team (Curriculum, ESL, Spec Ed, Gifted, PreK) will provide support in the creation and implementation of the action plans through research support, classroom walkthroughs, modeling of instructional practices, data analysis and building based professional development.

As we deepen teacher understanding of the ELA standards and required Depth of Knowledge, while focusing on strong guaranteed core (Tier 1) ELA instruction for all students supported by district adopted evidence based and aligned resources, and delivered through evidence based and high leverage practices, we will see an increase in student reading achievement. As students are identified as off track, Reading Improvement and Monitoring Plans (RIMP) will be developed with individualized literacy instructional strategies that target student needs based on performance data. The district reading decision tree will provide guidance for instructional next steps and intervention. Reading plans will be adjusted as indicated by ongoing data collection; ex. progress monitoring, classroom observations and formative assessments. Reading Improvement and Monitoring Plans will be reviewed by building administrators with support from their area superintendents to ensure quality and progress monitoring.

Our district leadership team will support the creation of RIMPS by providing exemplar samples, professional development, guidance documents and one on one conferencing with teachers.

Teachers will be supported in developing multi-tiered plans that take into account the varied ways in which students take in information, engage with instruction and express evidence of their learning. This support will come in the form of district and building level professional development, in-class modeling and coaching, and access to literacy resources aligned to prescribed interventions and strategies. Building instructional coaches will receive monthly professional development increasing their capacity to support classroom teachers in the implementation of evidence based strategies and practices.

As a part of the TBT process teachers will share and discuss student literacy data (benchmark and progress monitoring), identified instructional needs, evidence based instructional strategies, strategy implementation strengths and challenges, and instructional support needs.

Section 8, Part C: Professional Development Plan

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

The district's PreK-3 professional development plan will focus on building strong and lasting internal capacity among all educators within the literacy continuum, with a focus on the SPED, ESL and PreK educators and support teams.

The PD plans are aligned with the identified evidence-based instructional practices/interventions for each of the subgoals, which are derived from the comprehensive needs assessment in Section 3 of this literacy plan. The PD plan focuses on aligning resources and structures throughout the PreK-3 continuum to provide a multi-tiered "community" of supports for educators. As a part of the district plan, the district will secure a Literacy Coach to support the implementation of the district adopted multi-sensory phonics curriculum, develop model classrooms with exemplary strategies that supports increased internal capacity and fidelity of implementation.

Professional learning opportunities will be provided by outside experts and the district instructional leadership teams, department directors, supervisors, and coordinators that will be trained in the evidence based literacy strategies, and will provide support and training to teachers and administrators. Providing professional learning opportunities for district leadership and support teams who in turn provide learning opportunities for administrators and teachers will foster the development of common understandings and shared clarity within the district and ensure consistent implementation of instructional strategies.

Instructional Coaches will attend monthly collaborative meetings, where they will analyze progress monitoring data, deconstruct Ohio's ELA standards and required depth of knowledge, word recognition and literacy comprehension instructional strategies, coaching methods and critical conversations, effective utilization of the district reading decision tree and best practices for supporting effective core instruction and tiered learning supports. I-Ready Teacher Leaders will also meet monthly for professional learning, data analysis of progress monitoring reports, the instructional components of the i-Ready program (web-based and teacher facing), and discuss success and challenges to support the fidelity of implementation.

There are several targeted professional development opportunities available during the 2019-2020 school year continuing to build instructional capacity of teachers and leaders resulting in an increase in student literacy achievement, they include:

District training on the adoption of systemic progress monitoring tools and available reports to inform instructional practices and next steps

- PreK teachers will participate in ongoing PD on the implementation of the Waterford program and resources during the district PD days and ECE non-attendance days beginning in August of 2019 through June 2020.
- K-3 (inclusive of ELL and Special Education) teachers will receive ½ day PD on the implementation of the iReady Reading Plus program as a tool for progress monitoring and utilization of the data to help guide instruction in during in August and November 2019. They will also receive two full days of job embedded PD to support implementation. One day in October 2019 and one day in January or February 2020.

Building iReady Lead Teachers will meet monthly for ongoing support with reading data reports, utilization of the teacher toolbox, next steps for instruction, and coaching teachers beginning December 2020.

Conducting ongoing, job-embedded and intensive PD and coaching with Prek-3 educators and instructional support teams, with an emphasis on building capacity that impacts all students but particularly with SWD, ELL and PreK students.

- Kindergarten teachers (inclusive of ELL and Spec Ed teachers) will continue to build on previous professional development on foundational skills and early language development by attending multi-sensory reading foundational skills learning opportunities over the district adopted multi-sensory phonics curriculum for a full day in Jan or February 2020 along with two afterschool follow up support sessions. Teachers will be supported by a coach that will model best practices and provide reflective feedback to implementing teachers.
- First grade teachers will attend professional development for the district adopted multisensory phonics curriculum in the June of 2020.
- K-5 teachers will also be provided monthly professional development opportunities such as; Writing with Mentor Texts, Interactive Read Aloud, Interventions to Support Phonological Skill and Word Reading Skill Development, , Multi-Sensory Phonics Instructions, Vocabulary Best

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Practices, Close Reading and Increased Comprehension, Understanding the ELA standards by grade level and the associated Depth of Knowledge.

➤ K-12 teachers will participate in a Summer Conference Vision 2020 (June 2020) which will provide targeted professional development that will be aligned to the newly adopted ELA curriculum and identified evidence based instructional strategies.

Instructional Coach PD related to explicit instructional strategies to support the literacy achievement of ELL students in the mainstream classroom.

- We will continue to build on previous professional development through monthly professional development offerings beginning in September 2019 and the inclusion of the ESL team in the monthly coaches meeting. This will allow for the continual building of instructional coach capacity to be carried over into the individual classrooms. A PreK-12 Reading decision tree is also being developed along with a list of targeted interventions available to support student groups.
- Deconstructing Literacy Standards, Depth of Knowledge, Evidence Based Practices and SIOP training with district-level support teams and instructional coaches while building internal capacity to support all students' literacy achievement in PreK-3 . The monthly training began in September 2019 and will continue through June 2020.

Coaches: The district will continue to review fiscal policies, performance data and practices to monitor the effectiveness of our coaching model. Currently the majority of our coaches support teacher instructional practices and provide direct reading intervention to students. Professional development designed for coaches and building administrators supports the efficacy of coaches and administrators through increased instructional and leadership capacity. Training for coaches and administrators emphasizes a deep understanding of Ohio's ELA Standards and required Depth of Knowledge, evidence based instructional strategies, instructional leadership, data analysis and decision making, staff development best practices and coaching, and implementation planning and support of effective core instruction and tiered learning supports. A common resource to support classroom implementation of content standards and instructional practices has been made available to all teachers and administrators. This resource (CCS Digital Binder) is available through our district website.

Appendices

You might include a glossary of terms, data summary, key messages, description of program elements, etc., as needed.

Data Summary:

The Fall 2019-2020 student data identifies 26,212 as the total number students PreK-5th grade enrolled in Columbus City Schools.

PreK

- 1657 enrolled
- 542 SWD (Students with a Disability)
- *PreK students are not evaluated for ELL (English Language Learner) services until spring

Kindergarten

- 4391 enrolled
- 364 SWD
- 1014 ELL
- 38 SWD & ELL

First

- 4091 enrolled
- 464 SWD
- 944 EL
- 75 SWD & ELL

Second

- 4053 enrolled
- 522 SWD
- 879 ELL

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- 73 SWD & ELL

Third

- 4198 enrolled
- 652 SWD
- 735 ELL
- 70 SWD & ELL

Fourth

- 3857 enrolled
- 658 SWD
- 527 ELL
- 83 SWD & ELL

Fifth

- 3965 enrolled
- 753 SWD
- 464 ELL
- 76 SWD & ELL

OELPA:

Based upon current data from the OELPA in grades K-3 from SY 2015-2016, 2016-2017, 2017-2018, and 2018-2019, the following analysis of student performance growth specific to the district's ESL student populations:

- Reading and writing domains for the OELPA 2015-2016, showed an average for the K-3 students of 3.36 and 3.24.
- Based on the 2015-2016 OELPA, the average scores for grade one were 3.43 and 3.12.
 - Reading and writing domains are considered to be the areas of weakness for ESL students in grades K-3, with an average score of 3.14 and 2.59 in reading and writing, respectively, out of a score of 5.0 based on the 2016-2017 OELPA.
 - Based on the 2016-2017 OELPA average scores, reading and writing remained among the lowest scoring areas when analyzing grades one, with an average score of 3.07 and 2.72 in first grade reading and writing, respectively, and the trend continues into second and third grades.
 - Reading and writing domains continue to be a focus on the 2017-2018 OELPA, with students K3 attained average scores of 3.12 and 2.91, with the average score for writing increasing from the previous year.
 - Based on the 2017-2018 OELPA, grade one showed an overall increase in the reading and writing domain average scores, with the average scores being 3.17 and 2.86.
 - Reading and writing domains continue to be areas of concern for EL students in grades K-3.
 - However, definite improvement is being shown based upon the OELPA scores for 2018-2019.
 - K-3 students received averages scores of 3.3 and 3.0 on reading and writing.
 - Based on the 2018-2019 OELPA average scores on reading and writing continue to be a concern when analyzing grade one. However, definite improvement is being shown with an increase in average scores on reading and writing to 3.35 and 3.26 on the 2018-2019 OELPA.

MAP:

Based upon the multi-year trend data for grades K-3, including fall 2019 and inclusive of special education, ESL and other student group populations, the following are the highlights:

Identified Goal Areas of Weakness on the NWEA MAP

Foundational Skills

- Kindergarten students' mean Rasch Unit (RIT) score of 153.3 in 2018-2019SY on the End of Year (EOY) Assessment and mean RIT score of 132.6 on the 2019-2020SY Beginning of Year (BOY) Assessment
- 1st grade students' mean RIT score was 169.1 in 2018-2019SY on the EOY Assessment and a mean RIT score of 152.9 on the 2019-2020SY BOY Assessment.

**Beginning in the Fall of the 2019-2020SY, 2nd grade students transitions to the NWEA MAP Growth Reading 2-5 assessment. This assessment does not include a Foundational Skills Goal Area.

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Vocabulary Acquisition and Usage

- 2nd grade students mean RIT score of 163.7 on the 2019-2020SY BOY
- 3rd grade students scored a mean RIT score of 190.4 on the 2018-2019SY EOY assessment and a mean RIT score of 177.5 for the 2019-2020SY BOY assessment.

Performance Analysis

- Analyzing the ELLs vs. non-ELLs MAP reading growth data scores from Fall 2018-Fall 2019, ELLs students outperformed their non-ELLs 2nd and 3rd grade peers in growth rates and performed at the same growth rate as their non-ELLs 1st grade peers.
- CCS continues to see the impact of the lack of skill development in the performance of the district's third graders on the MAP Reading Assessment, where the average gap between third graders is 9.2 (EOY 16-17SY) and 8.2 (EOY 18-19SY) RIT points below the National Norm Median RIT score. The gap is present even with the third graders increasing overall proficiency on the 3rd grade Ohio State ELA Assessment. The MAP illustrates a consistent weakness among third graders in literacy, especially in vocabulary acquisition and usage goal area.

AIR:

Based upon the available multi-year data for the Ohio state test (OST) 3rd grade ELA assessment: SY 2017-18 and 2018-19 the following is the analysis of student performance growth comparing the two school year assessments:

- All subgroups made gains (+6.9%);
- Female (+8.1%) – Male (+12%) – (White +8%) – Asian (+11.9%) – African American (+8.9%)
 - Hispanic (+7.3%) – Multiracial (14.2%) – IEP (+10.78%) – No IEP (10.95%) – ELL (+13.5%) – Non- ELL (+7.14%);
- Hispanic Students, White Students, Female Students and African American Students demonstrated the least amount of gains;
- Male Students, ESL Students, and Multi-Racial Students made the greatest gains
- Female Students (45.1%), White Students (55.8%), Asian Students (47.9%), Multiracial Students (47.2%), and Hispanic Students (45.3) scored above the district proficiency average of 39.8%.

Based upon the available multi-year data for the Ohio State ELA assessment for grades 4-8: SY 2017-2018 & 2018-19, the following is an analysis of student performance growth.

- 4th grade ELA = 41.2% proficient for the 2018-2019 SY
 - This is a 1.2%-point increase compared to the 2017-18SY's proficient percentage.
- 5th grade ELA = 46.9% proficient for the 2018-2019 SY
 - This is a 2.9%-point increase compared to the 2017-18SY's proficient percentage
- 6th grade ELA = 30.4% proficient for the 2018-2019 SY's proficient percentage
 - This is an .2%- point decrease compared to the 2017-18SY's proficient percentage
- 7th grade ELA = 38.5% Proficient for the 2018-2019 SY
 - This is a 2% -point increase compared to the 2017-18SY's proficient percentage
- 8th grade ELA = 32.9% Proficient
 - This is a 5.5%-point increase compared to the 2017-18 SY's proficient percentage.

The biggest gains were seen from our Male, Multi-Racial and ELL students.

KRA:

Based on four-year trend data (SY 2015-2016, 2016-2017, 2017-2018, 2018-2019)

- Phonics and phonemic awareness are identified as areas of weakness as measured by KRA across all years
- The percentage of kindergarten students who are on-track as measured by KRA reading diagnostic data continues to increase over time, with the exception of 17-18 (45.2%, 47.5%, 42.9%, 49.4%, respectively)
- The percentage of kindergarten students who are not on-track as measured by KRA reading diagnostic data continues to decrease over time, with the exception of 17-18 (54.82%, 52.5%, 57.1%, 50.6%, respectively)
- The percentage of on track kindergarten students who attended CCS PreK programming is consistently higher than the on-track district average inclusive of all Kindergarten students (13.8 higher, 12.47 higher, 18.15 higher, and 16.6% higher, respectively)

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KRA 16-17 (students enrolled in CCS PreK in SY 15-16)

- Of the 941 tested
 - 388/941 = 41% are off track
 - 547/941 = 59% are on track
- District on track status as measured by the KRA (Inclusive of all CCS Kindergartners)
 - ○ 45.2% of CCS Kindergarten students were determined on track as measured by the KRA.
- **59% percent of students enrolled in a CCS PreK program met the on-track standard as measured by the KRA.**
 - **This is 13.8% higher than the district average inclusive of all kindergarten**

KRA 17-18 (students enrolled in CCS PreK in SY 16-17)

- Of the 1019 tested
 - 410/1019 = 40% are off track
 - 605/1019 = 60% are on track
- District on track status as measured by the KRA (Inclusive of all CCS Kindergartners)
 - 47.53% of CCS Kindergarten students were determined on track as measured by the KRA.
- **60% percent of students enrolled in a CCS PreK program met the on-track standard as measured by the KRA.**
 - **This is 12.47% higher than the district average inclusive of all kindergarten**

KRA 18-19 (students enrolled in CCS PreK in SY 17-18)

- Of the 1046 tested
 - 412/1046 = 39% are off track
 - 634/1046 = 61% are on track
- District on track status as measured by the KRA (Inclusive of all CCS Kindergartners)
 - 42.85% of CCS Kindergarten students were determined on track as measured by the KRA.
- **61% percent of students enrolled in a CCS PreK program met the on-track standard as measured by the KRA.**
 - **This is 18.15 % higher than the district average inclusive of all kindergarten**

KRA 19-20 (students enrolled in CCS PreK in SY 18-19)

- Of the 988 tested
 - 353/1028 = 34% are off track
 - 675/1028 = 66% are on track
- District on track status as measured by the KRA (Inclusive of all CCS Kindergartners)
 - 49.44% of CCS Kindergarten students were determined on track as measured by the KRA.
- **66% percent of students enrolled in a CCS PreK program met the on-track standard as measured by the KRA.**
 - **This is 16.6% higher than the district**

Key Message:

While we have made growth 7 percentage points on our 3rd grade ELA OST, our goal was an 11-percentage point gain in proficiency. Although we did not meet our 3rd grade proficiency goal for all students, we exceeded our percentage point increase goal for students with disabilities and ESL students. We listed a goal an original goal of a 3.5 percentage point increase for our SWD, however: our 3rd grade students with a disability increased proficiency by 10.78 percentage points. We listed a goal of a 5-percentage point increase for our EL students, however; our 3rd grade ELL students increased proficiency by 13.15 percentage points.

The rate of literacy growth for all students must increase. To this end, we are strengthening core reading instruction that utilizes evidence based curriculum materials, is aligned to state standards, with teaching and learning articulated across grade levels, consistently uses differentiated instruction and is delivered through evidence based and high leverage practices. We are also in the process of implementing systematic phonics instruction in primary classrooms across the district, designing and implementing a MTSS PreK -12 decision tree framework for reading and math, implementing a district wide reading progress monitoring tool with regular data meetings to evaluate the degree in which instruction is meeting the needs of all students. As a district, we are committed to the adoption of aligned reading and math resources PreK-12 for the 2020-2021 school year. Finally, Columbus City Schools is engaged in an in-depth Curriculum Audit with Phi Delta Kappa. District Leadership and stakeholders will utilize the findings of the curriculum audit to help make system decisions resulting in increased academic achievement.