

Title of Best Practice: Reading in All content areas

School: Champion

District: Columbus

Submitter Name: Edmund Baker

Position of the Submitter: Principal

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My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice? Yes (Yes or No)

1. How many students did this Evidence-Based Best Practice impact? 260
2. Which component of the identified intervention model does this Evidence-Based Best Practice align? Check any that closely align.
 - Replaced the principal (all models)
 - New evaluation system using student growth as a significant factor (transformation)
 - Use locally-adopted competencies to rehire no more than 50% of staff (turnaround)
 - Identify and reward staff increasing student outcomes (all models)
 - Strategies to recruit, place, retain staff (all models)
 - Select and implement instructional model based on student needs (all models)
 - Job-embedded professional development (all models)
 - Continuous use of data (all models)
 - Increased learning time (all models)
 - Social-emotional and community-oriented services and supports for students (all models)
 - On-going mechanism for community and family engagement (transformation)
 - Operating flexibility (transformation)
 - New governance structure (turnaround)
3. Describe the situation before the Evidence-Based Best Practice was implemented. Explain why the improvement was needed. Provide summary of data to illustrate the need.

During year one of SIG implementation, Champion Middle School, implemented school wide research based reading strategies. Among those used were SQ3R, Think-Aloud, and Think Pair

Share. All teachers used these strategies in content areas. Though we saw increased student achievement on formative assessment, short cycle assessment, and state assessments, there was no measurable increase in student reading levels. Using the STAR reading test and the SRI (Scholastic Reading Inventory) used by our school district, the data showed that 80% of our students were reading below grade level. Some students were 4-5 years below grade level. It was apparent to our staff and leadership that reading these findings that our school implemented the Renaissance Learning Program. The Renaissance Program uses two research-based methods to increase achievement: STAR Reading identifies student reading levels and Accelerated Reader requires teachers to monitor sustained independent reading.

4. Describe the process of implementing the Evidence-Based Best Practice, including a basic timeline of events leading to full implementation, any troubleshooting or course corrections you made, and the evaluation of the Evidence-Based Best Practice.

In response to the shift in the Common Core Standards towards increased text complexity for students, Champion Middle School has implemented a school wide, research based reading program that focuses on increasing student literacy by increasing student independent reading levels. The program used the research based STAR Reading Test to pretest students to determine an independent reading level for each student. The Renaissance program was initially implemented the 2nd quarter of the 2011-12 (SIG year 2) school year with full implementation during the 2012-13 (SIG year 3) school year.

At the start of this school year, teachers STAR tested each student to determine baseline data. Teachers discussed each student's reading data individually with students. Students were then given a span of reading levels to choose books from for independent reading. Teachers then used the extended school day to increase independent reading and provide interventions to struggling students. The school day is extended two hours at the end of the school day (Twilight School) as well as 30 minutes that were added by shortening the lunch period (Reading in the Content Area or RICA). Students are given individual goals to meet for each nine weeks based on each student's reading level. Teachers provide intervention to students with low reading levels and low quiz scores. Data is monitored by classroom teachers and the Instructional Reading Coach. There are building wide incentive programs in place to encourage students to meet goals and to earn points on books read. Students earn virtual "money" that they can spend at a school store. Students who meet individual reading goals are invited to a party at the end of the 9 weeks. The school parties have become extremely popular and over 50% of the student body has earned the right to attend each 9 weeks. Progress monitoring is done at the end of each 9 weeks (via STAR testing) and interventions are set in place for students who are not making progress.

5. Share the data indicating that this Evidence-Based Best Practice has increased achievement, increased attendance, reduced discipline incidents, or increased graduation rate.

At this time, even when analyzing the data from 3 quarters of the school year, it is easy to see the reading growth that the students at Champion Middle School have made. From the 1st quarter to the 3rd quarter, 72% of our students have made some growth in individual reading levels.

Approximately 35% of all students have already made over 1 years' growth in their reading level even though this measurement was $\frac{3}{4}$ of the school year! The average reading increase for the school was 53% of the school year with the highest amount of growth being 4.6 years by one student and the 7th grade averaged 1.26 school year's growth. To date, 14,623 books have been read (determined by the amount of quizzes passed) and over 80 million words have been read! We will use this data to determine trends and to guide our instruction and intervention for next school year. We will duplicate the practices of successful groups and classrooms as we implement this reading program this year. We are confident that we will continue to see individual reading levels rise at Champion Middle School.

6. Briefly explain how this Evidence-Based Best Practice will be sustained once SIG funding is no longer available.

We will continue with our subscription of Renaissance learning utilizing other title 1 funds, use our additional SIG funds to operate Twilight school and we received a 10,000 grant from NBC4i to provide students with more high interest books on their level.

7. Briefly share any lessons learned and/or advice to other schools wishing to implement this Evidence-Based Best Practice.

We had to begin our Renaissance Learning program halfway through the school year because of funding. This was extremely difficult because teachers and students were already set in their routines. I would suggest any program start at the beginning of the school year.

