

TITLE OF BEST PRACTICE: Morphology Study

SCHOOL: Trimble Middle School

DISTRICT: Trimble Local School District

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Submission Date: May 28, 2013

My Superintendent/Principal is aware of and approved the submission of this "Evidence-Based Best Practice"? ...

- 1. How many students did this Evidence-Based Best Practice impact? 256**
- 2. Which component(s) 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.**

Prior to implementing a morphology study at the middle school the only instruction students were receiving on root words and affixes occurred in English/Language Arts classrooms. Often this instruction was not reinforced throughout the entire school year or across content areas. The state indicator would be taught, tested, and the teacher would be on to the next concept at hand. As a whole staff, we regularly observed that our students struggled with decoding words, both the pronunciation and their meaning. This was examined by teachers through interactions with students during instructional activities. Additionally, our DIBELS data shows that many of our students are at least one grade level below where they should be. To address this area, we began to realize the vital role literacy across content areas could play in the education of our students. Everyone needed to play a role in this not just the English/Language Arts teachers; this idea is also supported by the new Common Core State Standards.

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.**

The morphology study had an extremely slow start. Unfortunately, we did not begin this best practice until mid-year. We began by collecting both teacher and student knowledge of roots and affixes. Then, all teachers received initial professional development (PD) on the basics of morphology. Information about the history of Anglo-Saxon, Latin, and Greek words were presented with instructional resources. These trainings occurred during our morning meeting time that lasted between twenty and thirty minutes. Our external provider also was available to model instructional practices and activities in teachers' classrooms. Not all teachers seized this opportunity, but many did. In the final two weeks of the school year, data was once again collected to determine student and teacher growth in this area.

Evaluation of this practice would come from assessing both teacher and student growth in the knowledge of roots and affixes. Data is shared in the next section.

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

Teacher

Goal: Teachers will show a 10% increase in knowledge of orthography and morphology based on a pre- and post-assessment.

- Pre-assessment: Week of December 17
- Post-assessment: May 6

Results: Teachers had an average growth in morphology knowledge of 25% exceeding the expectation of 10%.

Student

Goal: In order to see increased achievement on the OAA, we need to see a growth of 10% on a morphology assessment.

- Pre-assessment: Week of February 25
- Post-assessment: May 3-7

Results

- On the morphology assessment, testing knowledge of roots and affixes, fifth grade students' scores had an increase of 65%.
- On the morphology assessment, testing knowledge of roots and affixes, sixth grade students' scores had an increase of 106%.
- On the morphology assessment, testing knowledge of roots and affixes, seventh grade students' scores had an increase of 93%.
- On the morphology assessment, testing knowledge of roots and affixes, eighth grade students' scores had an increase of 119%.

As you can see, we far exceeded the goal established at the beginning of our implementation. With this, we are hoping to see a positive effect on our Ohio Achievement Assessment (OAA) scores for this school year. We must also keep in mind that many factors influence student achievement. This is just one area that may have a positive effect on our student achievement.

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

We are currently working this summer to develop an intervention program in which morphology study will play a key role. As we closely analyzed our data, we realized that all students would benefit from intensive work in morphology. Even our talented and gifted students were weak in this area. Once this program is developed, we will be able to use it each year making adjustments as needed. Since all teachers have an intervention class, we are anticipating that the skills and concepts they teach during this period will spill over into their content classes.

One area that we may need to use Title 1 PD funds for is teacher support of implementing the best practices that were presented by our external provider this school year. Additional modeling may be required to implement the strategies with fidelity.

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

We have learned a few lessons from implementing morphology study over the last year. They are:

- 1. Start at the Beginning:** We regret starting this strategy mid-year. We feel that our OAA scores will not see an increase as they could have if we implemented these strategies consistently throughout the entire school year.
- 2. Manageable Workload:** Do not spread your external provider too thin! We were not only using our external provider at the middle school for morphology study we were also using her at the elementary for the same purpose. Additionally, the elementary received the Dyslexia Pilot Program grant in which she played a major role. Her attention was too divided, which was partially the reason why we did not begin the morphology study until mid-year.
- 3. Monitor Implementation:** We did not monitor teacher implementation of these strategies. They were implemented to various degrees by each teacher. For the strategies to make the greatest impact, they need to be used by **all** teachers in **all** content areas. This may be an area to be included in Teacher Based Team (TBT) meetings so that teachers can support one another in their implementation, which would allow the principal to monitor implementation through TBT minutes.