

2018-19 Phase Three: Executive Summary for Schools_11212018_10:19

Phase Three: Executive Summary for Schools

Summit View Academy
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Independence, Kentucky, 41051-7538
United States of America

Last Modified: 11/21/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Summit View Academy is a unique school in the Kenton County School District. In the Summer of 2015, both Summit View Elementary and Summit View Middle School were merged and Summit View Academy was formed. The school is the only P-8 school in the district. Summit View Academy is located on a large campus in the heart of Independence, Kentucky. Independence is a rapidly growing suburban/residential community supported by a working partnership of students, educators, families, and community dedicated to providing quality education opportunities for students. Summit View Academy services students in grades preschool through eighth grade. The student body is made up of about 1500 students with a diverse culture. 49% of our students qualify for Free/Reduced Lunch and currently about 12% of our students are minority. The school has 106 certified staff members, 3 certified counselors, 1 school psychologist, 4 assistant principals, and 1 principal.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Summit View Academy's focus is to be one of the first P-8 Academies with a focus on STEAM in the United States. Our staff works with our parents, teachers, and students on ways to incorporate STEAM into our instruction. The mission of Summit View Academy is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. Our school goals focus on becoming a Five Star School, increasing Reading and MAP scores, increasing KPREP scores in all content areas, improving the attendance rate, and increasing the number of students participating in activities beyond the school day. The school has identified the ROYAL Habits that align to the school's focus and beliefs. The ROYAL Habits are the character traits that we are developing in all students, as the work to become ROYAL: Resilient Leader, Open Communicator, Creative Visionary, Active Learner, Lifelong Innovator. These ROYAL Habits have been communicated to the parents, students, and community as a part of the school's mission and culture. Characteristics of these habits are displayed in the murals throughout the school so that the students are constantly exposed to them. All students have experienced a series of lessons around the murals and each individual habit. Each month, we focus on a single ROYAL Habit through motivational quotes, activities, and recognizing students exhibiting the habit of the month. Our PBIS Expectations have become a huge part of the school culture. The expectations at Summit View Academy is that students follow the STAR Expectations (Safe, Think, Attitude, Responsibility) to lead to student success. The expectations are taught explicitly to all students at the beginning of the school year. The behaviors are reinforced positively and students are recognized frequently. The STAR expectations are re-taught after extended breaks. The PBIS committee meets frequently to review expectations and develop plans for additional areas.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Summit View Academy is a unique school in the Kenton County School District, as this is our fourth year as a P-8 school. The assessment scores will still be reported separately for students in grades 3-5 and students in grades 6-8. Areas of achievement for the scores are the writing scores for grades 5th and 8th. They writing scores continue to be top in the district and above the state average. The school utilizes the Read to Achieve grants for students in grades K-3. The grant allows students who are struggling with reading to be serviced through a research based program. The school also receives Title I funding to help support students who are not achieving grade level standards. Our preschool program received a 5 Star Rating in the Kentucky All STARS Tiered Quality Rating and Improvement System. We are fortunate enough to have received several STEAM related grants for after school opportunities. The grants include Girls Rocket Camp, Bike Club, and a Nintendo partnership. Areas of improvement include utilizing the Response to Intervention time to not only provide interventions to students but also to provide challenging enrichment activities through a Genius Hour block. During the block of time, students also participate in STEAM focused lessons that engage students to think critically and problem solve with their peers. Another area of improvement is ensuring students in the Gap population are continuing to show improvement across content areas at all grade levels. Many of the students in the Gap group, especially students with disabilities, are not achieving Proficient or Distinguished on the state assessments. Students are also not meeting growth for reading and math. The school administration and staff will utilize the district's Multi-Tiered System of Supports (MTSS) pyramid. The MTSS team analyzes interventions that are in place and ensures that Tier I instruction is rigorous, aligned to state standards, and engaging. We use district consultants to assist in classroom observations and providing feedback, as well as analyzing assessment data with teachers. The school team needs to ensure that all students are being challenged through rigorous classroom instruction. We continue to work on the creation of formative assessments and mid-point checks to ensure that students are mastering the standards, and if they are not, then providing the supports to help them reach mastery. Teachers are analyzing data and making informed decisions about their students. Regularly, assessment data is reviewed with staff members and instructional strategies are being discussed. Administrators are frequently providing feedback during informal and formal observations and discussions about best practices are taking place through an electronic feedback form. As a staff, we are triangulating assessment data to determine what factors are causing the students to not make adequate growth in reading and math.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Summit View Academy strives to provide a safe and nurturing learning environment for students at all levels. All safety procedures are reviewed with students and staff annually and multiple practice opportunities are conducted during the school year. All administrators are certified in the safety training called ALICE, which is an emergency lockdown system used throughout the Kenton County School District. All staff and students are trained following ALICE procedures and the

procedures are reinforced throughout the school year. Communication is a priority with our staff and families. The school utilizes an electronic newsletter to send home important information on a bi-weekly basis. Additional newsletters are sent home as needed to ensure all families are informed. Teachers send home grade level/teacher specific newsletters at least two times a month. The school and many of the teachers use Remind text messaging tool to communicate with families more efficiently. The school also has a webpage, Facebook page, and we use Twitter to keep families and the community informed of important dates, events, and extracurricular programs.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools_10122018_09:21

Phase Two: The Needs Assessment for Schools

Summit View Academy
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Summit View Academy analyzes a variety of pieces of data throughout the year. The process is very strategic and on-going to support and monitor past and current student and school level progress. Data is analyzed with all stakeholders and occurs during professional learning sessions, Professional Learning Community (PLC) meetings, District Curriculum and Assessment meetings, and during grade level and/or content specific PLC meetings. Formative and summative assessment data is reviewed for individual students with teachers and district consultants. Based on the data, interventions and instructional strategies are discussed and identified. Annually, we meet as a staff to review state and local assessment scores in a professional learning session after school. During the professional learning session, specific content area scores are discussed and a plan of action is created to improve scores. Monthly, the leadership team meets with district consultants to review data and determine instructional recommendations for staff and school. Bi-weekly, the school's Multi-Tiered System of Support (MTSS) team meets weekly to review student concerns, develop a plan of action for students struggling and review Response to Intervention (RTI) data for students receiving Tier II and Tier III interventions. Teachers regularly submit progress monitoring data that is reviewed and feedback is given. The Positive Behavior Intervention Support (PBIS) team meets monthly to review expectations and to analyze discipline data. Discipline and attendance data is shared with staff on a monthly basis and data is compared to previous years.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- In grade 3 in the area of Reading, overall 55.88% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a decrease from 2017 when 60.70% of the students scored Proficient/Distinguished. - In grade 3, 48.15% of non-duplicated gap students scored Proficient/Distinguished in Reading on KPREP in 2018. We saw a -6.95% decrease among non-duplicated gap students in Reading from 2017 to 2018. - In grade 4 in the area of Reading, overall 69.09% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 58.30% of the students scored Proficient/Distinguished. - In grade 4, 50% of non-duplicated gap students scored Proficient/Distinguished in Reading on KPREP in 2018. This score remained the same from 2017 KPREP. - In grade 5 in the area of Reading, overall 60.33% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a decrease from 2017 when 65.40% of the students scored Proficient/Distinguished. - In grade 5, 53.62% of non-duplicated gap students scored Proficient/Distinguished in Reading on KPREP in 2018. This is an increase of 11.72% among non-duplicated gap students in Reading from 2017 to 2018. - In grade 3 in the area of Math, overall 55.15% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 44.40% of the students scored Proficient/Distinguished. - In grade 3, 37.04% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 4.44% among non-duplicated gap students in Math from 2017 to 2018. - In grade 4 in the area of Math, overall 48.18% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 40.20% of the students scored Proficient/Distinguished. - In grade 4, 31.82% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 2.62% among non-duplicated gap students in Math from 2017 to 2018. - In grade 5 in the area of Math, overall 47.94% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a slight increase from 2017 when 47.80% of the students scored Proficient/Distinguished. - In grade 5, 34.79% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 13.79% among non-duplicated gap students in Math from 2017 to 2018. - In grade 5 in the area of Social Studies, overall 55.37% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a decrease from 2017 when 61% of the students scored Proficient/Distinguished. - In grade 5, 46.38% of non-duplicated gap students scored Proficient/Distinguished in Social Studies on KPREP in 2018. This is a slight decrease of -.72% among non-duplicated gap students in Social Studies from 2017 to 2018. - In grade 5 in the area of Writing, 61.16% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a slight increase from 2017 by .06%. - In grade 5, 52.17% of non-duplicated gap students scored Proficient/Distinguished in Writing on KPREP in 2018. This is a 4.47% increase among non-duplicated gap students in Writing from 2017 to 2018. - In grade 4 in the area of Science, 38% of the students scored Proficient/Distinguished in 2018 on

KPREP. - In grade 6 in the area of Reading, overall 63.92% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 58.10% of the students scored Proficient/Distinguished. - In grade 6, 49.19% of non-duplicated gap students scored Proficient/Distinguished in Reading on KPREP in 2018. This is a 1.09% increase among non-duplicated gap students in Reading from 2017 to 2018. - In grade 7 in the area of Reading, overall 57.49% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 48.90% of the students scored Proficient/Distinguished. - In grade 7, 41.79% of non-duplicated gap students scored Proficient/Distinguished in Reading on KPREP in 2018. This is a 2.99% increase among non-duplicated gap students in Reading from 2017 to 2018. - In grade 8 in the area of Reading, overall 67.35% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 63.10% of the students scored Proficient/Distinguished. - In grade 8, 57.76% of non-duplicated gap students scored Proficient/Distinguished in Reading on KPREP in 2018. This is an increase of 3.36% among non-duplicated gap students in Reading from 2017 to 2018. - In grade 6 in the area of Math, overall 45.22% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 41.90% of the students scored Proficient/Distinguished. - In grade 6, 28.23% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is a slight increase of .33% among non-duplicated gap students in Math from 2017 to 2018. - In grade 7 in the area of Math, overall 42.91% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 when 39.10% of the students scored Proficient/Distinguished. - In grade 7, 25.37% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is a decrease of -1.73% among non-duplicated gap students in Math from 2017 to 2018. - In grade 8 in the area of Math, overall 51.02% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a decrease from 2017 when 57.30% of the students scored Proficient/Distinguished. - In grade 8, 42.24% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 2.74% among non-duplicated gap students in Math from 2017 to 2018. - In grade 8 in the area of Social Studies, overall 64.29% of the students scored Proficient/Distinguished in 2018 on KPREP. This is a decrease from 2017 when 70.50% of the students scored Proficient/Distinguished. - In grade 8, 55.7% of non-duplicated gap students scored Proficient/Distinguished in Social Studies on KPREP in 2018. This is a slight decrease of -.3% among non-duplicated gap students in Social Studies from 2017 to 2018. - In grade 8 in the area of Writing, 56.64% of the students scored Proficient/Distinguished in 2018 on KPREP. This is an increase from 2017 by 4.54%. - In grade 8, 48.28% of non-duplicated gap students scored Proficient/Distinguished in Writing on KPREP in 2018. This is a 6.08 % increase among non-duplicated gap students in Writing from 2017 to 2018. - In grade 7 in the area of Science, 26.1% of the students scored Proficient/Distinguished in 2018 on KPREP.

Non-Academic Current State: Our attendance goal for grades K-5 is 96.98% with a chronic attendance goal of 5.94%. Our attendance goal for grades 6-8 is 96.48% with a chronic attendance goal of 8.55%.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

- In grade 3, 37.04% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 4.44% among non-duplicated gap students in Math from 2017 to 2018. - In grade 4, 31.82% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 2.62% among non-duplicated gap students in Math from 2017 to 2018. - In grade 5, 34.79% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 13.79% among non-duplicated gap students in Math from 2017 to 2018. - In grade 6, 28.23% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is a slight increase of .33% among non-duplicated gap students in Math from 2017 to 2018. - In grade 7, 25.37% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is a decrease of -1.73% among non-duplicated gap students in Math from 2017 to 2018. - In grade 8, 42.24% of non-duplicated gap students scored Proficient/Distinguished in Math on KPREP in 2018. This is an increase of 2.74% among non-duplicated gap students in Math from 2017 to 2018. - Targeted Support and Improvement for students with disabilities, focusing on growth. Both elementary and middle school scores are just below the recommended cut scores.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In grades 3-5, students scoring novice or apprentice in math is a significant area for improvement. Since 2017, the number of students scoring novice and apprentice in Math in grades 4 and 5 is above 50%. In grades 6-8, students scoring apprentice and novice in math are significant areas for improvement. Since 2017, the number of students scoring novice or apprentice in Math grades 6 and 7 is above 50%.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

School Improvement Strategies - 1- Deployment of Standards, 2- Delivery of Instruction, 3- Assessment Literacy, 4- Review, Analyze, and Apply Data Results, and 5- Design, Align, and Deliver Support Processes with Sub-group Focus. All certified teachers have created a data notebook that includes: 1) Lesson Plans, 2) Formative/Summative Assessments, 3) Student Data, 4) Professional Practices Rubric (PPR) On-going Instruction Feedback, 5) Evaluation Information and 6) College and Career Readiness Activities. Each of the specific items in the folders will show evidence of effective instructional strategies; feedback; and next steps for school improvement.

Lesson Plans - all certified teachers submit weekly lesson plans for review by the leadership team. The leadership team will provide feedback on lesson plans a minimum of one time monthly. Feedback will be specific and based on Tier 1 instruction and effective interventions. Formative/Summative Assessments: Teachers create mid-point and summative assessments that are directly aligned to standards. Assessments will be reviewed by consultants and leadership team to ensure questions align with standard and are rigorous. The assessments are common across grade level and content areas. An assessment calendar has been developed for each grade level to continuously monitor student understanding of standards and plan next steps in instruction.

Student Data - Classroom and individual student data will be kept in a student data file. The data will include summative/formative assessment data, MAP data, DIBELS, and KPREP. Formative/summative assessment data will be input into the grade level data tool. Analysis will occur weekly during grade level PLC meetings. Next steps for remediation, reteaching and extensions will be discussed and documented. Professional Practices Rubric (PPR) Ongoing Feedback-The leadership team created an electronic PPR informal walk form that allows the leadership team and teachers to have on-going dialogue about quality instruction. A minimum of one time per month, each teacher will receive quality feedback from an informal observation. Teachers receive the feedback electronically and are required to respond to the feedback. Evaluation Information- All required evaluation documents are included in the teacher notebook. Professional Growth Plans must be connected to the teacher's area of growth. The PPR document is an ongoing that evidence can be added to throughout the year. College and Career Readiness- Teachers from all grade levels will include lessons and activities related to college and career readiness. The school created a Failure is Not an Option policy. The policy includes a structure and support for students so they do not fail. Students have multiple opportunities to receive remediation and classwork/homework help from staff members. Information regarding students missing assignments and/or failing will be monitored weekly. Information will be communicated to parents. Professional Learning Community Meetings - All PLC meetings will be focused on student achievement and instructional strategies. Student specific data will be reviewed weekly. Core Instruction for All Students - Work will be led through the district Multi-Tiered System of Supports (MTSS) to discuss, plan and implement strong Tier I instruction and to place students into Tier II and III interventions as needed. Students who are in need of additional interventions will be placed in interventions or needs based instruction groups during RTI. Progress monitoring will be completed and reviewed for those students in Tier II and Tier III interventions. Specially Designed Instruction - Student

Individual Education Program (IEPs) will be reviewed to maximize instructional support. SDI will be monitored through informal instructional walks.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

- In the area of Reading, the number of students scoring Proficient/Distinguished in Reading increased from 2017 to 2018 in the following grade levels: Grade 4: increased by 10.79%, grade 6 increased by 5.82%, grade 7 increased by 8.59%, and grade 8 increased by 4.25%. - In the area of Math, the number of students scoring Proficient/Distinguished in Math increased from 2017 to 2018 in the following grade levels: grade 3: increased by 10.75%,

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 Phase Three: Comprehensive Improvement Plan for Schools_12052018_13:32

Phase Three: Comprehensive Improvement Plan for Schools

Summit View Academy
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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Read 180 Research	Research from Read 180 as evidence based practice.	
 SVA Goal Builder 2018-19	SVA Goal Builder 2018-19	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: By 2023, Summit View Academy will increase the combined reading and math proficiency for students in grades 3-5 from 53.7% to 71.9% in 2023 and for students in grades 6-8 from 52.2% to 67.7% as measured by the school report card proficiency data.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Summit View Academy will increase the combined reading proficiency for students in grades 3-5 from 61.3% in 2018 to 73.0% and for students in grades 6-8 from 62.5 to 65.5% as measured by state assessment data.	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Teachers and District Notebook. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and monitor progress monitoring data. .	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebook. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS to give quality feedback to teachers and monitor progress monitoring data.	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Classroom Observations	District consultants and principals will observe in classrooms to provide specific feedback on classroom instruction. The cycle for quality instruction will be utilized to give	\$300

				effective feedback. Follow up observations and support for teachers will occur.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PPR Walks, MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Teacher reflection after each assessment to determine instructional effectiveness.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Teacher Lesson Plans, PPR Walks, MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks.	Teachers will implement Social Emotional Learning (SEL) lessons a minimum of 30 minutes weekly to all students. The school counselors have developed a curriculum and timeline for all teachers to follow and implement. Follow up discussions occur at PLC meetings. Students with additional needs receive Tier II and/or Tier III instruction based academic and mental health needs.	
Objective 2: By 2019, Summit View Academy will increase the combined math proficiency for students in grades 3-5 from 50.6% in 2018 to 62.7% and for students in grades 6-8 from 46.1% to 60.6% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS to give quality feedback to teachers and monitor progress monitoring data.	\$300
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments.	

			PBIS Data	Utilizing the MTSS to give quality feedback to teachers and monitor progress monitoring data.	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Classroom Observations	District consultants and principals will observe in classrooms to provide specific feedback on classroom instruction. The cycle for quality instruction will be utilized to give effective feedback.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Teacher Lesson Plans, PPR Walks, MAP Data, KPREF Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks.	Teachers will implement Social Emotional Learning (SEL) lessons a minimum of 30 minutes weekly to all students. The school counselors have developed a curriculum and timeline for all teachers to follow and implement. Follow up discussions occur at PLC meetings. Students with additional needs receive Tier II and/or Tier III instruction based academic and mental health needs..	
	KCWP 4: Review, Analyze and Apply Data *TSI Evidence-Based Practice Read 180	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREF Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implement Read 180 during a Tier II intervention block. Read 180 will occur outside of Tier I in Reading.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREF Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data.	

2: Separate Academic Indicator

Goal 2: By 2023, Summit View Academy will increase proficiency for the Separate Academic Indicator for grades 3-5 from 51.51% in 2018 to 75.75% in 2023 and students in grades 6-8 from 49.01% in 2018 to 74.5% in 2023.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Summit View Academy will increase Science proficiency for students in grade 4 from 38% in 2018 to 44.2% and for students in grade 7 from 26.1% to 33.49% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Classroom Observations	District consultants and principals will observe in classrooms to provide specific feedback on classroom instruction. The cycle for quality instruction will be utilized to give effective feedback.	
		Ensure congruency is present between standards, learning targets, and assessment measures.	Quality assessments	District consultants, principals and teachers will work together to develop rigorous assessments that are aligned to the Next Generation Science standards. The assessments will be quality controlled by a team of teachers and consultants to ensure alignment to state standards.	\$1000
	KCWP 4: Review, Analyze and Apply Data	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource	MAP Data, KPREP Data, TCT, Mid-point, and summative assessments and	Weekly PLCs, Professional Development sessions to analyze school and student specific assessment data.	

		sharing and collaborative lesson creation, and analysis of data.	Teacher and District Data Notebooks.		
Objective 1: By 2019, Summit View Academy will increase Social Studies proficiency for students in grade 5 from 55.37% in 2018 to 59.83% and for students in grade 8 from 64.29% to 67.86% as measured by state assessment data.	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Data Teachers and District Notebook. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and monitor progress monitoring data.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebook. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS to give quality feedback to teachers and monitor progress monitoring data.	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Classroom Observations	District consultants and principals will observe in classrooms to provide specific feedback on classroom instruction. The cycle for quality instruction will be utilized to give effective feedback. Follow up observations and support for teachers will occur.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PPR Walks, MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Teacher reflection after each assessment to determine instructional effectiveness.	
Objective 1: By 2019, Summit View Academy will increase On-Demand Writing	KCWP2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate if instructional adjustments are	MAP Data, KPREP Data, Mid-Point and Summative	Weekly PLCs, Professional Development sessions to analyze school and student	

proficiency for students in grade 5 from 61.16% in 2018 to 65.02% and for students in grade 8 from 56.64% to 60.97% as measured by state assessment data.		needed, and if so, what those adjustments are.	Assessment and Data Teachers and District Notebook. PBIS Data	specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS (Multi-Tiered System of Support) to give quality feedback to teachers and monitor progress monitoring data.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebook. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the MTSS to give quality feedback to teachers and monitor progress monitoring data.	
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Formal and Informal Classroom Observations	District consultants and principals will observe in classrooms to provide specific feedback on classroom instruction. The cycle for quality instruction will be utilized to give effective feedback. Follow up observations and support for teachers will occur.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PPR Walks, MAP Data, KPREP Data, Mid-Point and Summative Assessment and Teacher and District Data Notebooks. PBIS Data	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Teacher reflection after each assessment to determine instructional effectiveness.	

3: Gap

Goal 3: By 2023, Summit View Academy will increase the combined reading and math proficiency for students with disabilities in grades 3-5 from 22.85% in 2018 to 38.57% and for students in grades 6-8 from 12.75% in 2018 to 43.62% in 2023 as measured by the school report card.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 28.1% to 35.29% and for students in grades 6-8 from 18.6% to 26.74% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Meet weekly as a MTSS team to	\$500

				discuss student concerns, interventions and progress monitoring data. Additional training in co-teaching and collaboration for special education and general education teachers.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Meet weekly as a MTSS team to discuss student concerns, interventions and progress monitoring data.	
Objective 2: By 2019, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 17.6% to 25.84% and for students in grades 6-8 from 6.9% to 16.21% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Meet weekly as a MTSS team to discuss student concerns, interventions and progress monitoring data.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Meet weekly as a MTSS team to discuss student concerns, interventions and progress monitoring data.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention.	\$500

			Teacher and District Data Notebooks.	Meet weekly as a MTSS team to discuss student concerns, interventions and progress monitoring data. Additional training in co-teaching and collaboration for special education and general education teachers.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Meet weekly as a MTSS team to discuss student concerns, interventions and progress monitoring data.	

4: Growth

Goal 5: By 2023, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 52.96% in Spring 2018 to 76.48%, and for math from 57.65% in Spring 2018 to 78.82%.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
<ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for reading from 52.96% in Spring 2018 to 57.66%.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the Professional Practices Rubric and quality indicators for instruction to give quality feedback to teachers.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the Professional Practices Rubric and quality indicators for instruction to give quality feedback to teachers.	

	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data.	
Objective 2: By 2019, Summit View Academy will increase the percentage of students in grades K-8 showing growth in MAP for math from 57.65% in Spring 2018 to 61.88%.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the Professional Practices Rubric and quality indicators for instruction to give quality feedback to teachers.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. Review of midpoint checks and summative assessments. Utilizing the Professional Practices Rubric and quality indicators for instruction to give quality feedback to teachers.	

	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data.	

5: Transition Readiness

Goal 6: By 2023, Summit View Academy will increase the percentage of students transition ready in grade 5 from 33.08% in 2018 to 67.52% and transition ready in grade 8 from 36.73% in 2018 to 65.7% as measured by Proficient/Distinguished in all areas of reading, math, social studies, and writing.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019, Summit View Academy will increase the percentage of students transition ready in grade 5 from 33.88% to 48.03% and transition ready in grade 8 from 36.73% in 2018 to 45.06% as measured by P/D in all areas of reading, math, social studies, and writing.	KCWP 2: Design and Deliver Instruction	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks. .	Weekly PLCs, Professional Development sessions to analyze school and student specific data. School-wide expectations for writing. Created a K-8 assessment calendar. Utilizing the Professional Practices Rubric and indicators for quality instruction to give quality feedback to teachers. Transition bootcamps at 4 th and 6 th grade before school starts. The FRYSC will assist families with school supplies and resources so students are ready to begin the school year; she will also follow up with families throughout the year to offer and provide support.	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and	Weekly PLCs, Professional Development sessions to analyze school and student specific data. School-wide expectations for writing. Created a K-8 assessment calendar. Utilizing the Professional Practices Rubric and indicators for quality	

			Teacher and District Data Notebooks.	instruction to give quality feedback to teachers. Transition bootcamps at 4 th and 6 th grade before school starts. The FRYSC will assist families with school supplies and resources so students are ready to begin the school year; she will also follow up with families throughout the year to offer and provide support.	
	KCWP 4: Review, Analyze and Apply Data	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. School-wide expectations for writing. Created a K-8 assessment calendar. Utilizing the Professional Practices Rubric and indicators for quality instruction to give quality feedback to teachers. Transition bootcamps at 4 th and 6 th grade before school starts. The FRYSC will assist families with school supplies and resources so students are ready to begin the school year; she will also follow up with families throughout the year to offer and provide support.	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	Weekly PLCs, Professional Development sessions to analyze school and student specific data. School-wide expectations for writing. Created a K-8 assessment calendar. Utilizing the Professional Practices Rubric and indicators for quality instruction to give quality feedback to teachers. Transition bootcamps at 4 th and 6 th grade before school starts. The FRYSC will assist families with school supplies and resources so students are ready to begin the school year; she will also follow up with families throughout the year to offer and provide support.	

2018-19 Phase Three: Closing the Achievement Gap Diagnostic_12032018_13:12

Phase Three: Closing the Achievement Gap Diagnostic

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 12/07/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Achievement Gap Group spreadsheet attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Summit View Academy's school mission is to provide rigorous, engaging opportunities that allow kids to develop the ROYAL Habits and become college and/or career ready. SVA provides support to all students, including those who are in the gap population. A tiered support system is in place for academic, behavior, and emotional needs through the Multi-Tiered System of Support (MTSS) which includes Response to Intervention for students needing additional support. Multi-Tiered System of Support (MTSS) meetings are held with teachers, administrators, counselors, school psychologist and/or other stakeholders to discuss specific needs for students and plan next steps for intervention and support. A mentoring program is in place for those students who are in need of a positive adult role model and someone to help motivate, encourage, and support them. All students receive Social Emotional Learning (SEL) instruction a minimum of 30 minutes per week. The curriculum consists of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Student success is celebrated monthly through recognizing progress in ST Math, iRead and through Royal Rewards. Through our Failure Is Not An Option Policy, students are not allowed to accept failure and are given the opportunity to turn in missing assignments and correct assignments to reach mastery of content. After school tutoring and academic support is provided to students to lead them to mastery. Saturday School and Summer School are in place as well for those students who are failing classes and/or need additional support.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Over the past two academic years, as a school we have not met our gap goals, however we have made progress in improving our gap scores in all content areas.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

The following gap groups have shown improvement: -In grade 5 Writing, 52% of students in the gap group scored Proficient/Distinguished -In grade 8 Writing, 48.28% of students in the gap group scored Proficient/Distinguished -In grade 3 math, 37.04% of students in the gap area in scored Proficient/Distinguished which is an increase of 4.44% -In grade 4 math, 31.82% of students in the gap area scored Proficient/Distinguished which is an increase of 2.62% -In grade 5 math, 34.79% of students in the gap area scored Proficient/Distinguished which is an increase of 13.79% -In grade 8 social studies, 55.7% of students in the gap area scored Proficient/Distinguished -In grade 8 reading, 57.76% of the students in the gap area scored Proficient/Distinguished which is an increase of 19.96%

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The following gap groups have shown a lack of progress or regressed: -In grade 7 math, 25.37% of gap students scored Proficient/Distinguished which is a decrease of 1.73% -In grade 4 reading, 48.15% of gap students scored Proficient/Distinguished which is a decrease of 6.95% -In grades 3-5, the proficiency indicator for students with disabilities is 38.5% -In grades 6-8, the proficiency indicator for students with disabilities is 34.% -In grades 3-5, the separate academic indicator for students with disabilities is 35.3% -In grades 6-8, the separate academic indicator for students with disabilities is 34.8% -In grades 3-5, the growth indicator for students with disabilities is 15.1% -In grades 6-8, the growth indicator for students with disabilities is 8.6%

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The school's professional development plan was approved by the district in May 2018. As part of the school professional development plan, a Data Analysis training took place to analyze the state and school assessment data. This analysis helps drive instructional planning and differentiation of instruction for students. Ongoing professional development occurs through Professional Learning Community (PLC) meetings with each grade level team. Each individual teacher has a data notebook where classroom data for all students is stored. Students in the Gap (special education and free/reduced lunch) are identified. Data includes midpoint and summative assessment data, data analyzers and reflection, MAP assessment data, DIBELS data, and other classroom level data. This data is analyzed with teachers, developing next steps for Tier I, Tier II, and, Tier III instruction and interventions. Tier II and Tier III interventions are implemented through small group targeted instruction during Response to Intervention. Summit View's Extended School Year was approved in November 2018. Extended School Year Services include a Summer Learning Program, Me and My School for incoming kindergarten students. In addition to ongoing data analysis, teachers receive professional development on the Multi-Tiered System of Support (MTSS). Professional development around Tier I instruction occurs during PLC meetings and after school sessions. If students receive effective instruction in Tier I then the amount of students needing Tier II and Tier III interventions will decrease. Staff will also receive instruction on effective Tier II and Tier III instruction for reading and math. The MTSS will be utilized to improve student achievement in all content areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

One area that has prevented the school from closing the achievement gap is Reading and Math Tier I instruction for all students. In the past, students receiving Tier II and Tier III interventions didn't always receive Tier I instruction. For example, students in the Read 180 program received Read 180 as their Tier I and Tier II instruction. This has been a shift for the school this year and now all students receive core Reading and Math instruction and a Tier II and/or Tier III instruction if needed. Our transient population has increased, which has made identification of students needing specific interventions more difficult.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The school and district has a Multi-Tiered System of Support (MTSS) plan in place that includes all tiers of instruction and monitoring. The MTSS provides information for quality Tier I instruction for academics, behavior and mental health as well as supports for students needing interventions. All students needing support are documented and their progress is monitored through this support system. The MTSS team meets weekly to discuss school review students in need as well student progress monitoring data. During PLC meetings, faculty meetings, and during professional development sessions data is reviewed regularly. Teachers, administrators, and district academic consultants analyze student data to make instructional decisions. Each teacher has an electronic data notebook where midpoint, formative and summative assessment data is kept. Data is

analyzed as a team and instruction is planned and adjusted based on student performance. Differentiation of instruction, flashbacks, and interventions for students are planned based on this data. Academic consultants plan instruction with teachers and provide support and feedback through classroom instructional walks. Teachers, interventionists and Read to Achieve (RTA) teacher provide targeted small group instruction to students.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Gap Goals: Objective 1: By 2019, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 28.1% to 35.29% and for students in grades 6-8 from 18.6% to 26.74% as measured by state assessment data. Strategies: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. Activities to be implemented to meet this goal include: Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments; Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations; Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Progress will be monitored through: Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Objective 2: By 2019, Summit View Academy will increase math proficiency for students with disabilities for grades 3-5 from 17.6% to 25.84% and for students in grades 6-8 from 6.9% to 16.21% as measured by state assessment data. Strategies: KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data. Activities to be implemented to meet this goal include: Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments; Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations; Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed; Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Progress will be monitored through: Weekly PLCs, Professional Development sessions to analyze school and student specific data. Implementation and monitoring of MTSS and Response to Intervention. Meet weekly as a MTSS team to discuss student concerns, interventions and progress monitoring data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Closing the Achievement Gap Summary spreadsheet attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goal	Gap Goals, Strategies, and Activities	III
 SVA Achievement Gap Group Identification	Gap Group Identification Numbers	I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Objective 1: By 2019, Summit View Academy will increase reading proficiency for students with disabilities for grades 3-5 from 28.1% to 35.29% and for students in grades 6-8 from 18.6% to 26.74% as measured by state assessment data.	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. - Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Administrators, Counselors, Teachers	MAP Data, KPREP Data, Mid-Point and Summative Assessments and Teacher and District Data Notebooks.	\$0

[illegible]

Summit View Academy - Grades 3-5

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch: 132/382	34.55%
Disability: 65/382	17%
Hispanic/Latino: 18/382	4.70%
American Indian/Alaska Native: 1/382	0.26%
Asian: 3/382	0.79%
African American: 10/382	2.60%
Native Hawaiian: 1/382	0.26%
Two or More Races: 19/382	4.97%

Summit View Academy - Grades 6-8

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch: 332/734	45.23%
Disability: 111/734	15.12%
Hispanic/Latino: 30/734	4.09%
American Indian/Alaska Native: 1/734	0.14%
Asian: 3/734	0.41%
African American: 19/734	2.60%
Native Hawaiian: 1/734	0.14%
Two or More Races: 41/734	5.60%

October 2018 Phase One: Continuous Improvement Diagnostic_09202018_18:50

Phase One: Continuous Improvement Diagnostic

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 09/27/2018
Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

At Summit View Academy we use Tell Survey results and teacher/parent perception survey results to help determine processes, practice and conditions the school will address for improvement. The school's focus will be on quality Tier I instruction in all classrooms. The leadership team will observe instruction on a regular basis and provide timely, quality feedback to teachers. The school will use the PPR Coaching Feedback form to give feedback and utilize resources from the Kenton County School District Quality Instruction Indicator Resources to provide support for teachers. Teachers will receive training on Quality Expectations for Core Instruction through job embedded professional learning, Professional Learning Community meetings and content specific meetings. Intentionally monitoring assessment data for all grade levels in Reading, Math, Science, Social Studies, and On-Demand Writing is a process that will be put in place to improve instruction for students. Formative and summative assessments will be reviewed by the leadership team and district consultants to ensure they are aligned to state standards, rigorous, and written in the same format as the state assessment. Assessment results will be monitored for each assessment and next steps for re-teaching and enrichment will be identified. Students not on grade level and/or mastering standards will be placed in Needs Based Instructional groups, Tier II or Tier III interventions. The Kenton County School District Multi-Tiered System of Support pyramid will be followed to provide support to students. Progress will be monitored and reported to the Leadership team RTI team to determine next steps.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

An important step in the development of any process is to involve a variety of stakeholders in the process. Feedback on ways to improve the school has been provided to the leadership team by team leads, content leads, and parent groups. Teachers have the opportunity to volunteer or be selected to represent their team or content as team lead or content lead for the school. The teachers involved in these roles continuously monitor instruction and assessments and provide

feedback to other teachers and the leadership team. Team leads meet in professional learning community meetings on a weekly basis and content leads meet once a month or more frequently when assessment data is released. Parent representatives serve as SBDM members. Student assessment data, progress, and next steps are shared each month at the scheduled SBDM meetings. In addition to these groups of people, we have an identified group of teachers, interventionists, social worker, counselors, assistant principals, and principal that serve on a RTI leadership team that meets weekly to review students that have been identified as needing support, determining which students are in need of needs based, Tier II or Tier III instruction, and analyzing student data to determine next steps. If the processes are working effectively we will see an increase in student achievement with all students.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase II: School Safety Report 201-18

Phase II: School Safety Report

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 08/01/2018
Status: Open

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Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

Provide the date of adoption in the comments box below.

yes, December 15, 2015

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?

Provide the date of adoption in the comments box below.

yes, October 17, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

Provide the date of the review in the comments box below.

yes, October 17, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

Provide the date of the review in the comments box below.

yes, August 21, 2017 and October 10, 2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).

Provide the date of the review in the comments box below.

yes; Fire Drill 8/25/17, 8/28/17, 9/29/17; Earthquake 9/29/17; Lockdown 9/29/17; Severe Weather 9/29/17

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 1 2018 Phase Two: School Assurances_10122018_09:04

Phase Two: School Assurances

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 10/12/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-19 Phase Three: Title I Annual Review_11212018_10:56

Phase Three: Title I Annual Review

Summit View Academy
Lesley Smith
5006 Madison Pike
Independence, Kentucky, 41051-7538
United States of America

Last Modified: 12/18/2018
Status: Open

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Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Summit View Academy analyzes a variety data sources throughout the school year to determine the school's Needs Assessment. The process is very strategic and ongoing to support and monitor past and current progress. The school analyzes DIBELS, Brigance, MAP, KPREP and formative and summative assessment information from the classroom. The school has an electronic data tool that is used to monitor and analyze the assessment data. Data is analyzed with all stakeholders and occurs during professional development sessions, PLC meetings, District Curriculum and Assessment meetings, and during specific content analysis meetings. Individual student data is analyzed weekly. during grade level and/or content specific PLC meetings. Formative and summative assessment data is reviewed for individual students with teachers and district consultants. Based on the data, interventions and instructional strategies are discussed and listed. Teachers are also required to reflect after each assessment and celebrate student success. Annually, we meet as a staff to review state and school assessment scores in a professional development session. During this session, specific content area scores are discussed and a plan of action is created to improve scores. The leadership team meets with district consultants to review data and determine instructional recommendations for staff and school. Weekly the school's Mult-Tiered System of Support (MTSS) team meets to review student support needed, students in needs based instruction groups, and Response to Intervention data for students receiving Tier II and/or Tier III interventions. Teachers submit their RTI data and the team reviews progress and provides feedback. All progress monitoring data is entered in a district and school level data base. Intervention needs are identified at every grade level but the priority needs are in the primary grades from K-3. We currently have the Read to Achieve grant and the RTA teacher is able to serve additional students in grades K-2 needing intervention. The achievement gap is identified as an area of need for Summit View Academy. This area continues to be an area of concern for the past few years. With Title I funds, we have 2 intervention teachers and 1 instructional assistant. The staff members are able to provide needs based instruction, Tier II and/or Tier III interventions to the students who are identified as below grade level. The majority of the students receiving an intervention through Title I are making progress and beginning to close gaps. By having additional staff members providing interventions we are able to serve students in both reading and/or math.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

The goals and objectives outlined in the school improvement plan will be monitored and progress reported a minimum of one time per month. Most of the money we use out of the Title I guidelines is used to hire highly qualified teachers and an instructional assistant. In addition, ST Math, Read Naturally, Read 180, System 44, Orton Gillingham resources, and technology are purchased to assist in effectively utilizing intervention programs and the analyzing of assessments. Outlined is Summit View Academy's plan for school improvement: Professional Learning Community (PLC) Meetings - all PLC meetings will be focused on student achievement and instructional strategies utilizing the Multi-Tiered System of Support (MTSS) pyramid. Student specific data will be reviewed weekly. Instructional strategies and interventions will be listed and monitored to ensure students are improving. Teachers are required to reflect after each assessment and celebrate student growth and success. Quality Tier I Instruction for All Students - Student schedules were changed to ensure all students are receiving Tier I instruction in addition to Tier II and/or Tier III as needed. All primary teacher effectively and consistently implement Orton Gillingham as part of their literacy instruction. The interventions students receive in Tier II and Tier are researched-based. District consultants will observe in all classrooms to determine instructional effectiveness and provide teacher specific feedback on instruction. Specially Designed Instruction - Student Individual Education Program (IEPs) will be reviewed to maximize instructional support. The leadership team will monitor to ensure students receive instruction based on their individual needs and IEP. District consultants will observe in all resource and collaborative classrooms to provide specific feedback to teacher. Response to Instruction (RTI) - Students not meeting grade level standards or struggling with standards, will receive needs based instruction, Tier II and/or Tier III instruction at a minimum of 20-25 minutes per day. All RTI goals are reviewed and the data is reviewed bi-weekly to determine effectiveness of the intervention and feedback is provided as needed. Failure is Not an Option policy. The policy, in it's second year of implementation, includes a structure and support for students so they do not fail or fall through the cracks. Students have multiple opportunities throughout the week to receive remediation and/or classwork/homework help from staff members. Information regarding students missing assignments and/or failing will be monitored by the team lead or designee. The information will be communicated to parents weekly so they are involved in the process.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Summit View Academy has hosted several events to engage the families of our students. In the spring, we held our annual literacy and STEAM night around the theme Super Heroes. Families are invited to come and spend the evening working through a variety of stations based on the literature of Super Heroes. Students are immersed in literacy, math, science, and technology stations. The stations are designed to engage both the parents and their child/children together. Stations are set up at a variety of locations throughout the school, for families to become more familiar with the school environment. Dinner is served as a part of the evening to help set a family friendly event and to encourage family participation. Invitations are sent to all families and RSVP forms collected to monitor the number of families who participate in the event. During the summer, our school held a Summer Learning Program for students in grades preschool – 5th grade. The Summer Learning Program provided students who need extra assistance in math and reading time to provide remediation in the areas where they are having difficulty. These students work in small groups and have time to work on individualized computer programs in both reading and math. We also provided additional support in the summer for students in grades 6-8 based on the content area they were not mastering. During our back to school events, we hosted two Bootcamp events that were designed to help aid students and families through key transition points at our school, as students enter 4th grade and as students enter 6th grade. These events included time to meet with the teachers by following the child's schedules, time to learn how to set up the parent version of the school's online grading system, dinner as a family, and a STEAM challenge for students while their parents were following their daily schedule. Bootcamp evenings provide parents with an opportunity to walk in their child's shoes to see what typical day is like. To provide an additional support system, the reading interventionist goes on home visits of students that are in the program receiving interventions. The parent is provided with resources to help his/her child at home and an overview of the Title I program is reviewed. The events are all well attended and parents find the information provided very beneficial. Parent surveys are sent home to evaluate the effectiveness of various events. For the past two summers, Summit View Academy has partnered with United Way to offer a summer learning program called Me and My School for incoming Kindergarten students. Students attending preschool in Kenton County and Summit View Academy were first identified and recommended for this 6 week program. Additional students that were enrolled in Kindergarten were given the opportunity to enroll in the program. The program worked on skills needed to begin Kindergarten. The day allowed students to not only become immersed in Kindergarten readiness skills but also gave the students an opportunity to work together socially. Parents also received a checklist of Kindergarten readiness skills at the registration open house. Based on the pre and post assessment data, all students in the program showed a large amount of growth. Last year's

summer program had a big impact on this year's assessment scores. Brigance data for the Fall 2018 indicates that 10% of the students are Ready with Enrichments, 51% Ready and 39% Not Ready. In addition to the Kindergarten readiness activities, Summit View Academy students had an opportunity to participate in Summer Learning Educational Programs and Transition boot camps for parent/students fourth and sixth grades at the beginning of the school year. The bootcamps offered an opportunity for students to learn about the transition to the next grade level and discuss academic and behavior expectations. The bootcamps were well attended and allowed for an increase in communication between home and school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Summit View Academy will be hosting similar parent and family engagement events to continue our partnership with parents. The parent bootcamps for 4th and 6th grades were well attended and gave parents the opportunity to learn their child's schedule and learn the expectations for each class. A change made this year was to hold the bootcamps prior to school starting and served as a Meet the Teacher and schedule pick up as well. Students were encouraged to attend with their parents so that both parents and students were hearing the expectations together and students were able to walk through their classes prior to the school year beginning. Our literacy and STEAM night will be held again in the spring. The logistics and station format will remain the same, but possibly using a different theme other than Dr. Seuss.

ATTACHMENTS

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Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Summit View Academy uses a variety of assessments to measure student achievement. Teachers use DIBELS, Brigance, MAP, K-PREP, formative and summative assessments to measure student achievement. Brigance and MAP assessments are selected by the district. The school has selected to measure basic literacy skills using DIBELS. Teachers create their own formative and summative assessments based on the Common Core Standards. The process for analyzing assessment data is very strategic and ongoing to support and monitor past and current progress. Data is analyzed with all stakeholders and occurs during professional development sessions, PLC meetings, District Curriculum and Assessment meetings, and during specific content analysis meetings. Individual student data is analyzed weekly during grade level and/or content specific PLC meetings using an electronic data notebook for each team. Formative and summative assessment data is reviewed for individual students with teachers and district consultants. Teachers document each student's assessment scores in their grade level Data Notebook. They monitor each student's progress on formative and summative assessments to ensure students are making growth. Based on the data, interventions and instructional strategies are discussed and documented. Student success and growth is celebrated often. Annually, we meet as a staff to review state assessment scores in a professional development session. During this session, specific content area scores are discussed and a plan of action is created to improve scores. The leadership team meets with district consultants to review data and determine instructional recommendations for staff and school. Weekly, the school's Multi-Tiered System of Support (MTSS) team meets to review data for students receiving needs based instruction, Tier II, and/or Tier III interventions. Teachers submit their data and the team reviews progress and provides feedback. Summit View Academy utilizes electronic surveys to gather teacher feedback regarding decisions that impact student achievement. Teachers are encouraged to participate in surveys and provide feedback about the instructional programs and assessments that are used to measure student achievement. Input and feedback from the teachers is used to make school-wide decisions.

ATTACHMENTS

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Summit View Academy identified students in need of additional academic support through analysis of DIBELS, Brigance, MAP, K-PREP, and formative and summative assessments in the classroom. During grade-level PLC's, teachers, interventionists, and administrators reviewed student data and identified those students not meeting grade level standards. These students were then placed in a specific intervention that targeted the students' skill deficits. The school Multi-Tiered System of Support (MTSS) team met weekly to review needs based instruction, Tier II, and Tier III progress monitoring data and provide feedback to the teachers. During the grade level

PLC's, students scoring below grade-level on multiple assessments were discussed. Through analysis of the assessment data and discussions with the classroom teachers, specific needs of the students were determined and the students were placed in an appropriate intervention. Examples of interventions used to address skill deficits are System 44, Read 180, iRead, ST Math, Read Naturally, LLI, etc. Teachers and paraeducators collaborate daily to plan instruction. Teachers provide the paraeducator with a lesson plan of the instruction. Together they discuss how the lesson will be implemented. Both teachers and paraeducators attend professional development and training for specific interventions. Paraeducators are trained how to support students in the classroom.

ATTACHMENTS

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Based on the results of the evaluation, System 44 and Read 180 have been moved to Tier 2 interventions in grades 4-8 and are no longer used as Tier 1 programs. This will benefit those students who struggle in the area of reading, as they will be receiving both Tier 1 and Tier 2 instruction to address their areas of need. We have streamlined our instructional process using the newly developed MTSS pyramid created by our district. The pyramid provides a systemic process for identifying students needs beyond Tier 1 instruction through needs based instruction groups and Tier 2 and Tier 3 interventions. This is a fluid process where students of concern can be referred at any time for academic and/or social/emotional needs. Referrals are reviewed by teachers, administrators, interventionists, and counselors to determine next steps and interventions needed for individual students.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Jan 1 2019 Phase Three: Executive Summary for Schools_11092018_08:32

Phase Three: Executive Summary for Schools

Turkey Foot Middle School

Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/15/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Turkey Foot Middle School is a suburban public school in the Northern Kentucky Region located in the city of Edgewood, Kentucky. The school was originally built in 1962 and in 2010, a new Turkey Foot Middle School was completed. It is a state of the art "Green School" and one of the most energy efficient schools in the country. The school is located 10 minutes south of Cincinnati, Ohio. Turkey Foot Middle School serves the communities of Edgewood, Ft. Wright, Ft. Mitchell, Villa Hills, Crescent Springs, Park Hills and parts of Erlanger, Elsmere and Covington. We currently have nearly 1100 students in grade 6-8.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Turkey Foot Middle School recognizes that the years of early adolescence are pivotal and abundant with individual potential and opportunity. It is our desire to care for the students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future. Our mission is to ensure that every student is prepared for the 21st Century Economy.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Turkey Foot has many notable achievements and recognitions. In 2016-2017 we were recognized as a Distinguished School and have maintained at least a Proficient rating since the advent of the current state testing system. In 2017-2018 Turkey Foot was identified as a TSI school in the area of disability. We are working to increase proficiency in reading and math with our GAP students through quality instruction, data analysis, targeted interventions, IEP development, progress monitoring and teacher trainings and support. We have won Energy Star awards, have been Governors Cup District Champions 27 of last 32 years and have had national qualifying Future Problem Solving team. We have a nationally recognized Odyssey of the Mind team and a state qualifying Forensics program. In addition to our curricular Band and Chorus programs, we also have extracurricular Jazz band and vocal groups. We serve over 100 students identified as Gifted and Talented in Leadership through a collaborative effort through our RTI program. We currently offer a multitude of extra and co-curricular activities for all students and are always striving to increase the number of these opportunities. These include, but are not limited to cheerleading

(side line as well as competition teams), football, wrestling, basketball, track, cross country, drama, National Junior Honor Society and archery.

ATTACHMENTS

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Turkey Foot Middle School is a student centered school focused on the whole child: social, emotional and academically. We strive to ensure that all students have a safe and welcoming environment in which to learn and grow. For the 2018-2019 we are implementing a daily Social Emotional Learning program titled Choose Love. We also provide school based counseling for students and families.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Nov 1st 2018 Phase Two: The Needs Assessment for Schools_10122018_10:00

Phase Two: The Needs Assessment for Schools

Turkey Foot Middle School

Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 10/26/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The data is first reviewed by the school leadership team which includes the principal, and both assistant principals. It was then presented to the SBDM council so that feedback can be elicited from teachers and parents. Analyzing the feedback received it is then shared with the faculty during a professional development. During the professional development the faculty is divided up based on content. The encore teachers and various staff members analyzed the reading and writing data. During PLC's teachers will analyzed the data from both the students they had last year and their current students. This will take place at minimum 3 times a year.

ATTACHMENTS

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

In 8th grade reading we had an overall 7% increase in percentage of P/D students and 11% increase in percent of P/D with gap students In 7th grade math there was a 5% increase in the percentage of P/D students and a 11% increase in percent of P/D with gap students In all grade levels with all students and gap students there was an increase increase of %P/D of 3-7% with all students and 4-11% with gap students There was increase of %P/D of gap students in 6th and 8th grade. The longitudinal data from all and gap of students showed an increase in %PD in both math and reading. 56.64% of all student were P/D on the on demand portion of the test 73.14% of all students were P/D on the social studies test 33.9% of all 7th graders were P/D on the science test

ATTACHMENTS

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

There was a decrease of %P/D in 6th and 8th grade math. Those decreased were between 1-3%. 6th grade gap students showed a significant drop from 42.6% to 36.61 percent in of P/D in math. The longitudinal data showed an increase in novice in the following areas: 6 to 7 reading all and gap , 7-8 gap, 6-7 gap math, 7-8 math all students and 7-8 gap math student

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Turkey Foot Middle continues to have the gap group titled disability as an area of concern.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Review, Analyze and Apply Data Although we saw a tremendous increase in % of P/D in a lot of areas we also saw an increase in the % of Novices in quite a few areas. This will be something we will work to address as we begin to analyze K-Prep data and form new RTI groups. The groups will be fluid and we will look to incorporate school wide scrimmages and lessons.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Turkey Foot Middle school has continued to be above the state average and many times the district average for % P/D in all content areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): By 2023, Turkey Foot Middle School will increase the combined reading and math proficiency for all students from 62.1% in 2018 to 74% in 2023.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1 By 2019, Turkey Foot Middle School will increase the reading proficiency for all students from 67.6% in 2018 to 70% in 2019 as measured by the percent of P/D on the KPREP data.</p>	KCWP 4: Review, Analyze and Apply Data	Use protocol for monitoring/documentation of tiered intervention movement for student.	MAP Data, common Assessment Data, K Prep Data	Professional Development sessions to analyze school and specific data, share yearly goals with staff and students, weekly school level assessment, , Progress checks of students in the MTSS pyramid every 4-6 weeks	
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	
		Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, K Prep Data	PLC agenda's to determine expectations and best practice for goal setting, Goal setting for MAPs and other assessments with core content teachers and students	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, common Assessment Data, K Prep Data	After school content area meetings to determine mastery of standard and instructional changes need to move learning forward	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> <p><u>*Read 180 evidence based program for TSI</u></p>	Plan for and implement active student engagement strategies.	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback to determine instructional PLC focus, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Admin will provide effective monthly feedback to teachers in regards to tier one instruction	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	MAP Data, common Assessment Data, K Prep Data	In following with the MTSS pyramid process, administration will follow up with R-180 intervention providers to monitor individual student progress, Implementation of R-180 for students not proficient in reading, training for teachers who are implementing R-180 in RTI	
Objective 2: By 2019, Turkey Foot Middle School will increase math proficiency for all students from 56.6% in 2018 to 59% in 2020 as measured by the percent of P/D on the KPREP data.	<u>KCWP 4: Review, Analyze and Apply Data</u>	Use protocol for monitoring/documentation of tiered intervention movement for student	MAP Data, common Assessment Data, K Prep Data	Professional Development sessions to analyze school and specific data, share yearly goals with staff and students, monthly school level assessment, analysis of students in the MTSS pyramid, Progress checks of students in the tiers every 4-6 weeks where administrators are assigned to intervention providers to determine progress of students specifically in M-180	
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Implementation of student participation in conducting student-led data conferences and goal setting	MAP Data, common Assessment Data, K Prep Data	PLC agenda's to determine expectations and best practice for goal setting procedure	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	MAP Data, common Assessment Data, K Prep Data	After school content area meetings to determine mastery of standard and instructional changes need to move learning forward	
	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	MAP Data, common Assessment Data, K Prep Data, Office discipline referral analysis	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback, Admin will provide effective monthly feedback to teachers in regards to core tier one instruction	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal):

By 2023, Turkey Foot Middle School will increase the on demand writing scores from 56.64 percent proficient/distinguished in 2018 to 78% in 2023 as measured by the K-Prep writing score and increase the 7th grade science score from 33.9% in 2018 to 66% in 2023.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, TFMS will increase the on demand writing scores from 56.64% in 2018 to 60.84%	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap</p> <p>Ensure that all users of assessment data use information to benefit student learning.</p>	MAP Data, common Assessment Data, K Prep Data	Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Revisit building wide writing continuum to insure the writing expectations are clear, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Building wide writing calibration with all staff 2-3 times a year in order to determine criteria for proficient writing pieces, Building wide writing scrimmages will take place 2-3 times a year with writing workshops to follow in order to move students through the continuum of proficient writing	
Objective 2					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
By 2019, TFMS will increase the 7th grade science score from 33.9% in 2018 to 40.6%	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap</p> <p>Ensure that all users of assessment data use information to benefit student learning.</p>	common Assessment Data, K Prep Data	Grade level PLC to develop and analyze common assessments, weekly K-Prep like assessments to determine all students progress towards the standards, practice K-Prep Science assessments so students are familiar with the test form, ex two possible correct answers.	

3: Gap

Goal 3 (State your Gap goal): By 2023, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 47.9% in 2018 to 24% in 2023.

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <u>KCWP 1: Design and Deploy Standards</u> <u>KCWP 2: Design and Deliver Instruction</u> <u>KCWP 3: Design and Deliver Assessment Literacy</u> <u>KCWP 4: Review, Analyze and Apply Data</u> <u>KCWP 5: Design, Align and Deliver Support</u> <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <u>KCWP1: Design and Deploy Standards Classroom Activities</u> <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1:</p> <p>By 2019, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 47.9% in 2018, to 43.12%</p>	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	MAP Data, common Assessment Data, K Prep Data	Math and ELA teachers will be following disability students' progress on the standards using a universal google document, Administration will review special education progress reports to determine if ARC needs to be conducted, increase in PBIS incentives to keep disability students motivated for success, weekly administration team meetings that include the FRYSC to identify	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
				students who may need help reducing physical and mental barriers to learning, weekly review of discipline data from behavior incident report and office discipline referrals	
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data	MAP Data, common Assessment Data, K Prep Data	During Special Education PLC's caseload managers will be required to bring student progress monitoring data to meetings to have conversations and determine if ARC's need to be called, The principal will have a beginning of the year meeting with all caseload managers to determine if any supports are needed in order to follow student IEPs, 10% of student binders will be checked for compliance monthly.	

4: Growth

Goal 5 (State your Growth goal):

By 2023, Turkey Foot Middle School will increase the percentage of students showing growth in MAP for reading from 49% in the Spring of 2018 to 74.65% and for math from 51% in the Spring of 2018 to 75.8%

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019 TFMS will increase the percentage of students showing growth in reading MAP from 49% to 54%	<ul style="list-style-type: none"> • KCWP 4: Review, Analyze and Apply Data 	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs	MAP Data, common Assessment Data, K Prep Data	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Continue to share videos from the MTSS pyramid that indicate proficient instructional practices	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. □	MAP Data, common Assessment Data, K Prep Data	Progress checks of students in the tiers every 4-6 weeks where administrators are assigned to intervention providers to determine progress of students	
Objective 2 By 2019 TFMS will increase the percentage of students showing growth in math MAP from 51% in 2018 to 56.44%	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs	MAP Data, common Assessment Data, K Prep Data	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Continue to share videos from the MTSS pyramid that indicate proficient instructional practices	
		Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. □	MAP Data, common Assessment Data, K Prep Data	Progress checks of students in the tiers every 4-6 weeks where administrators are assigned to intervention providers to determine progress of students	

5: Transition Readiness

Goal 6 (State your Transition Readiness goal):

By 2023 Turkey Foot Middle School will increase the percentage of students' transition ready in grade 8 from 40.96% in 2018 to 66.58% as measured by the percentage of students meeting proficiency in reading, math, writing and social studies.

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2019, TFMS will increase the percentage of students transition ready from 40.96% to 46.16%	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<p>Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap</p> <p>Ensure that all users of assessment data use information to benefit student learning</p>	MAP Data, common Assessment Data, K Prep Data	Classroom behavior incident report to help determine effectiveness of Core instruction, Analysis of PPR walk feedback, Develop opportunities for teachers to observe and reflect on other teachers instructional processes, Share meta cognition markers to be used across contents in order to increase engagement during reading activities, Progress in having reading and writing strategies posted in every classroom to reinforce expectations, Provide professional development for teachers that includes best instructional practices in reading and writing, Model instructional best practices in the area of reading and writing during monthly PLC's, Continue to share videos from the MTSS pyramid that indicate proficient instructional practices	



WWC Intervention Report

A summary of findings from a systematic review of the evidence



Adolescent Literacy

Updated November 2016

READ 180®

Program Description¹

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. *READ 180®* is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. *READ 180®* is designed for students in elementary through high school. This review of *READ 180®* focuses on students in grades 4–12.

Research²

The What Works Clearinghouse (WWC) identified nine studies of *READ 180®* that both fall within the scope of the Adolescent Literacy topic area and meet WWC group design standards. Three studies meet WWC group design standards without reservations, and six studies meet WWC group design standards with reservations. Together, these studies included 8,755 adolescent readers in more than 66 schools in 15 school districts and 10 states.

The WWC considers the extent of evidence for *READ 180®* on the reading achievement of adolescent readers to be medium to large for four outcomes—comprehension, general literacy achievement, reading fluency, and alphabets. (See the Effectiveness Summary on p. 7 for more details of effectiveness by domain.)

Effectiveness

READ 180® was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for adolescent readers.

Table 1. Summary of findings³

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
Comprehension	Positive effects	+6	–4 to +16	6	3,882	Medium to large
General literacy achievement	Positive effects	+4	0 to +7	6	6,235	Medium to large
Reading fluency	Potentially positive effects	+4	+4 to +4	2	561	Medium to large
Alphabets	No discernible effects	0	–1 to +2	2	746	Medium to large

Report Contents

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This intervention report presents findings from a systematic review of *READ 180®* conducted using the WWC Procedures and Standards Handbook, version 3.0, and the Adolescent Literacy review protocol, version 3.0.

Program Information

Background

READ 180® is currently distributed by Houghton Mifflin Harcourt. It was developed by Dr. Ted Hasselbring and a team from the Cognition and Technology Group at Vanderbilt University, the Orange County Literacy Project in Florida, and the development staff at Scholastic, Inc. in 1985. The first version of *READ 180*® was published in 1998. In 2006, Scholastic, Inc. released *READ 180*® *Enterprise* which added features to the program such as the *rBook*® (an interactive workbook that introduces reading skills and strategies), additional features for English learners, and a Scholastic Achievement Manager (SAM), which is an online learning management system designed to implement applications and collect data on a district-wide basis (currently known as the Student Achievement Manager). In 2011, Scholastic, Inc. released *READ 180*® *Next Generation*, which includes a suite of new technology, data analyses, content, and resources designed to maximize student engagement and teacher effectiveness. In 2015, Houghton Mifflin Harcourt acquired Scholastic's educational technology and services business, which included *READ 180*®. In 2016, Houghton Mifflin Harcourt released *READ 180*® *Universal*, which is based on research on the cognitive functioning of struggling readers. *READ 180*® *Universal* includes new adaptive learning software, new content, and a new learning management system called Teacher Central. The WWC refers to all of these packages as *READ 180*® in this intervention report, unless the version was noted in the original study.⁴

Address: Houghton Mifflin Harcourt, 125 High Street, Boston, MA 02110. Attn: Francie Alexander, Chief Academic Officer, HMH Intervention Solutions Group. Email: Francie.Alexander@hnhco.com. Web: <http://www.hnhco.com/products/read-180/>. Phone: 212-965-7233.

Program details

The *READ 180*® blended learning instructional model is 45–90 minutes long and is composed of three parts: whole-group direct instruction, small-group rotations, and whole-group wrap-up. The instruction begins with 20 minutes of whole-group direct instruction, in which the teacher provides instruction in reading, writing, vocabulary, and grammar to the entire class. This is followed by rotations of smaller groups of students through three activities:

- Small-group direct instruction, in which the teacher works closely with individual students using an interactive work text (called the *ReaL Book*). Instruction focuses on language development, comprehension, vocabulary, writing, and fluency across six workshops. Each workshop is a 4–6 week module that has distinct subject content, focus questions, anchor videos, and career focus. At the end of each workshop, students complete a career-focused, project-based learning assessment.
- Students' independent use of a computerized *READ 180*® Student Application that includes six components (called "zones"): (1) Explore, which includes anchor videos with vocabulary activities; (2) Reading, which involves close reading of individualized texts based on a student's instructional reading level; (3) Language, which includes vocabulary building and practice; (4) Fluency, which includes practice in spelling and reading; (5) Writing, which includes crafting argumentative, narrative, and informative essays; and (6) Success, which includes progressively more complex fluency and comprehension activities.
- Modeled and independent reading, designed to build comprehension and accountability. Students can select from over 100 paperbacks, eBooks, or audiobooks using a digital bookshelf or classroom materials.

The instruction ends with a brief wrap-up discussion with the whole group. The goal of the *READ 180*® software is to continually adjust the level of instruction based on student performance.

Reports and periodic updates on student progress are intended to alert teachers to students' needs and direct them to resources for individualizing instruction. *READ 180*® includes professional development for teachers and leaders to evaluate and improve instruction to support students who are reading below proficiency and help them gain independence with grade-level text.

Cost

As of January 2017, the initial start-up cost of a *READ 180*® *Universal* package for 60 students was approximately \$43,000. Houghton Mifflin Harcourt (HMH) provides 1 day of in-person professional development, a 2-hour webinar, and eLearning courses with the purchase of the program. A *READ 180*® *Universal* upgrade kit for 30 students costs \$11,000 and includes teacher materials, two HMH Teacher Central licenses, 30 *Real Books*, six boxes of Independent Reading Library books, access to the new online student application, and 30 HMH Student Central licenses. An upgrade kit with 60 student licenses costs \$15,000. There are also upgrade and full package options available for classes of 15 students.

Research Summary

The WWC identified 39 eligible studies that investigated the effects of *READ 180*® on reading achievement for adolescent readers. An additional 117 studies were identified but do not meet WWC eligibility criteria for review in this topic area. Citations for all 156 studies are in the References section, which begins on p. 11.

The WWC reviewed 39 eligible studies against group design standards. Three studies (Fitzgerald & Hartry, 2008; Kim, Samson, Fitzgerald, & Hartry, 2010; Swanlund, Dahlke, Tucker, Kleidon, Kregor, Davidson-Gibbs, & Halberg, 2012) are randomized controlled trials that meet WWC group design standards without reservations, and six studies (Interactive Inc., 2002; Meisch et al., 2011; Sprague, Zaller, Kite, & Hussar, 2012; White, Haslam, & Hewes, 2006; White, Williams, & Haslam, 2005; Yurchak, 2013) are randomized controlled trials or quasi-experimental designs that meet WWC group design standards with reservations. Those nine studies are summarized in this report. The remaining 30 studies do not meet WWC group design standards.

Table 2. Scope of reviewed research

Grades	4–10
Delivery method	Whole class
Program type	Curriculum

Summary of studies meeting WWC group design standards without reservations

Fitzgerald and Hartry (2008) conducted a randomized controlled trial that examined the effects of *READ 180*® *Enterprise Edition* on students in grades 4–6 in four elementary schools in Brockton, Massachusetts. Students were eligible for the study if they scored below proficient on the Massachusetts Comprehensive Assessment System (MCAS) English Language Arts (ELA) subtest; however, a small percentage of students who scored above proficiency level were also recruited to reach sample size targets. Students were randomly assigned either to receive *READ 180*® during an afterschool program or to participate in a standard afterschool program. The study was conducted over two academic years and included two cohorts of study participants. In the first year of the study (2006–07), the *READ 180*® afterschool program was provided to Cohort 1 students, and in the second year (2007–08), it was provided to Cohort 2 students and approximately a third of students in Cohort 1 who returned for a second year. The afterschool program included two full *READ 180*® lessons per week over approximately 23 weeks in each study year. For the first study year, the program was modified from its customary 90-minute session length to fit the 60-minute afterschool program's schedule and was implemented 4 days per week, but was extended to the full 90 minutes in the second year. During the first study year, the afterschool program took place 4 days per week in all schools. During the second study year, it took place 2 days per week in three out of four schools and 4 days per week in the remaining school. The WWC based its effectiveness rating on findings from the first year for each cohort, which were measured in the spring of each school year, following completion of the program. The WWC based its effectiveness rating on 151 students in the *READ 180*® group and 146 students in the comparison group in Cohort 1, and 93 students in the intervention group and 94 students in the comparison group in Cohort 2.

Kim et al. (2010) conducted a randomized controlled trial in three elementary schools in Brockton, Massachusetts. This study was Phase 1 of a two-phase study; the study described above in Fitzgerald and Hartry (2008) was Phase 2. Because the three elementary schools that participated in Phase 1 were different from the four schools that participated in Phase 2, and because results were reported separately for both phases, the WWC considers these to be different studies. Students in grades 4–6 were eligible for the study if they scored below proficient on the MCAS ELA subtest. During the 2005–06 school year, students were randomly assigned either to receive the *READ 180*® program during the second half of a 2-hour afterschool session or to participate in the standard 2-hour afterschool program. Students attended these afterschool programs 4 days per week over a 23-week period, from October 2005 to May 2006. The WWC based its effectiveness rating on findings from 133 students in the *READ 180*® group and 131 students in the comparison group.

Swanlund et al. (2012) conducted a randomized controlled trial that examined the effects of *READ 180*® on students in five schools in Milwaukee, Wisconsin. During the 2010–11 school year, students in grades 6–10 were randomly assigned either to receive the *READ 180*® program as a 90-minute daily supplement to their regular reading instruction or to a comparison group which included regular ELA instruction plus an elective class or study hall. The WWC based its effectiveness rating on outcomes measured at the end of the school year (June 2011). These outcomes were gathered from 335 students in the *READ 180*® group and 284 students in the comparison group.

Summary of studies meeting WWC group design standards with reservations

Interactive, Inc. (2002) conducted a randomized controlled trial that examined the effects of *READ 180*® on students in Boston (grade 6), Dallas (grade 8), Houston (grades 7–8), and Columbus, Ohio (grades 6–7).⁵ The study was originally designed as a randomized controlled trial, but the authors note that the randomization was not implemented as planned. However, the authors demonstrated equivalence on the analytic sample and, therefore, the study meets WWC group design standards with reservations. Students were assigned within each school to either a *READ 180*® group or a business-as-usual comparison group in the beginning of 2000–01 school year. During the school year, the *READ 180*® program was generally delivered in daily 90-minute blocks; however, there was some variation in implementation (e.g., one school in Boston set aside 45 minutes of *READ 180*® instruction twice a week to focus on writing skills). Due to differences in assessments used, the WWC based its effectiveness rating on two separate samples: (1) a combined sample of students from Boston, Houston, and Dallas and (2) students from Columbus. Although the Boston and Houston samples individually did not meet WWC standards because baseline equivalence was not demonstrated, the combined Boston, Dallas, and Houston sample met WWC group design standards with reservations. The effectiveness rating on the combined sample of Boston, Houston, and Dallas was based on 387 students in the *READ 180*® group and 323 students in the comparison group. The effectiveness rating for the Columbus sample was based on 119 students in the *READ 180*® group and 52 students in the comparison group. All outcomes were measured in the spring of 2001.

Meisch et al. (2011) conducted a cluster randomized controlled trial that examined the effects of *READ 180*® on students in 19 middle schools in Newark, New Jersey. In May 2006, 20 schools that were Title I eligible, categorized as “in need of improvement” under the No Child Left Behind Act, and had at least 25 eligible students were randomly assigned either to deliver *READ 180*® or to serve as a comparison group. Students in grades 6–8 were eligible based on their score on the reading subtest of the New Jersey Assessment of Skills and Knowledge. *READ 180*® instruction was provided 90 minutes per day for 1–3 years. Students in comparison schools received the regular language arts curriculum. After randomization took place, two schools in the comparison group merged, which left 10 schools in the intervention group and nine in the comparison group. The integrity of the random assignment was jeopardized because students who entered schools after random assignment was conducted were included in the analytic sample. Because the authors discuss the effects of the intervention on students (not on schools) and the study demonstrated equivalence on the analytic sample at baseline, the study *meets WWC group design standards with reservations*. The WWC based its effectiveness rating on outcomes from students who had 3 years of exposure to the *READ 180*® intervention, which included 552 students in the *READ 180*® group and 471 students in the comparison group.

Sprague et al. (2012) conducted a randomized controlled trial that examined the effects of *READ 180*® on students in five high schools located in two school districts in western Massachusetts. Beginning in the 2006–07 school year, students that were at least 2—but less than 4—years behind grade level were randomly assigned either to receive *READ 180*® as a 90-minute daily supplement to the standard ninth-grade ELA course or to serve in a comparison group. The comparison group received standard ninth-grade ELA instruction and had access to supplemental services available to all students. Across all five annual cohorts (2006–07 school year through the 2010–11 school year), a total of 548 students were randomly assigned to the *READ 180*® group, and 566 students were randomly assigned to the comparison group. The WWC based its effectiveness rating on outcomes measured in the spring of

each school year, following the completion of the 125–145 day *READ 180*® program, for 231 students in the *READ 180*® group and 225 students in the comparison group. Because this study had high attrition by WWC standards, but demonstrated baseline equivalence on the analytic sample, the study meets WWC group design standards with reservations.

White et al. (2006) conducted a quasi-experimental study that examined the effects of *READ 180*® on students in the Phoenix Union High School District.⁶ Students in grades 9 and 10 were eligible to receive *READ 180*® if they were reading one or more grades below their assigned grade level. Students in the *READ 180*® group were matched to nonparticipants based on prior reading proficiency assessments, English learner (EL) status, special education eligibility, gender, and ethnicity. Four cohorts of students were studied. Two cohorts did not meet Adolescent Literacy protocol or WWC eligibility requirements. Cohort 1 did not meet eligibility requirements for the Adolescent Literacy review protocol, since more than half of participating students (53%) were eligible for EL services. Cohort 4 did not include a comparison group and was thus ineligible for WWC review. The WWC based its effectiveness rating on Cohort 2 and Cohort 3 findings, which were measured at the end of each school year. Cohort 2 included 815 *READ 180*® students and 815 matched comparison students who were in ninth grade in the 2004–05 school year. Cohort 3 included 1,029 students in the *READ 180*® group and 1,029 students in the comparison group who were ninth graders in the 2005–06 school year.

White et al. (2005) conducted a quasi-experimental study that examined the effects of *READ 180*® on students in grades 4–8 at 16 schools in New York City.⁷ Students receiving *READ 180*® instruction in the 2001–02 school year were compared to students in the same schools who had never participated in *READ 180*®. The combined analysis sample and the individual subsamples by grade did not meet WWC baseline equivalence standards. However, subgroup analyses were conducted by grade level and proficiency level (level 1=Below Basic; level 2=Basic; level 3=Proficient; and level 4=Advanced). Three subgroup analyses had no baseline differences between the intervention and comparison groups and met WWC group design standards with reservations: (1) grade 6, proficiency level 2 at baseline; (2) grade 8, proficiency level 2 at baseline; and (3) grade 8, proficiency level 3 at baseline. The WWC based its effectiveness rating on findings from the three referenced subgroup analyses. The grade 6, proficiency level 2 subsample included 64 students in the intervention group and 407 students in the comparison group. The grade 8, proficiency level 2 subsample included 47 students in the intervention group and 378 students in the comparison group. The grade 8, proficiency level 3 subsample included 10 students in the intervention group and 191 students in the comparison group.

Yurchak (2013) conducted a quasi-experimental study that examined the effects of *READ 180*® on students in a single urban high school in northern New Jersey. Students with 1 year of exposure to *READ 180*® in ninth grade were matched with students in regular ninth-grade English classes based on eighth-grade pretest scores from the Language Arts Literacy portion of the state assessment. This design included three consecutive cohorts from the 2007–08, 2008–09, and 2009–10 school years. Students in 15 *READ 180*® sections received 80 minutes of daily instruction that closely mirrored the standard 90-minute *READ 180*® model. Students in the comparison group received the standard ninth-grade English course, which was 40 minutes long. The WWC based its effectiveness rating on the findings from the three cohorts combined. The analytic sample included 67 students in the *READ 180*® group and 67 students in the comparison group.

Effectiveness Summary

The WWC review of *READ 180*® for the Adolescent Literacy topic area includes outcomes in four domains: comprehension, general literacy achievement, reading fluency, and alphabetics. The nine studies of *READ 180*® that meet WWC group design standards reported findings in all four domains. The findings below present the authors' estimates and WWC-calculated estimates of the size and statistical significance of the effects of *READ 180*® on adolescent readers. Additional comparisons are presented as supplemental findings in Appendix D. These supplemental findings do not factor into the intervention's rating of effectiveness. For a more detailed description of the rating of effectiveness and extent of evidence criteria, see the WWC Rating Criteria on p. 56.

Summary of effectiveness for the comprehension domain

Six studies that meet WWC group design standards with or without reservations reported findings in the comprehension domain.

Fitzgerald and Hartry (2008) reported findings from the Stanford Achievement Test, Tenth Edition (Stanford 10) Vocabulary and Reading Comprehension subtests. For Cohort 1, the authors reported statistically significant positive differences between the *READ 180*® *Enterprise Edition* and comparison groups on both outcomes, and the result for the Reading Comprehension subtest was large enough to be considered substantively important according to WWC criteria (i.e., an effect size of at least 0.25). The WWC confirmed that the substantively important result for the Reading Comprehension subtest was statistically significant. However, when the result for the Vocabulary subtest was adjusted for multiple comparisons, the result was no longer statistically significant. The authors also reported, and the WWC confirmed, no statistically significant differences between the intervention and comparison groups for Cohort 2. The effect sizes for the Cohort 2 findings were not large enough to be considered substantively important. The WWC characterizes this study finding as a statistically significant positive effect.

Interactive, Inc. (2002) reported findings from the Stanford 9 Total Reading assessment for both the combined Boston, Houston, and Dallas sample (grades 6–8) and the Columbus sample (grades 6–7). The authors reported, and the WWC confirmed, positive and statistically significant differences between the *READ 180*® group and the comparison group. The average effect size across samples is large enough to be considered substantively important. The WWC characterizes this study finding as a statistically significant positive effect.

Kim et al. (2010) reported findings on the Group Reading Assessment and Diagnostic Evaluation (GRADE) total score. The authors reported, and the WWC confirmed, no statistically significant or substantively important findings between the *READ 180*® group and the comparison group. The WWC characterizes this study finding as an indeterminate effect.

Meisch et al. (2011) reported findings on the Stanford 10 Vocabulary and Reading Comprehension subtests. The authors reported, and the WWC confirmed, no statistically significant differences between students with 3 years of exposure to *READ 180*® and the comparison group, and the average effect size across these findings was not substantively important. The WWC characterizes this study finding as an indeterminate effect.

White et al. (2005) reported findings for three eligible subgroups of students (one in grade 6 and two in grade 8) on the CTB/McGraw Hill Reading Assessment (grade 6) and the New York State end-of-year test in ELA (grade 8). The authors did not report the statistical significance of findings, but the WWC found that none of the findings were statistically significant after correcting for multiple comparisons. The average effect size for students in the *READ 180*® group was positive and substantively important. The WWC characterizes these study findings as having a substantively important positive effect.

Yurchak (2013) reported findings on the New Jersey High School Proficiency Assessment (HSPA) Analyzing Text cluster score and the HSPA Reading cluster score. The author did not report the statistical significance of these

findings, but the WWC-computed calculations indicated that findings were not statistically significant or substantively important between students in the *READ 180*® group and students in the comparison group. The WWC characterizes this study finding as an indeterminate effect.

Thus, for the comprehension domain, one study that meets WWC group design standards without reservations showed a statistically significant positive effect, one study that meets WWC group design standards with reservations showed a statistically significant positive effect, one study that meets WWC group design standards with reservations showed a substantively important positive effect, and three studies that meet WWC group design standards with or without reservations showed an indeterminate effect. This results in a rating of positive effects, with a medium to large extent of evidence.

Table 3. Rating of effectiveness and extent of evidence for the comprehension domain

Rating of effectiveness	Criteria met
Positive effects <i>Strong evidence of a positive effect with no overriding contrary evidence.</i>	In the six studies that reported findings, the estimated impact of the intervention on outcomes in the <i>comprehension</i> domain was positive and statistically significant for two studies, one of which meets WWC group design standards without reservations, positive and substantively important for one study, and indeterminate for three studies.
Extent of evidence	Criteria met
Medium to large	Six studies that included 3,882 students in 61 schools reported evidence of effectiveness in the <i>comprehension</i> domain.

Summary of effectiveness for the general literacy achievement domain

Six studies that meet WWC group design standards with or without reservations reported findings in the general literacy achievement domain.

Fitzgerald and Hartry (2008) reported findings on the Stanford 10 Total Reading Score for Cohort 2. The authors reported, and the WWC confirmed, no statistically significant or substantively important differences between students in the *READ 180*® group and students in the comparison group. The WWC characterizes this study finding as an indeterminate effect.

Kim et al. (2010) reported findings on the MCAS ELA assessment. The authors reported, and the WWC confirmed, no statistically significant or substantively important differences between students in the *READ 180*® group and students in the comparison group. The WWC characterizes this study finding as having an indeterminate effect.

Meisch et al. (2011) reported findings on the Stanford 10 Language Arts subtest. The authors reported, and the WWC confirmed, no statistically significant or substantively important differences between students with 3 years of exposure to *READ 180*® and students in the comparison group. The WWC characterizes this study finding as having an indeterminate effect.

Sprague et al. (2012) reported findings on the Stanford Diagnostic Reading Test (SDRT-4). The authors reported, and the WWC confirmed, that differences in test scores between students in Cohorts 1–5 of the *READ 180*® group and students in the comparison group were positive and statistically significant, but not substantively important. The WWC characterizes this study finding as having a statistically significant positive effect.

Swanlund et al. (2012) reported findings on the Measures of Academic Progress (MAP) outcome. The authors reported, and the WWC confirmed, that differences in MAP scores between students in the *READ 180*® group and students in the comparison group were positive and statistically significant, but not substantively important. The WWC characterizes this study finding as having a statistically significant positive effect.

White et al. (2006) reported findings on the TerraNova reading test for two cohorts of students. The authors reported, and the WWC confirmed, that differences between students in the *READ 180*® group and students in the comparison group were positive and statistically significant, but not substantively important. The WWC characterizes these study findings as having a statistically significant positive effect.

Thus, for the general literacy achievement domain, one study that meets WWC group design standards without reservations showed statistically significant positive effects, two studies that meet WWC group design standards with reservations showed statistically significant positive effects, and three studies showed indeterminate effects. This results in a rating of positive effects, with a medium to large extent of evidence.

Table 4. Rating of effectiveness and extent of evidence for the general literacy achievement domain

Rating of effectiveness	Criteria met
Positive effects <i>Strong evidence of a positive effect with no overriding contrary evidence.</i>	In the six studies that reported findings, the estimated impact of the intervention on outcomes in the <i>general literacy achievement</i> domain was positive and statistically significant for three studies, one of which meets WWC group design standards without reservations, and no studies showed statistically significant or substantively important negative effects.
Extent of evidence	Criteria met
Medium to large	Six studies that included 6,235 students in at least 37 schools reported evidence of effectiveness in the <i>general literacy achievement</i> domain.

Summary of effectiveness for the reading fluency domain

Two studies that meet WWC group design standards without reservations reported findings in the reading fluency domain.

Fitzgerald and Hartry (2008) reported findings on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency assessment from Cohort 1. The authors reported, and the WWC confirmed, no statistically significant or substantively important differences between students in the *READ 180*® group and students in the comparison group. The WWC characterizes this study finding as having an indeterminate effect.

Kim et al. (2010) reported findings on the DIBELS Oral Reading Fluency assessment. The authors reported, and the WWC confirmed, statistically significant differences between students in the *READ 180*® group and students in the comparison group. The WWC characterizes this study finding as a statistically significant positive effect.

Thus, for the reading fluency domain, in the two studies that meet WWC group design standards without reservations, one study showed a statistically significant positive effect and one study showed an indeterminate effect. This results in a rating of potentially positive effects, with a medium to large extent of evidence.

Table 5. Rating of effectiveness and extent of evidence for the reading fluency domain

Rating of effectiveness	Criteria met
Potentially positive effects <i>Evidence of a positive effect with no overriding contrary evidence.</i>	In the two studies that reported findings, the estimated impact of the intervention on outcomes in the <i>reading fluency</i> domain was positive and statistically significant for one study that meets WWC group design standards without reservations, and one study showed indeterminate effects.
Extent of evidence	Criteria met
Medium to large	Two studies that included 561 students in seven schools reported evidence of effectiveness in the <i>reading fluency</i> domain.

Summary of effectiveness for the alphabetics domain

Two studies that meet WWC group design standards without reservations reported findings in the alphabetics domain.

Fitzgerald and Hartry (2008) reported findings on the Stanford 10 Spelling subtest separately for two cohorts of students. The authors reported, and the WWC confirmed, no statistically significant or substantively important differences between *READ 180*® students in Cohorts 1 and 2 and students in the comparison groups for each cohort. The WWC characterizes this study finding as having an indeterminate effect.

Kim et al. (2010) reported findings on the Test of Word Reading Efficiency. The authors reported, and the WWC confirmed, no statistically significant or substantively important differences between students in the *READ 180*® group and students in the comparison group. The WWC characterizes this study finding as an indeterminate effect.

Thus, for the alphabetics domain, two studies that meet WWC group design standards without reservations reported indeterminate effects. This results in a rating of no discernible effects, with a medium to large extent of evidence.

Table 6. Rating of effectiveness and extent of evidence for the alphabetics domain

Rating of effectiveness	Criteria met
No discernible effects <i>No affirmative evidence of effects.</i>	In the two studies that reported findings, the estimated impact of the intervention on outcomes in the <i>alphabetics</i> domain was neither statistically significant nor large enough to be substantively important.
Extent of evidence	Criteria met
Medium to large	Two studies that included 746 students in seven schools reported evidence of effectiveness in the <i>alphabetics</i> domain.

References

Studies that meet WWC group design standards without reservations

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Appendix A.1: Research details for Fitzgerald and Hartry (2008)

Fitzgerald, R., & Hartry, A. (2008). *What works in afterschool programs: The impact of a reading intervention on student achievement in the Brockton Public Schools (phase II)*. Berkeley, CA: MPR Associates, Inc. and the National Partnership for Quality Afterschool Learning at SEDL.

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Table A1. Summary of findings

Meets WWC group design standards without reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Comprehension	4 schools/483 students	+6	Yes
General literacy achievement	4 schools/185 students	0	No
Reading fluency	4 schools/297 students	+4	No
Alphabetics	4 schools/482 students	+2	No

Setting The study included students in grades 4, 5, and 6 in four elementary schools in Brockton, Massachusetts.

Study sample Brockton Public Schools identified four of its 16 elementary schools to participate in the study. Schools were chosen because they had a large number of students reading below grade level, they had adequate facilities, and afterschool programs already existed in the schools. Students who enrolled in the afterschool program at each of these four schools were randomly assigned within school- and grade-blocks to be in either a *READ 180*® classroom or a comparison classroom.

The study took place over 2 school years (2006–07 and 2007–08). In each study year, 24 after-school classrooms participated: 12 *READ 180*® classrooms and 12 comparison group classrooms. The sizes of these afterschool classes ranged from eight to 17 students. A total of 36 teachers participated in the study in Year 1, and 30 teachers participated in Year 2.

There are three analytic samples of interest in this study: (1) Cohort 1, first year sample (297 students); (2) Cohort 2, first year sample (187 students); and (3) Cohorts 1 and 2, combined second year sample (294 students). Findings from the Cohort 1, first year sample are presented in Kim et al. (2011). Although findings from this sample were also presented in Fitzgerald and Hartry (2008), sample sizes and findings differed slightly between the two sources, and the WWC opted to use the most recent reference to use in this report. Findings from the Cohort 2, first year sample and the Cohorts 1 and 2, second year sample are presented in Fitzgerald and Hartry (2008).

As reported in Kim et al. (2011), there were 155 students in the *READ 180*® group at baseline in the fall of 2007 (Cohort 1). Of these students, 67% were eligible for free or reduced-price lunch; 52% were female; and the average age of students was 10.6 years. At baseline in the fall of 2007, there were 157 students in the comparison group: 71% were eligible for free or reduced-price lunch; 56% were female; and the average age of students was 10.6 years. Across both groups in Cohort 1, 28% of students were White, 54% of students were African American, 12% were Hispanic, and 6% were other races or ethnicities. Across both groups, 36% of students were in grade 4, 44% of students were in grade 5, and 20% of students were in grade 6.

Detailed information on the Year 2 sample, which is a combination of the Cohort 1, second year and Cohort 2, first year samples, is provided in Fitzgerald and Hartry (2008). The intervention group in Year 2 included 152 students. Of these students, 49% were female; 92% were eligible for free or reduced-price lunch; 19% were in special education; 55% were African American, 32% were White, 7% were Hispanic, 5% were Asian American, and 2% were from other ethnic backgrounds. The comparison group in Year 2 also included 152 students. Of these students, 57% were female; 90% were eligible for free or reduced-price lunch; 18% were in special education; 43% were African American, 38% were White, 10% were Hispanic, 5% were Asian, and 5% were from other ethnic backgrounds.

**Intervention
group**

The study tested the *READ 180*® *Enterprise* intervention. Students in the intervention condition received the *READ 180*® structured reading program in an afterschool setting. Although the *READ 180*® program was implemented in an afterschool setting, the key program components were implemented, including the structuring of time to include whole-class instruction, as well as three rotations focused on (1) time using *READ 180*® software, (2) modeled and independent reading, and (3) small-group direct instruction. Because of the reduced 60-minute session length (relative to the standard *READ 180*® 90-minute session length), the program developer devised a schedule in which, on any given day, students would rotate through two rather than three of the small-group centers. Student workbooks ("*rBooks*®") were also provided in keeping with the program design, and the intended class size of 15 or fewer students was generally maintained. In Year 1, *READ 180*® students received the program 4 days per week in 60-minute sessions for 23 weeks. In Year 2, three of the four study schools changed the schedule so that the program was implemented for only 2 days per week in 90-minute sessions. The fourth school provided the program 4 days per week and in 90-minute sessions.

**Comparison
group**

Students in the comparison group attended Brockton Public Schools' standard afterschool program, which generally includes 40 minutes of homework, 1 hour of another structured learning activity such as math or reading, and the remainder of the time in physical exercise or recreation. Instructors could choose from 16 structured learning activities, including math games, reading, art projects, or science activities, or they could develop their own activities. In Year 1, comparison group students attended the regular afterschool program for 4 days each week. In Year 2, three of the four schools switched to a 2-day-per-week schedule for the regular afterschool program, while the fourth school retained the 4-day-per-week schedule.

Outcomes and measurement

Baseline reading skills were measured using state test scores from the spring prior to enrollment in the study. Outcomes were measured by study-administered reading assessments (Stanford 10 and DIBELS) in the spring following enrollment. The study reported several outcomes that met WWC standards in relevant domains for this protocol: general literacy achievement (Stanford 10 Total Reading Score [Cohort 2 only]), alphabetics (Stanford 10 Spelling subtest), reading fluency (DIBELS Oral Reading Fluency subtest), and comprehension (Stanford 10 Reading Comprehension and Vocabulary subtests). DIBELS outcomes are reported for the full sample for Cohort 1 only; findings from Cohort 2 on the DIBELS were separated by grade level and are presented as supplemental findings in Appendix D. Supplemental findings are also presented on the above-referenced outcomes for the second-year findings for the combined cohorts (i.e., Cohort 1 after 2 years and Cohort 2 after 1 year). The supplemental findings do not factor into the intervention's rating of effectiveness.

This study includes afterschool program attendance, attitudes toward reading, a test of exposure to print, and implementation measures that are not eligible for review under the Adolescent Literacy review protocol.⁸

For a more detailed description of these outcome measures, see Appendix B.

Support for implementation

Scholastic, Inc., the publisher of *READ 180*®, provided professional development services to participating teachers. These services consisted of a full day of training prior to the launch of the *READ 180*® intervention, as well as a half-day of training after approximately 6 weeks of implementation. During the implementation period, a Scholastic trainer periodically met with all of the teachers implementing *READ 180*® to discuss challenges and identify solutions. All teachers also had access to an online professional development program, called RED, provided by Scholastic.

Appendix A.2: Research details for Kim et al. (2010)

Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4-6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading and Writing: An Interdisciplinary Journal*, 23(1), 1109–1129.

Table A2. Summary of findings

Meets WWC group design standards without reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Comprehension	3 schools/264 students	+2	No
General literacy achievement	3 schools/264 students	+2	No
Reading fluency	3 schools/264 students	+4	Yes
Alphabets	3 schools/264 students	-1	No

Setting The study included students in grades 4, 5, and 6 in three elementary schools in Brockton, Massachusetts. These three schools differed from the four schools studied in Fitzgerald and Hartry (2008).

Study sample Students were recruited from three elementary schools with a large percentage of struggling readers. To be eligible for the study, students must have been in grades 4–6 and have scored below the proficiency level on their most recent MCAS ELA test. Eligible students whose parents provided active consent were randomly assigned to an afterschool program that either used a modified *READ 180*® program or the district's standard curriculum.

The baseline study sample was evenly distributed between students in grades 4, 5, and 6 (34.4%, 37.1%, 28.6%, respectively) and between girls and boys (50.3% and 49.7%, respectively). Over 80% of students were eligible for free or reduced-price lunch. Just over a fifth (21.1%) of students in the baseline sample had disabilities, and over 75% were minority students (51.5% African American, 22.2% White, 20.8% Hispanic, and 5.5% other).

Intervention group The intervention group attended a 2-hour afterschool program 4 days per week for 23 weeks from October 2005 through April 2006. The first hour was dedicated to a snack and homework. The second hour was dedicated to *READ 180*®. In this study, the standard 90-minute *READ 180*® model (version 1.6) was shortened to 60 minutes to accommodate the district's afterschool program. Teachers implemented three 20-minute rotations, but did not implement the whole-group lesson. The first rotation consisted of a 20-minute individualized computer-assisted *READ 180*® instruction, which included structured reading practice with videos, leveled text, and word reading and fluency activities. The rotation focused on a substantive area selected by the student. The second rotation consisted of independent reading of books that were matched to student's Lexile level. The third rotation consisted of small-group teacher-directed lessons that were tailored to the reading level of the students in each group.

Comparison group The comparison condition was also implemented 4 days per week over 23 weeks from October 2005 through April 2006. Like the intervention group, the first hour of the comparison condition's afterschool program was dedicated to a snack and homework. The second hour included both literacy and non-literacy activities; however, the amount of time dedicated to these activities varied each day. Teachers were instructed to implement activities that encouraged attendance in the afterschool program. Each teacher was provided with a selection of 16 activities, including informal art-based projects, games, and commercially-developed materials for afterschool programs in various subject areas (e.g., astronomy, history, geography, space exploration, math, or literacy). The teachers had flexibility in choosing and tailoring which activities to use.

Outcomes and measurement The study measured four outcomes: (1) the Test of Word Reading Efficiency (TOWRE) total score, which is in the alphabets domain; (2) the Group Reading Assessment and Diagnostic Evaluation (GRADE) total score, which is in the comprehension domain; (3) the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency assessment, which is in the reading fluency domain; and (4) the Massachusetts Comprehensive Assessment System (MCAS) English Language Arts assessment, which is in the general literacy achievement domain.

Supplemental findings are presented for the full sample on the GRADE Comprehension and Vocabulary subtests and on the TOWRE Sight Word Reading and Phonetic Decoding subtests (GRADE and TOWRE total scores are presented in Appendix C). Supplemental findings are also presented for grade 4, 5, and 6 samples on the DIBELS Oral Reading Fluency test. The supplemental findings do not factor into the intervention's rating of effectiveness.

For a more detailed description of these outcome measures, see Appendix B.

Support for implementation Classrooms were observed twice during the study period and rated from 1 to 3 (low to high fidelity to the intervention). Ratings ranged from 2.9–3 in observations at the beginning of the intervention period and from 2.3–2.8 in observations at the end of the intervention period.

Appendix A.3: Research details for Swanlund et al. (2012)

Swanlund, A., Dahlke, K., Tucker, N., Kleidon, B., Kregor, J., Davidson-Gibbs, D., & Halberg, K. (2012). *Striving Readers: Impact study and project evaluation report: Wisconsin Department of Public Instruction (with Milwaukee Public Schools)*. Naperville, IL: American Institutes for Research.

Table A3. Summary of findings

Meets WWC group design standards without reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
General literacy achievement	5 schools/619 students	+6	Yes

Setting The intervention was implemented in five schools in the Milwaukee Public Schools district.

Study sample *READ 180*® was implemented in fall 2010 through spring 2011. Students were eligible for the study if they met the guidelines established by Milwaukee Public Schools for entrance into the *READ 180*® program. More specifically, students were eligible if they scored at the Minimal or Basic level on the Wisconsin Knowledge and Concepts Examination (WKCE) in the fall of 2009. If WKCE scores were not available, students could still be eligible for the study if they scored at Minimal or Basic on the Discovery Education Assessment Predictive Benchmark Assessment or if teacher assessments indicated that students were performing at least two grade levels below expectations. Students with disabilities were eligible for the study if they completed a 1-year remedial language course, and English learners (ELs) were eligible for the study if they had a Language Acquisition Unit level of 3.0 or higher.

Eligible students in grades 6–10 were randomly assigned to the intervention or comparison group in two stages. The first stage was completed in July 2010, and randomization was conducted within each school-by-grade block, controlling for special education status. This randomization process resulted in 434 students assigned to the *READ 180*® group and 375 students assigned to the comparison group. Following the receipt of an updated school enrollment file at the end of July, a second randomization was conducted in August 2010. This second randomization process, which was designed to fill the remaining *READ 180*® slots in each school, involved assigning each eligible student a random number, sorting those numbers by school and grade, and then selecting the appropriate number of students based on their assigned number. The second randomization resulted in 158 students assigned to the *READ 180*® group and 159 students assigned to the comparison group.

Including both randomizations, a total of 592 students were assigned to the intervention group and 534 to the comparison group. The analysis was conducted on 335 intervention group students and 284 comparison group students.

Among the students for whom data were available, the majority of students in both the *READ 180*® and comparison groups was eligible for free or reduced-price lunch (88%) and was African American (70%). About 36% were special education students, and 8% were English learners. Less than half of the students (39%) were female.

Intervention group Students were given *READ 180*® instruction for 90 minutes each day for the 2010–11 school year. Classes began with 20 minutes of whole-group instruction. Next, students broke out into three groups that provided 20 minutes each of small-group instruction, instructional software, and modeled and independent reading. The class concluded with a 10-minute whole-group wrap-up. Students were to remain in the *READ 180*® intervention between 1 and 2 years. If students reached district-approved proficiency levels, they could exit the program early.

Eight reading intervention teachers were hired to teach the supplemental *READ 180*® classes, with 15–21 students assigned to each teacher.

Comparison group The planned comparison condition called for students to attend their regular ELA class, plus an elective (non-reading related) class or study hall. However, multiple students in the comparison condition enrolled in reading or ELA-related electives, and two comparison students enrolled in the *READ 180*® course.

Outcomes and measurement

Outcomes in the general literacy achievement domain were measured using the Measures of Academic Progress (MAP) test.

The authors present treatment on the treated (TOT) estimates of *READ 180*® impacts on the MAP outcome. This finding meets WWC complier average causal effect (CACE) guidance; however, since the CACE guidance indicates that the ITT estimates should be prioritized when both ITT and TOT estimates are presented, the TOT results are included as supplemental findings in Appendix D.2.

The authors conducted subgroup analyses by special education status and EL status. These subgroup analyses are not eligible for review under the Adolescent Literacy review protocol. The authors also present analyses of intervention effect accounting for different levels of intervention take-up (dose). These analyses included only students in the intervention group, and therefore are not eligible for review under WWC group design standards.

The study also addressed student outcomes related to self-efficacy and constructs of behavioral engagement, emotional engagement, and cognitive engagement with reading, all of which are outside of the relevant domains within the Adolescent Literacy protocol.

For a more detailed description of these outcome measures, see Appendix B.

Support for implementation

Teachers received 3 days of *READ 180*® training and ongoing training throughout the year. Teachers were also required to participate in monthly roundtable discussions. Building administrators for each school also attended a half-day orientation to the program.

Appendix A.4: Research details for Interactive, Inc. (2002)

Interactive, Inc. (2002). *An efficacy study of READ 180: A print and electronic adaptive intervention program, grades 4 and above*. Ashland, VA: Author.

Table A4. Summary of findings

Meets WWC group design standards with reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Comprehension	18 schools/881 students	+16	Yes

Setting

The study took place in seven districts in six states: Atlanta, Georgia; Boston, Massachusetts; Columbus, Ohio; Dallas, Texas; Houston, Texas; Miami-Dade, Florida; and San Francisco, California. Outcome data were not available for Atlanta, Miami-Dade, and San Francisco, so the study's findings are available for only four of the seven districts.

Study sample

The study was designed as a randomized controlled trial with assignment at the student level, but students were not assigned entirely by chance. The original study included middle school students from seven districts, but data are reported for only four of these districts.

Students in different grade levels participated across districts. The authors report findings for the following districts by grade level combinations:

- Boston, sixth grade: This sample included 115 students in the intervention group and 105 in the comparison group. Students in the intervention group were from four schools. Students in the comparison group were from seven middle schools, with 30 students in the comparison group attending the same four middle schools as the intervention group, while the others attended three middle schools that did not participate in the intervention.
- Dallas, eighth grade: This sample included 101 students in the intervention group and 142 in the comparison group, all from the same four schools.
- Houston, seventh grade: This sample included 112 students in the intervention group and 40 in the comparison group, all from the same two schools.
- Houston, eighth grade: This sample included 59 students in the intervention group and 36 in the comparison group, all from the same two schools.
- Columbus, sixth and seventh grade (combined): This sample included 119 students in the intervention group and 52 in the comparison. Students in the intervention group came from two schools; students in the comparison group came from three other schools.
- The authors also present findings for a combined sample of Boston, Dallas, and Houston students (all grades).

The study demonstrated baseline equivalence on the Dallas sample, the Columbus sample, and the combined Boston, Dallas, and Houston analytic sample described above and, therefore, received a rating of meets WWC group design standards with reservations. Among the four districts for which outcomes are reported, there were a total of 506 students in the intervention group and 375 in the comparison group.

Intervention group

The intervention was delivered during the 2000–01 school year. *READ 180*® included daily whole-group, small-group, and individual instruction. Literacy instruction was delivered in 90-minute blocks. During the first 10 minutes of the block, students met together with the teacher to receive language arts instruction. The class then broke into three smaller groups that proceeded through 20-minute rotations of small-group instruction (the teacher sat with 5–6 students doing group reading and/or language arts instruction), independent reading (students read leveled paperbacks with the option of adding audio through headphones as modeled reading), and direct instruction (through nine topic-focused CD-ROMs). In using the CD-ROMs, students were presented with a reading passage based on a video that was tailored to the student's ability level as determined by an electronic placement test administered at the beginning of the program. After the video and the reading passage, students worked through three "zones" on each CD: the word zone (instruction for developing basic decoding skills), the spelling zone (instruction on spelling patterns and sounds), and the success zone (individual assessment for comprehension, word recognition, and fluency skills).

There was some variation across sites in how *READ 180*® was implemented. For example, in one school in Boston, teachers set aside 45 of the 90 minutes twice a week to focus on writing skills.

Comparison group	<p>The comparison condition varied both within and across districts (and in some cases, within schools). For example, the authors report that the Houston Independent School District conducted an audit of their middle school reading curricula and identified 50 to 60 different programs being implemented across the district. In Columbus, the district offered a "Safety Net" program for students who performed at low levels on tests of reading proficiency; schools with a significant number of low-performing students could choose to implement one of a variety of literacy interventions.</p>
Outcomes and measurement	<p>Reading comprehension was measured in spring 2001 using the Stanford Achievement Test, Ninth Edition (Stanford 9) Total Score in reading (a composite of the Stanford 9 Reading Vocabulary subtest and Reading Comprehension subtest). Three of the four districts included in analyses used the Stanford 9 Total Score as a baseline and outcome measure. The remaining district (Columbus) used only the Stanford 9 Reading Comprehension subtest for the pretest and posttest.</p> <p>In addition to completing a Stanford 9 multiple choice reading test, students were also supposed to have completed a Stanford 9 open-ended reading assessment. However, some districts did not administer the open-ended assessment. Dallas and Atlanta only administered the multiple-choice reading assessment as the pretest, and Miami implemented only the multiple-choice reading test for both pretest and posttest.</p> <p>The Scholastic Reading Inventory (SRI) was administered only to students in the intervention group. These scores were not used to evaluate the effectiveness of <i>READ 180</i>®. The authors also report the results of a teacher survey which measured teachers' attitudes toward <i>READ 180</i>®, their utilization of various aspects of the program, and their perceptions of student attitudes toward <i>READ 180</i>®. Teacher outcomes are not eligible for review under the Adolescent Literacy protocol.</p> <p>For a more detailed description of these outcome measures, see Appendix B.</p>
Support for implementation	<p>While district staff from the seven participating districts selected the schools that would participate in the study, the school staff were responsible for the implementation of <i>READ 180</i>®. Teachers from each site generally reported receiving "good" support from school administrators, though this support declined in some cases over the course of the school year. In the four districts in which <i>READ 180</i>® was considered to be well implemented (Boston, Dallas, Houston, and Columbus), a district administrator was assigned to be the <i>READ 180</i>® liaison and oversaw implementation of the program. Teachers in the intervention group were trained in the summer or early fall prior to initial implementation of the program. Although districts could initiate follow-up training, the authors note that teachers were mostly on their own. In responding to a teacher survey, approximately two-thirds of teachers reported that the professional development provided for <i>READ 180</i>® was not sufficient.</p>

Appendix A.5: Research details for Meisch et al. (2011)

Meisch, A., Hamilton, J., Chen, E., Quintanilla, P., Fong, P., Gray-Adams, K.,...Thornton, N. (2011). *Striving Readers study: Targeted and whole-school interventions—year 5*. Rockville, MD: Westat.

Table A5. Summary of findings Meets WWC group design standards with reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Comprehension	19 schools/1,023 students	+2	No
General literacy achievement	19 schools/1,023 students	+3	No

Setting The study took place in 20 public middle schools (19 after two schools merged) in Newark, New Jersey.

Study sample The schools were selected based on several eligibility criteria: being Title I eligible, not already using *READ 180*®, serving at least two of the three middle school grades (6, 7, and 8), being categorized as “in need of improvement” under the No Child Left Behind Act, and serving a minimum of 25 eligible students.

Schools were grouped into blocks based on the number of eligible students, the number of years the school had been identified as “in need of improvement”, the number of eligible students whose home language was not English, and the number of eligible students with an Individualized Education Program (IEP). Schools were then randomly assigned within each block to intervention and comparison groups.

This cluster randomized controlled trial included 20 schools at randomization in May 2006, 19 after two comparison schools merged. For the outcomes measured in the analysis, the number of students varied, with larger numbers having 1 year of exposure (1,305 intervention, 1,255 comparison), somewhat fewer having 2 years of exposure (814 intervention, 706 comparison), and even fewer with 3 years exposure (552 intervention, 471 comparison). Students were eligible for *READ 180*® if they scored one standard deviation or more below the norm on the New Jersey Assessment of Skills and Knowledge (NJASK) reading subtest.

The majority of students were African American (ranging from 51% in Year 5 to 58% in Year 1) and over 40% of students were Hispanic (ranging from 41% in Year 1 to 45% in Year 5). The sample was roughly equally split between students in grades 6, 7, and 8, with a slightly larger proportion of students in grade 6.

Intervention group Eligible students were assigned to classes of 21 students or fewer. *READ 180*® was implemented in classrooms as a replacement to the regular curriculum. The instructional model for *READ 180*® included five parts, totaling 90 minutes, which included whole-group instruction and small-group instruction with equally sized groups. Each 90-minute session included 20 minutes of whole-group instruction, 20 minutes of small-group instruction in reading comprehension strategies, 20 minutes of independent reading, 20 minutes of software use, and 10 minutes of whole-group wrap-up. Instruction lasted 1 to 3 years.

Comparison group	Students in the business-as-usual comparison condition received the regular language arts curriculum.
Outcomes and measurement	<p>Primary findings are based on the study-administered test, the Stanford 10, after 3 years of exposure to the intervention. In the comprehension domain, outcomes include the Reading and Vocabulary subscales of the Stanford 10 assessment. In the general literacy achievement domain, outcomes include the Stanford 10 Language Arts test.</p> <p>Supplemental findings are presented on Stanford 10 scores for all students after 1 or 2 years of exposure to the intervention, and for African-American, Hispanic, male, and female students after 1, 2, or 3 years of exposure to the intervention. The supplemental findings do not factor into the intervention's rating of effectiveness.</p> <p>School attendance was measured using district administrative data; however, this outcome was not eligible for review under the Adolescent Literacy protocol.</p> <p>For a more detailed description of these outcome measures, see Appendix B.</p>
Support for implementation	Professional development was provided to teachers of the <i>READ 180</i> ® curriculum and their supporting staff. For teachers, this included 1 to 3 days of large-group training. Classroom support was provided by five Resource Teacher Coordinators (RTCs), who were teacher's aides. RTCs also attended the teacher training. Technology coordinators for the <i>READ 180</i> ® software provided support for technical issues encountered by the teachers. These technology coordinators had half day of training in Years 1 and 2. Finally, principals of <i>READ 180</i> ® schools received 2 hours of training in Years 1 and 2.

Appendix A.6: Research details for Sprague et al. (2012)

Sprague, K., Zaller, C., Kite, A., & Hussar, K. (2012). *Springfield-Chicopee School Districts Striving Readers program final report Years 1-5: Evaluation of implementation and impact*. Providence, RI: The Education Alliance at Brown University.

Additional sources:

Sprague, K., Zaller, C., Kite, A., & Hussar, K. (2009). *Springfield-Chicopee School Districts Striving Readers (SR) program Year 2 report: Evaluation of implementation and impact*. Providence, RI: The Education Alliance at Brown University.

Sprague, K., Zaller, C., Kite, A., & Hussar, K. (2010). *Springfield-Chicopee School Districts Striving Readers (SR) program Year 3 report: Evaluation of implementation and impact*. Providence, RI: The Education Alliance at Brown University.

Sprague, K., Zaller, C., Kite, A., & Hussar, K. (2011). *Springfield-Chicopee School Districts Striving Readers (SR) program Year 4 report: Evaluation of implementation and impact*. Providence, RI: The Education Alliance at Brown University.

Table A6. Summary of findings

Meets WWC group design standards with reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
General literacy achievement	5 schools/456 students	+7	Yes

Setting The study was conducted in two school districts, Chicopee and Springfield, in western Massachusetts.

Study sample In each of the 5 study years, students in five study schools were screened prior to random assignment. Students at least two—but less than four—grade levels behind in reading performance were selected to participate. Students were excluded from the sample if (a) they had an IEP that specified reading supports not compatible with *READ 180*®, (b) they lacked sufficient English language proficiency, (c) their parents opted out of the study, (d) they were enrolled in an off-campus evening school, (e) they were deemed not to be a “struggling reader” based on grade history and MCAS scores, or (f) they could not be located in school enrollment records.

Over the five annual cohorts, a total of 548 ninth-grade students with five teachers per year (one in each of five schools) were randomly assigned to the *READ 180*® group. The *READ 180*® analysis sample included 231 students taught by five teachers in five schools. This analysis sample was comprised of 74% racial and/or ethnic minorities, 61% female students, 18% special education students, and 3% English learners. A majority of students (69%) were eligible for free or reduced-price lunch.

A total of 566 students with five teachers per year (one in each of five schools) were randomly assigned to the comparison group. The analysis sample for the comparison group includes 225 students taught by five teachers in five schools. This analysis sample was comprised of 71% racial and/or ethnic minorities, 53% female students, 19% special education students, and 4% English learners. A majority of students (74%) were eligible for free or reduced-price lunch.

Results for additional samples were reported in Year 2, Year 3, and Year 4 reports. In the Year 2 report, which includes impact estimates for a sample combining Cohorts 1–2, there were 128 students in the intervention group and 113 students in the comparison group. The Year 3 report presents findings for Cohorts 1–3, which included 175 students in the intervention group and 159 in the comparison. The Year 4 report presents findings on Cohorts 1–4, which included 186 students in the intervention group and 178 in the comparison. These supplemental findings do not factor into the intervention's rating of effectiveness.

Intervention group The *READ 180*® intervention was delivered as a 90-minute daily supplement to the standard ninth-grade ELA course. A typical daily session included 20 minutes of whole-class instruction, 60 minutes of small-group breakouts involving direct instruction, independent work using program software, and modeled or independent reading. In addition, the intervention included recommended instructional strategies and instructional materials, including videos and interactive work texts. The *READ 180*® curriculum was paced to be completed over 125–145 school days; the average number of sessions attended by each student was not reported.

Comparison group Students in the comparison condition received the standard ELA course (as did students in the intervention condition), as well as supplemental services ordinarily available to all students. In practice, comparison group students had minimal access to supplemental services.

None of the comparison group teachers reported having any past experience with the *READ 180*® program, and they did not receive formal professional development in literacy instruction beyond what was customarily provided to all teachers. Use of multimedia appears to have been much more limited in the comparison group than in the intervention group.

Outcomes and measurement This study used the Stanford Diagnostic Reading Test, fourth edition (SDRT-4) as a measure of general literacy achievement. The overall score on the SDRT-4 combines measures of phonetic analysis, vocabulary, comprehension, and scanning, but only the overall normal curve equivalent and scaled scores are reported in this study. The test was administered to study participants in the spring of their ninth-grade year, the year following random assignment.

Supplemental findings are reported on the SDRT-4 for Cohorts 1–2, Cohorts 1–3, and Cohorts 1–4. These supplemental findings do not factor into the intervention’s rating of effectiveness.

For a more detailed description of these outcome measures, see Appendix B.

Support for implementation Teachers implementing the intervention were required to participate in professional development activities. Those implementing *READ 180*® for the first time were required to complete 52 hours of professional development over the course of the year in online training (seven sessions), group seminars (up to 30 hours), and individual face-to-face sessions (up to 16 hours). Less professional development was required of more experienced users: teachers with 3 years of prior *READ 180*® experience had to complete only 8 hours, and those implementing their fifth year had no such requirement.

Appendix A.7: Research details for White et al. (2006)

White, R., Haslam, B. M., & Hewes, G. (2006). *Improving student literacy in the Phoenix Union High School District 2003–04 and 2004–05*. Washington, DC: Policy Studies Associates.

Additional source:

Scholastic Research and Results. (2008). *READ 180: Longitudinal evaluation of a ninth-grade reading intervention (2003–2006)*. New York, NY: Scholastic, Inc.

Table A7. Summary of findings

Meets WWC group design standards with reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
General literacy achievement	3,688 students	+7	Yes

Setting The study took place in the Phoenix Union High School District in Arizona.

Study sample All students in grades 9 and 10 who were reading one or more grade levels below their assigned grade level were considered for the study; however, the *READ 180*® program did not have space for all eligible students. Students in the *READ 180*® program were included in the study if they met all of the following criteria:

- had two or more SRI scores at least 45 days apart (to allow for analysis of changes in SRI scores).
- had Stanford 9 and/or TerraNova scores from both eighth and ninth grades.
- had a matched nonparticipant available for the purposes of comparison.

Students were matched on eighth-grade reading proficiency (measured by the Stanford 9 in 2003–04 and the TerraNova in 2004–05 and 2005–06), EL status, special education eligibility, gender, and ethnicity.

Four cohorts of students were studied:

Cohort 1: This cohort included ninth graders in the 2003–04 school year. This cohort did not meet eligibility requirements specified in the Adolescent Literacy protocol because 53% of students from this cohort were eligible for EL services.

Cohort 2: This cohort included 1,630 students in grade 9 in the 2004–05 school year. The sample included 815 students in each condition, among whom: 40% of the intervention (*READ 180*®) group and 44% of comparison group students were eligible for EL services, 7% of the intervention group and 10% of comparison group students were eligible for special education, 48% of the intervention group and 49% of comparison group were female, and 84% of the intervention group and 86% of comparison group students were Hispanic. Follow-up outcomes were collected 1 year later in tenth grade (2005–06). Although the additional source for this study (Scholastic Research and Results, 2008) indicated that there were 821 students in each condition, a query response received from the authors confirmed that there were 815 students in each group (as reported in White et al., 2006).

Cohort 3: This cohort, as described in Scholastic Research and Results (2008), included 2,058 students in grade 9 in the 2005–06 school year. The White et al. (2006) article indicated Cohort 3 included students in grade 10 in the 2003–04 school year, but this sample did not have a comparison group and was thus determined to be ineligible for review. Outcomes for this cohort are only available for ninth grade; tenth-grade follow-up outcomes are not available.

Cohort 4: This cohort, as described in Scholastic Research and Results (2008), included students in tenth grade in the 2004–05 school year; however, this cohort did not have a comparison group, and therefore, is ineligible for review.

Intervention group	No details were provided about the intervention except its name and version: Scholastic <i>READ 180</i> ® program, Stage C, Version 1.6.
Comparison group	No information was provided about the comparison condition.
Outcomes and measurement	<p>One outcome was included in the domain of general literacy achievement (TerraNova Reading Test). All TerraNova scores were reported as normal curve equivalent scores, and were available for ninth grade students in both Cohort 2 and Cohort 3.</p> <p>Supplemental findings on the TerraNova Reading Test are presented for students in Cohort 2 that scored below 40 NCE on the pretest and students that scored above 40 NCE on the pretest. These supplemental findings do not factor into the intervention's rating of effectiveness.</p> <p>Scholastic Reading Inventory (SRI) posttest scores were collected only from the intervention group and thus are not eligible for review. The study also addressed two outcomes that meet review requirements in the domain of reading comprehension: the Stanford 9 and the AIMS Reading Test. However, the Stanford 9 was administered as an outcome measure to Cohort 1 only, which was not eligible for review, and baseline equivalence was not established for the AIMS.</p> <p>For a more detailed description of these outcome measures, see Appendix B.</p>
Support for implementation	Support for implementation was not described in the report.

Appendix A.8: Research details for White et al. (2005)

White, R., Williams, I., & Haslam, M. B. (2005). *Performance of District 23 students participating in Scholastic READ 180*. Washington, DC: Policy Studies Associates.

Table A8. Summary of findings

Meets WWC group design standards with reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Comprehension	16 schools/1,097 students	+14	No

Setting The study took place in 16 schools in New York City's District 23.

Study sample Students receiving *READ 180*® instruction in the 16 participating schools were compared to students within the same schools who had never participated in *READ 180*®.

The full sample of 617 *READ 180*® students and 4,619 students in the comparison group had similar percentages of African-American students (86% intervention, 84% comparison), Hispanic students (14% intervention, 15% comparison), female students (54% intervention, 51% comparison), students eligible for special education (6% intervention, 11% comparison), and students eligible for free or reduced-price lunch (91% intervention, 90% comparison). Both groups had the same percentages of students who were eligible for EL services (3%) and who were recent immigrants (3%).

Main analysis samples were excluded from review because either they were not eligible or they did not meet WWC group design standards. For example, there were no intervention students in the grade 7 analysis sample; therefore, grade 7 students were excluded from this review. Moreover, results of an author query revealed that the samples of students in grades 4, 5, 6, and 8 did not establish baseline equivalence on the analytic sample, either combined or separately by grade.

This review is based on the analytic sample which consists of three subgroups of students that were found to be equivalent at baseline:

- **Grade 6, proficiency level 2 [Basic]:** This subgroup consisted of 64 students in the intervention group and 407 in the comparison group.
- **Grade 8, proficiency level 2 [Basic]:** This subgroup consisted of 47 students in the intervention group and 378 in the comparison group.
- **Grade 8, proficiency level 3 [Proficient]:** This subgroup consisted of 10 students in the intervention group and 191 in the comparison.

Intervention group The intervention group received *READ 180*® during the 2001–02 school year.

Comparison group The comparison group received business-as-usual instruction in the same schools that served the intervention group during the 2001–02 school year.

Outcomes and measurement

The study reported outcomes after 1 year of program implementation.

For the pretest, students took a reading test developed by CTB/McGraw-Hill for the City of New York. This test produces scores that can be aligned with and compared to the New York State Department of Education end-of-year tests. For the posttest, students in grade 6 took the CTB-McGraw Hill Reading Test developed for the City of New York. Students in grade 8 took the New York State Department of Education end-of-year test in ELA (NYSDE/ELA).

For a more detailed description of these outcome measures, see Appendix B.

Support for implementation

Support for implementation was not described in the report.

Appendix A.9: Research details for Yurchak (2013)

Yurchak, S. M. (2013). *The effect of READ 180 on the reading achievement of struggling readers in a large, public, urban high school in northern New Jersey* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3613825)

Table A9. Summary of findings

Meets WWC group design standards with reservations

Outcome domain	Sample size	Study findings	
		Average improvement index (percentile points)	Statistically significant
Comprehension	1 school/134 students	-4	No

Setting

The study took place in a single, large urban high school in northern New Jersey.

Study sample

This study used a quasi-experimental design, matching students in grade 9 receiving *READ 180*® instruction with students in regular English 9 classes on pretest Language Arts Literacy (LAL) scores from the grade 8 state assessment. Students were eligible for the study if they did not meet proficiency levels on the LAL portion of the grade 8 state assessment, and if they were on the general education track in school. The overall sample is made up of students in grade 9 from three consecutive cohorts from the 2007–08, 2008–09, and 2009–10 school years. Only students with complete data (those who were in the same school district in grades 8–11) were eligible to be matched and be in the study.

The study took place in one school. *READ 180*® was offered in six class sections the first year, four class sections the second year, and five class sections the third year. Across the cohorts, 67 students had complete data and were able to be matched to students who had participated in English 9.

The intervention and comparison groups were both 52% male. The intervention group was 52% White, 27% Hispanic, and 20% African American. The comparison group was 52% Hispanic, 34% White, and 13% African American. The majority of students in both the intervention group (61%) and the comparison group (72%) qualified for free or reduced-price lunch.

Intervention group	Students in the intervention group were exposed to the <i>READ 180</i> ® intervention for a full school year. Classes were 80 minutes daily, which closely resembled the prototypical 90-minute five-class instructional model. Of the 15 <i>READ 180</i> ® sections, 13 were inclusion-based classrooms, and two were general education. Inclusion classes were taught by a content-certified English teacher and a special education teacher; general education sections were taught by a content-certified English teacher.
Comparison group	Comparison students took part in the standard English 9 course, which was 40 minutes long.
Outcomes and measurement	<p>Outcomes in the comprehension domain were measured using the LAL portion of the New Jersey High School Proficiency Assessment (HSPA), which included a Reading Cluster and an Analyzing Text Cluster.</p> <p>Supplemental findings are presented for the Reading Cluster and the Analyzing Text Cluster for male, female, and African-American students. These supplemental findings do not factor into the intervention's rating of effectiveness.</p> <p>The authors also presented outcomes on the HSPA Interpreting Text Cluster (comprehension domain); however, it does not meet reliability requirements.</p> <p>The authors presented grade 9, 10, and 11 final English grades for the intervention and comparison students. Teacher-reported grades are not eligible based on the Adolescent Literacy protocol. The authors also included SRI Lexile scores for the 2009–10 intervention cohort; however, since SRI Lexile scores were not available from the comparison group, this design is not eligible for review under the WWC group design standards.</p> <p>For a more detailed description of these outcome measures, see Appendix B.</p>
Support for implementation	Teachers delivering the intervention were trained by <i>READ 180</i> ® personnel or others in the district who were previously trained in <i>READ 180</i> ®.

Appendix B: Outcome measures for each domain

General literacy achievement	
<i>Massachusetts Comprehensive Assessment System (MCAS) English Language Arts (ELA) assessment</i>	The MCAS is the standardized assessment for students in Massachusetts. The MCAS ELA assessment is designed to evaluate student knowledge and mastery of ELA, and results are presented as scale scores. A scale score of 240 was used as the cut point for proficiency determinations (as cited in Kim et al., 2010).
<i>Measures of Academic Progress (MAP)</i>	The Northwest Evaluation Association (NWEA) MAP benchmark assessment is a computer-adaptive assessment that is aligned to state standards in Wisconsin. It was administered three times per year (October, February, and June) district wide in grades 3–10 (as cited in Swanlund et al., 2012).
<i>Stanford Diagnostic Reading Test, Fourth Edition (SDRT-4)</i>	The SDRT-4 assesses four indicators of reading achievement: decoding, vocabulary, comprehension, and scanning. This assessment was administered to all students school-wide in the spring of each school year (as cited in Sprague et al., 2012).
<i>Stanford 10 Language Arts subtest</i>	The Stanford 10 Language Arts subtest is designed to assess language mechanics (e.g., capitalization, punctuation), language expression (e.g., writing strategies, sentence structure), and students' assessment of language for extraneous information, descriptive language, and the combining of simple sentences (as cited in Meisch et al., 2011).
<i>Stanford 10 Total Reading Score</i>	The Stanford 10 Total Reading Score is a composite of the vocabulary and reading comprehension subtests. The assessment also includes a Word Study Skills subtest for grade 4; however, this subtest was only administered in Year 2 of the study (as cited in Fitzgerald & Hartry, 2008).
<i>TerraNova Reading Test</i>	The TerraNova Reading Test is a multiple-choice, standardized assessment. Number of correct responses (NCR) scores were reported for this assessment (as cited in White et al., 2006).
Reading fluency	
<i>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency assessment</i>	The DIBELS Oral Reading Fluency assessment is a standardized, individually-administered assessment that measures students' reading accuracy and reading rate. Reading rates are measured as the number of words read correctly per minute. Test-retest reliabilities for this assessment range from .92 to .97 (as cited in Kim et al., 2011).
Comprehension	
<i>CTB/McGraw Hill Reading</i>	The CTB/McGraw Hill Reading assessment is administered annually by the New York City Department of Education. This assessment, which is administered to students in grades 3, 5, 6, and 7, includes three subtests: Information and Understanding; Literary Response; and Expression and Critical Analysis. Student performance on each component is reported as the percent of items answered correctly. Scale scores are aligned to the New York State ELA assessment, so proficiency level cut points are the same; however, this assessment is not vertically scaled (as cited in White et al., 2005).
<i>Group Reading Assessment and Diagnostic Evaluation (GRADE) Total Score</i>	The GRADE is a group administered assessment that includes subtests in vocabulary, sentence comprehension, and passage comprehension. Reported alternate form reliabilities were above .87 for grades 4–6 (as cited in Kim et al., 2010).
<i>New Jersey High School Proficiency Assessment (HSPA) Analyzing Text Cluster</i>	The HSPA is a state-mandated assessment, required of every student entering eleventh grade in New Jersey. It is designed to assess students' level of proficiency in language arts literacy, and the Analyzing Text Cluster consists of two reading passages: narrative and persuasive. Students answered 10 multiple choice questions for each passage (worth one point each) and two open-ended questions for each passage (worth four points each). The 2009 HSPA reliability estimates were .750 (Cronbach's Alpha) for the Analyzing Text Cluster (as cited in Yurchak, 2013).
<i>New Jersey HSPA Reading Cluster</i>	The HSPA is a state-mandated assessment, required of every student entering eleventh grade in New Jersey. The HSPA Reading Cluster is an overall assessment that incorporates two smaller clusters: Interpreting Text and Analyzing Text. These two clusters assessed two reading passages: a narrative passage and a persuasive passage. Each narrative had both multiple choice and open-ended questions (as cited in Yurchak, 2013).
<i>New York State end-of-year test in ELA</i>	The New York State end-of-year test in ELA is administered annually to students in grades 4 and 8. This standardized test is published by McGraw-Hill and contains multiple-choice questions based on brief reading passages. A performance assessment is also included, in which students listen to and read passages and write responses to open-ended questions based on the passages. This assessment is administered by the New York State Education Department and is not vertically scaled (as cited in White et al., 2005).

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<i>Stanford Achievement Test, Ninth Edition (Stanford 9) Total Reading</i>	This assessment is a composite of the Stanford 9 Reading Comprehension subtest and the Stanford 9 Vocabulary subtest (as cited in Interactive, Inc., 2002).
<i>Stanford Achievement Test, Tenth Edition (Stanford 10) Reading Comprehension subtest</i>	The Stanford 10 Reading Comprehension subtest is a multiple-choice assessment that measures students' comprehension of text read for enjoyment (e.g., fiction, poetry), text read for information purposes (e.g., textbook material), and functional text (e.g., directions, labels). There are six to nine passages per subtest, and each passage is designed to be more complex than the last (as cited in Fitzgerald & Hartry, 2008; Kim et al., 2011; and Meisch et al., 2011).
<i>Stanford 10 Vocabulary subtest</i>	The Stanford 10 Vocabulary subtest is a multiple-choice assessment that assesses concepts such as synonyms, multiple-meaning words, and use of context clues to decipher a word's meaning. An abbreviated battery is available, in addition to the full battery (as cited in Fitzgerald & Hartry, 2008; Kim et al., 2011; and Meisch et al., 2011). The abbreviated battery was used in Kim et al. (2011).

Alphabetics

<i>Stanford 10 Spelling subtest</i>	The Stanford 10 Spelling subtest is a multiple-choice assessment. This assessment is norm-referenced and vertically scaled (as cited in Fitzgerald & Hartry, 2008 and Kim et al., 2011).
<i>Test of Word Reading Efficiency (TOWRE) Total Score</i>	The TOWRE is designed to assess word reading accuracy and fluency. It is an individually-administered assessment that tests students' ability to recognize familiar words ("sight words") and their ability to "sound out" pseudo-words. Alternate form reliability is reported to exceed .90. The TOWRE Sight Word Reading and TOWRE Phonetic Decoding subtests are presented as supplemental findings since they are components of the TOWRE composite score (as cited in Kim et al., 2010).

Appendix C.1: Findings included in the rating for the comprehension domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Stanford Achievement Test, Tenth Edition (Stanford 10) Reading Comprehension	Cohort 1, First year	4 schools/ 296 students	635.41 (32.34)	625.75 (28.17)	9.66	0.32	+12	< .01
Stanford 10 Vocabulary	Cohort 1, First year	4 schools/ 296 students	639.11 (35.74)	630.68 (36.18)	8.43	0.23	+9	< .05
Stanford 10 Reading Comprehension	Cohort 2, First year	4 schools/ 187 students	nr	nr	−0.25	−0.01	0	.95
Stanford 10 Vocabulary	Cohort 2, First year	4 schools/ 187 students	nr	nr	0.78	0.02	+1	.87
Domain average for comprehension (Fitzgerald & Hartry, 2008)						0.14	+6	Statistically significant
Kim et al. (2010) ^b								
Group Reading Assessment and Diagnostic Evaluation (GRADE) Total Score	Full sample	3 schools/ 264 students	92.70 (13.22)	92.09 (12.09)	0.61	0.05	+2	> .05
Domain average for comprehension (Kim et al., 2010)						0.05	+2	Not statistically significant
Interactive, Inc. (2002) ^c								
Stanford Achievement Test, Ninth Edition (Stanford 9) Total Reading	Boston, Houston, Dallas, grades 6–8	13 schools/ 710 students	648.48 (25.98)	642.42 (31.36)	6.06	0.21	+8	< .01
Stanford 9 Reading Comprehension	Columbus, grades 6–7	5 schools/ 171 students	621.52 (28.18)	602.25 (39.76)	19.27	0.60	+22	< .05
Domain average for comprehension (Interactive, Inc., 2002)						0.40	+16	Statistically significant
Meisch et al. (2011) ^d								
Stanford 10 Reading Comprehension	3 years of exposure	19 schools/ 1,023 students	641.74 (22.83)	640.33 (23.91)	1.41	0.06	+2	.40
Stanford 10 Vocabulary	3 years of exposure	19 schools/ 1,023 students	642.91 (25.95)	641.47 (28.21)	1.44	0.05	+2	.51
Domain average for comprehension (Meisch et al., 2011)						0.06	+2	Not statistically significant

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Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
White et al. (2005) ^a								
CTB/McGraw Hill Reading	Grade 6, Level 2	16 schools/ 471 students	642.00 (21.00)	639.00 (19.00)	3.00	0.16	+6	nr
New York State end-of-year test in ELA	Grade 8, Level 2	16 schools/ 425 students	689.00 (18.00)	686.00 (14.00)	3.00	0.21	+8	nr
New York State end-of-year test in ELA	Grade 8, Level 3	16 schools/ 201 students	718.00 (21.00)	707.00 (16.00)	11.00	0.67	+25	nr
Domain average for comprehension (White et al., 2005)						0.35	+14	Not statistically significant
Yurchak (2013) ^f								
New Jersey High School Proficiency Assessment Analyzing Text Cluster Score	Full sample	1 school/ 134 students	38.51 (10.60)	39.30 (10.60)	-0.79	-0.07	-3	nr
New Jersey High School Proficiency Assessment Reading Cluster score	Full sample	1 school/ 134 students	41.31 (10.90)	42.70 (11.00)	-1.39	-0.12	-5	nr
Domain average for comprehension (Yurchak, 2013)						-0.10	-4	Not statistically significant
Domain average for comprehension across all studies						0.15	+6	na

Table Notes: For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable. nr = not reported.

^a For Fitzgerald and Hartry (2008), a correction for multiple comparisons was needed and resulted in a WWC-computed critical *p*-value of .025 for the Cohort 1 Stanford 10 Vocabulary outcome; therefore, the WWC does not find this result to be statistically significant. The *p*-values presented here were reported in the original study. The WWC calculated the intervention group mean for Cohort 1 by adding the regression coefficient (presented in the mean difference column) to the unadjusted comparison group posttest mean. The intervention and comparison group means and standard deviations for Cohort 2 were not reported in the original study, but author-reported effect sizes matched the WWC's calculations. The mean difference reflects the regression coefficient for the impact estimate. This study is characterized as having a statistically significant positive effect because the effect for at least one measure within the domain is positive and statistically significant, and no effects are negative and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^b For Kim et al. (2010), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance (ANCOVA)-adjusted, as reported by the authors in response to a query from the WWC. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^c For Interactive, Inc. (2002), a correction for multiple comparisons was needed but did not affect whether any of the contrasts were found to be statistically significant. The WWC did not need to make corrections for clustering or to adjust for baseline differences. The *p*-value presented for the combined sample from Boston, Houston, and Dallas (grades 6–8) was reported in the original study. The exact *p*-value for Columbus (grades 6–7) was not reported in the study, but the WWC-computed *p*-value of < .01 indicated that this result was statistically significant. The intervention and comparison group means reported in this table are ANCOVA-adjusted, as reported by the authors in the original report. This study is characterized as having a statistically significant positive effect because the mean effect reported was positive and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^d For Meisch et al. (2011), the WWC did not need to make corrections for multiple comparisons. Baseline data were provided by the authors, and all baseline measures were both within the adjustment range and included in the study's impact models. A correction for clustering was needed but did not affect whether any of the contrasts were found to be statistically significant. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table are regression-adjusted, as reported by the authors in the original report. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

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^a For White et al. (2005), the study's full sample received a rating of does not meet WWC group design standards, but the results for the subgroups noted in this table (grade 6, level 2; grade 8, level 2; grade 8, level 3) received a rating of meets WWC group design standards with reservations. Means and standard deviations for these subgroup analyses were provided in response to an author query; the author query response did not include *p*-values. The WWC-computed *p*-values were not statistically significant for the grade 6, level 2 and grade 8, level 2 subgroups, but a *p*-value of .04 was found for the grade 8 level 3 outcome. A correction for multiple comparisons was needed and resulted in a WWC-computed critical *p*-value of .02 for the grade 8, level 3 New York State ELA outcome; therefore, the WWC does not find this result to be statistically significant. The WWC did not need to make corrections for clustering, and adjustments for baseline differences were unnecessary since all three outcomes had baseline differences of zero between intervention and comparison groups. This study is characterized as having a substantively important positive effect because the mean effect reported is positive and not statistically significant but is substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

f For Yurchak (2013), the WWC did not need to make corrections for clustering or multiple comparisons. The WWC calculated the program group mean using a difference-in-differences approach by adding the impact of the program (i.e., difference in mean gains between the intervention and comparison groups) to the unadjusted comparison group posttest means. The author did not report *p*-values in the original study, but the WWC-computed *p*-values were not statistically significant. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

Appendix C.2: Findings included in the rating for the general literacy achievement domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Stanford Achievement Test, Tenth Edition (Stanford 10) Total Reading	Cohort 2, First year	4 schools/ 185 students	nr	nr	0.5	0.01	0	.87
Domain average for general literacy achievement (Fitzgerald & Hartry, 2008)						0.01	0	Not statistically significant
Kim et al. (2010) ^b								
Massachusetts Comprehensive Assessment System English Language Arts (ELA) Assessment	Full sample	3 schools/ 264 students	232.65 (11.78)	232.17 (11.28)	0.48	0.04	+2	.29
Domain average for general literacy achievement (Kim et al., 2010)						0.04	+2	Not statistically significant
Swanlund et al. (2012) ^c								
Measures of Academic Progress	Intent-to-treat sample	5 schools/ 619 students	nr	nr	1.78	0.14	+6	< .05
Domain average for general literacy achievement (Swanlund et al., 2012)						0.14	+6	Statistically significant
Meisch et al. (2011) ^d								
Stanford 10 Language Arts	3 years of exposure	19 schools/ 1,023 students	623.15 (24.11)	621.48 (22.63)	1.67	0.07	+3	.32
Domain average for general literacy achievement (Meisch et al., 2011)						0.07	+3	Not statistically significant
Sprague et al. (2012) ^e								
Stanford Diagnostic Reading Test, Fourth Edition (SDRT-4)	Cohorts 1–5	5 schools/ 456 students	24.14 (13.37)	21.75 (13.38)	2.39	0.18	+7	.03
Domain average for general literacy achievement (Sprague et al., 2012)						0.18	+7	Statistically significant

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
White et al. (2006) ^f								
TerraNova Reading Test	Cohort 2	1,630 students	41.20 (8.90)	38.30 (12.20)	2.90	0.27	+11	< .05
TerraNova Reading Test	Cohort 3	2,058 students	39.00 (9.80)	38.10 (12.30)	0.90	0.08	+3	< .05
Domain average for general literacy achievement (White et al., 2006)						0.18	+7	Statistically significant
Domain average for general literacy achievement across all studies						0.10	+4	na

Table Notes: For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable. nr = not reported.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The intervention and comparison group means and standard deviations were not reported in the original study, but author-reported effect sizes matched the WWC's calculations. The mean difference reflects the regression coefficient for the impact estimate. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^b For Kim et al. (2010), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance (ANCOVA)-adjusted, as reported by the authors in response to a query from the WWC. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^c For Swanlund et al. (2012), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value and effect size presented here were reported in the original study. This study is characterized as having a statistically significant positive effect because the mean effect reported was positive and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^d For Meisch et al. (2011), the WWC did not need to make corrections for multiple comparisons. Baseline data were provided by the authors, and all baseline measures were both within the adjustment range and included in the study's impact models. A correction for clustering was needed but did not affect whether any of the contrasts were found to be statistically significant. The *p*-value presented here was reported in the original study. The intervention and comparison group means reported in this table are regression-adjusted, as reported by the authors in the original report. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^e For Sprague et al. (2012), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The intervention and comparison group means reported in this table are ANCOVA-adjusted, as reported by the authors in the original study. Standard deviations are also covariate-adjusted, which will not yield effect size calculations comparable to other findings reported in this table since the WWC computes effect sizes using unadjusted standard deviations. This study is characterized as having a statistically significant positive effect because the mean effect reported was positive and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^f For White et al. (2006), the *p*-values presented here were reported in the original study. A correction for multiple comparisons was needed but did not affect whether any of the contrasts were found to be statistically significant. Although a difference-in-differences adjustment was needed, it was not applied for Cohort 2 and Cohort 3 because baseline differences were zero. This study is characterized as having a statistically significant positive effect because the mean effect reported was positive and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

Appendix C.3: Findings included in the rating for the reading fluency domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency	Cohort 1, First year	4 schools/ 297 students	106.27 (27.01)	103.73 (24.48)	2.54	0.10	+4	> .05
Domain average for reading fluency (Fitzgerald & Hartry, 2008)						0.10	+4	Not statistically significant
Kim et al. (2010) ^b								
DIBELS Oral Reading Fluency	Full sample	3 schools/ 264 students	111.00 (35.52)	107.27 (36.94)	3.73	0.10	+4	.04
Domain average for reading fluency (Kim et al., 2010)						0.10	+4	Statistically significant
Domain average for reading fluency across all studies						0.10	+4	na

Table Notes: For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The WWC calculated the intervention group mean by adding the regression coefficient (presented in the mean difference column) to the unadjusted comparison group posttest mean. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^b For Kim et al. (2010), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance (ANCOVA)-adjusted, as reported by the authors in response to a query from the WWC. This study is characterized as having a statistically significant positive effect because the mean effect reported was positive and statistically significant. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

Appendix C.4: Findings included in the rating for the alphabets domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Stanford Achievement Test, Tenth Edition (Stanford 10) Spelling	Cohort 1, First year	4 schools/ 295 students	630.82 (31.28)	625.88 (37.85)	4.94	0.14	+6	> .05
Stanford 10 Spelling	Cohort 2, First year	4 schools/ 187 students	nr	nr	-1.72	-0.04	-2	.68
Domain average for alphabetics (Fitzgerald & Hartry, 2008)						0.05	+2	Not statistically significant
Kim et al. (2010) ^b								
Test of Word Reading Efficiency Total Score	Full sample	3 schools/ 264 students	96.46 (13.70)	96.88 (14.34)	-0.42	-0.03	-1	> .05
Domain average for alphabetics (Kim et al., 2010)						-0.03	-1	Not statistically significant
Domain average for alphabetics across all studies						0.01	0	na

Table Notes: For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. The WWC-computed average effect size is a simple average rounded to two decimal places; the average improvement index is calculated from the average effect size. The statistical significance of each study's domain average was determined by the WWC. Some statistics may not sum as expected due to rounding. na = not applicable. nr = not reported.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The p-value presented here was reported in the original study. The WWC calculated the intervention group mean for Cohort 1 by adding the regression coefficient (presented in the mean difference column) to the unadjusted comparison group posttest mean. The intervention and comparison group means and standard deviations for Cohort 2 were not reported in the original study, but author-reported effect sizes matched the WWC's calculations. The mean difference reflects the regression coefficient for the impact estimate. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

^b For Kim et al. (2010), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The p-value presented here was reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance-adjusted, as reported by the authors in response to a query from the WWC. This study is characterized as having an indeterminate effect because the mean effect reported is neither statistically significant nor substantively important, after correcting for multiple comparisons. For more information, please refer to the WWC Procedures and Standards Handbook (version 3.0), p. 26.

Appendix D.1: Description of supplemental findings for the comprehension domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Stanford 10 Reading Comprehension	Cohort 1, Grade 4	108 students	622.32 (28.09)	623.20 (28.02)	−0.88	−0.03	−1	> .05
Stanford 10 Vocabulary	Cohort 1, Grade 4	108 students	620.15 (31.20)	621.24 (38.14)	−1.09	−0.03	−1	> .05
Stanford 10 Reading Comprehension	Cohort 1, Grade 5	132 students	644.34 (29.99)	627.20 (29.86)	17.14	0.57	+22	> .05
Stanford 10 Vocabulary	Cohort 1, Grade 5	132 students	651.04 (34.57)	634.91 (36.47)	16.13	0.45	+17	> .05
Stanford 10 Reading Comprehension	Cohorts 1 & 2, Year 2	294 students	nr	nr	1.58	0.04	+2	.60
Stanford 10 Vocabulary	Cohorts 1 & 2, Year 2	293 students	nr	nr	−0.56	−0.01	0	.88
Kim et al. (2010) ^b								
Group Reading Assessment and Diagnostic Evaluation (GRADE) Comprehension	Full sample	264 students	92.95 (13.61)	92.06 (12.29)	0.89	0.07	+3	> .05
GRADE Vocabulary	Full sample	264 students	92.89 (13.20)	92.77 (13.33)	0.12	0.01	0	> .05
Interactive, Inc. (2002) ^c								
Stanford Achievement Test, Ninth Edition (Stanford 9) Total Reading	Dallas, grade 8	243 students	648.27 (21.69)	641.40 (33.05)	6.87	0.24	+9	< .01
Meisch et al. (2011) ^d								
			1 Year of Exposure					
Stanford 10 Reading Comprehension	Full sample	2,555 students	610.24 (27.95)	609.11 (27.98)	1.13	0.04	+2	.34
Stanford 10 Vocabulary	Full sample	2,555 students	614.76 (29.98)	613.37 (31.65)	1.39	0.05	+2	.32
Stanford 10 Reading Comprehension	African-American students	1,445 students	610.26 (27.86)	607.77 (27.23)	2.49	0.09	+4	.29
Stanford 10 Vocabulary	African-American students	1,445 students	615.52 (30.16)	614.22 (32.42)	1.30	0.04	+2	.49
Stanford 10 Reading Comprehension	Hispanic students	1,061 students	612.64 (28.20)	611.53 (29.13)	1.11	0.04	+2	.51
Stanford 10 Vocabulary	Hispanic students	1,061 students	615.33 (29.71)	612.51 (30.82)	2.82	0.09	+4	.15
Stanford 10 Reading Comprehension	Male students	1,479 students	607.93 (27.56)	606.83 (29.30)	1.10	0.04	+2	.46

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	p-value
<i>Stanford 10 Vocabulary</i>	Male students	1,479 students	615.91 (29.59)	613.60 (32.13)	2.31	0.07	+3	.09
<i>Stanford 10 Reading Comprehension</i>	Female students	1,075 students	614.00 (28.19)	612.05 (25.99)	1.95	0.07	+3	.19
<i>Stanford 10 Vocabulary</i>	Female students	1,075 students	613.77 (30.53)	612.44 (30.94)	1.33	0.04	+2	.61
2 Years of Exposure								
<i>Stanford 10 Reading Comprehension</i>	Full sample	1,520 students	624.44 (25.33)	620.85 (26.24)	3.59	0.14	+6	.02
<i>Stanford 10 Vocabulary</i>	Full sample	1,520 students	629.83 (26.82)	628.20 (27.16)	1.63	0.06	+2	.18
<i>Stanford 10 Reading Comprehension</i>	African-American students	827 students	625.28 (24.43)	621.30 (26.59)	3.98	0.16	+6	.05
<i>Stanford 10 Vocabulary</i>	African-American students	827 students	631.07 (26.35)	629.77 (26.86)	1.30	0.05	+2	.33
<i>Stanford 10 Reading Comprehension</i>	Hispanic students	657 students	623.43 (25.83)	621.54 (25.92)	1.89	0.07	+3	.34
<i>Stanford 10 Vocabulary</i>	Hispanic students	657 students	630.89 (27.48)	625.89 (27.85)	5.00	0.18	+7	.22
<i>Stanford 10 Reading Comprehension</i>	Male students	854 students	622.40 (25.39)	617.19 (25.09)	5.21	0.21	+8	< .01
<i>Stanford 10 Vocabulary</i>	Male students	854 students	629.57 (28.94)	626.69 (28.09)	2.88	0.10	+4	.19
<i>Stanford 10 Reading Comprehension</i>	Female students	665 students	626.81 (25.07)	625.73 (26.95)	1.08	0.04	+2	.47
<i>Stanford 10 Vocabulary</i>	Female students	665 students	630.63 (23.55)	630.00 (26.04)	0.63	0.03	+1	.47
3 Years of Exposure								
<i>Stanford 10 Reading Comprehension</i>	African-American students	550 students	640.80 (24.06)	638.14 (25.10)	2.66	0.11	+4	.28
<i>Stanford 10 Vocabulary</i>	African-American students	550 students	641.95 (25.09)	640.49 (29.60)	1.46	0.05	+2	.59
<i>Stanford 10 Reading Comprehension</i>	Hispanic students	447 students	644.80 (21.78)	643.60 (22.07)	1.20	0.05	+2	.63
<i>Stanford 10 Vocabulary</i>	Hispanic students	447 students	645.86 (27.21)	646.60 (26.22)	-0.74	-0.03	-1	.89
<i>Stanford 10 Reading Comprehension</i>	Male students	587 students	641.26 (22.37)	638.07 (24.51)	3.19	0.14	+5	.13

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	p-value
<i>Stanford 10 Vocabulary</i>	Male students	587 students	643.75 (27.19)	641.01 (31.47)	2.74	0.09	+4	.34
<i>Stanford 10 Reading Comprehension</i>	Female students	436 students	642.36 (23.47)	643.80 (23.08)	-1.44	-0.06	-2	.50
<i>Stanford 10 Vocabulary</i>	Female students	436 students	642.11 (23.99)	641.87 (23.81)	0.24	0.01	0	.92
Yurchak (2013)^a								
<i>New Jersey High School Proficiency Assessment (HSPA) Analyzing Text Cluster Score</i>	African-American students	23 students	37.00 (9.60)	37.80 (14.20)	-0.80	-0.07	-3	nr
<i>HSPA Analyzing Text Cluster Score</i>	Female students	61 students	40.15 (11.20)	39.80 (10.80)	0.35	0.04	+1	nr
<i>HSPA Analyzing Text Cluster Score</i>	Male students	73 students	37.82 (10.30)	38.90 (10.50)	-1.08	-0.11	-4	nr
<i>HSPA Reading Cluster Score</i>	African-American students	23 students	40.10 (9.70)	40.30 (13.70)	-0.20	-0.02	-1	nr
<i>HSPA Reading Cluster Score</i>	Female students	61 students	41.05 (10.50)	42.70 (11.40)	-1.65	-0.14	-6	nr
<i>HSPA Reading Cluster Score</i>	Male students	73 students	41.32 (11.30)	42.70 (10.70)	-1.38	-0.13	-5	nr

Table Notes: The supplemental findings presented in this table are additional findings from studies in this report that meet WWC design standards with or without reservations, but do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. nr = not reported.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The WWC calculated the intervention group mean for Cohort 1 subgroup analyses (grades 4 and 5) by adding the regression coefficient (presented in the mean difference column) to the unadjusted comparison group posttest mean. The intervention and comparison group means and standard deviations for Cohorts 1 & 2, year 2 were not reported in the original study, but author-reported effect sizes matched the WWC's calculations. The mean difference reflects the regression coefficient for the impact estimate.

^b For Kim et al. (2010), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance (ANCOVA)-adjusted, as reported by the authors in response to a query from the WWC.

^c For Interactive, Inc. (2002), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value presented here was reported in the original study. The intervention and comparison group means reported in this table are ANCOVA-adjusted.

^d For Meisch et al. (2011), corrections for clustering and multiple comparisons were needed and resulted in a WWC-computed critical *p*-value of .01 for Stanford 10 Reading Comprehension for all students with 2 years of exposure; therefore, the WWC does not find the result to be statistically significant. These corrections also resulted in a WWC-computed critical *p*-value of .02 for Stanford 10 Reading Comprehension for African-American students with 2 years of exposure; therefore, the WWC does not find the result to be statistically significant as well. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table are regression-adjusted, as reported by the authors in the original report.

^e For Yurchak (2013), the WWC did not need to make corrections for clustering or multiple comparisons. The WWC calculated the program group mean using a difference-in-differences approach by adding the impact of the program (i.e., difference in mean gains between the intervention and comparison groups) to the unadjusted comparison group posttest means. Please see the WWC Procedures and Standards Handbook (version 3.0) for more information. The author did not report *p*-values in the original study, and the WWC-computed *p*-values for all outcomes were not statistically significant.

Appendix D.2: Description of supplemental findings for the general literacy achievement domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Stanford Achievement Test, Tenth Edition (Stanford 10) Total Reading	Cohorts 1 & 2, Year 2	291 students	nr	nr	0.39	0.01	0	.87
Swanlund et al. (2012) ^b								
Measures of Academic Progress (MAP)	Treatment-on-the-treated (TOT) sample	617 students	nr	nr	2.38	0.18	+7	< .05
Meisch et al. (2011) ^c								
1 Year of Exposure								
Stanford 10 Language Arts	Full sample	2,555 students	599.10 (24.91)	598.40 (26.58)	0.70	0.03	+1	.40
Stanford 10 Language Arts	African-American students	1,445 students	599.35 (25.03)	597.63 (25.60)	1.72	0.07	+3	.16
Stanford 10 Language Arts	Hispanic students	1,061 students	599.36 (24.94)	599.61 (28.11)	-0.25	-0.01	0	.83
Stanford 10 Language Arts	Male students	1,479 students	595.12 (24.22)	594.96 (26.31)	0.16	0.01	0	.90
Stanford 10 Language Arts	Female students	1,075 students	605.11 (24.88)	603.00 (26.20)	2.11	0.08	+3	.14
2 Years of Exposure								
Stanford 10 Language Arts	Full sample	1,520 students	611.23 (24.64)	609.12 (25.66)	2.11	0.08	+3	.30
Stanford 10 Language Arts	African-American students	827 students	611.09 (23.19)	608.82 (25.01)	2.27	0.09	+4	.33
Stanford 10 Language Arts	Hispanic students	657 students	612.77 (26.38)	609.28 (26.38)	3.49	0.13	+5	.06
Stanford 10 Language Arts	Male students	854 students	607.02 (23.38)	604.59 (24.44)	2.43	0.10	+4	.33
Stanford 10 Language Arts	Female students	665 students	616.60 (25.35)	616.60 (25.96)	0	0	0	.33
3 Years of Exposure								
Stanford 10 Language Arts	African-American students	550 students	623.17 (24.24)	620.64 (21.78)	2.53	0.11	+4	.17
Stanford 10 Language Arts	Hispanic students	447 students	626.09 (23.92)	625.32 (23.50)	0.77	0.03	+1	.66
Stanford 10 Language Arts	Male students	587 students	619.88 (22.17)	617.57 (22.40)	2.31	0.10	+4	.19

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
<i>Stanford 10 Language Arts</i>	Female students	436 students	627.32 (25.52)	626.67 (22.10)	0.65	0.03	+1	.79
Sprague et al. (2012)^d								
<i>Stanford Diagnostic Reading Test, Fourth Edition (SDRT-4)</i>	Cohorts 1–4	364 students	665.41 (48.85)	660.12 (48.16)	5.29	0.11	+4	.03
<i>SDRT-4</i>	Cohorts 1–3	334 students	665.27 (54.50)	659.99 (52.58)	5.28	0.10	+4	.03
<i>SDRT-4</i>	Cohorts 1–2	241 students	664.78 (27.80)	661.94 (25.74)	2.84	0.11	+4	.31
White et al. (2006)^e								
<i>TerraNova Reading Test</i>	Scored below 40 normal curve equivalent (NCE) on pretest	1,268 students	39.80 (8.40)	36.20 (12.20)	3.60	0.34	+13	< .05
<i>TerraNova Reading Test</i>	Scored above 40 NCE on pretest	362 students	46.10 (8.40)	45.60 (9.20)	0.50	0.06	+2	> .05

Table Notes: The supplemental findings presented in this table are additional findings from studies in this report that meet WWC design standards with or without reservations, but do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. nr = not reported.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value and effect size presented here were reported in the original study. The intervention and comparison group means and standard deviations were not reported in the original study, but author-reported effect sizes matched the WWC's calculations. The mean difference reflects the regression coefficient for the impact estimate.

^b For Swanlund et al. (2012), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-value and effect size presented here were reported in the original study. The study findings reflect the TOT sample, defined as students who were assigned to the intervention group who attended *READ 180*® classes. This study met the WWC's CACE standards, which are available on the WWC's website. The intent-to-treat (ITT) findings are prioritized over the TOT findings because the ITT analysis addresses the type of research question most commonly posed in this report (i.e., the effects of being assigned to *READ 180*®).

^c For Meisch et al. (2011), corrections for clustering and multiple comparisons were needed but did not affect whether any of the contrasts were found to be statistically significant. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table are regression-adjusted, as reported by the authors in the original report.

^d For Sprague et al. (2012), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table, which are standardized scale scores, are analysis of covariance-adjusted and reported by the authors in the original study. The standard deviations reported in this table for Year 4 data are covariate adjusted. Unadjusted standard deviations, which are used in WWC effect size and statistical significance calculations, were not available.

^e For White et al. (2006), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study.

Appendix D.3: Description of supplemental findings for the reading fluency domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	p-value
Fitzgerald & Hartry (2008) ^a								
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Oral Reading Fluency	Cohort 1, Grade 4	109 students	105.21 (25.51)	101.13 (25.70)	4.08	0.16	+6	> .05
DIBELS Oral Reading Fluency	Cohort 1, Grade 5	132 students	110.76 (27.55)	108.67 (20.40)	2.09	0.09	+3	> .05
Kim et al. (2010) ^b								
DIBELS Oral Reading Fluency	Grade 4	93 students	88.41 (33.35)	77.68 (28.30)	10.73	0.35	+14	< .01
DIBELS Oral Reading Fluency	Grade 5	100 students	113.85 (25.48)	118.51 (32.67)	−4.66	−0.16	−6	> .05
DIBELS Oral Reading Fluency	Grade 6	71 students	133.48 (32.01)	129.50 (29.51)	3.98	0.13	+5	> .05

Table Notes: The supplemental findings presented in this table are additional findings from studies in this report that meet WWC design standards with or without reservations, but do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The WWC calculated the intervention group mean by adding the regression coefficient (presented in the mean difference column) to the unadjusted comparison group posttest mean.

^b For Kim et al. (2010), a correction for multiple comparisons was needed but did not affect whether any of the contrasts were found to be statistically significant. The WWC did not need to make corrections for clustering or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance-adjusted, as reported by the authors in response to a query from the WWC.

Appendix D.4: Description of supplemental findings for the alphabetic domain

Outcome measure	Study sample	Sample size	Mean (standard deviation)		WWC calculations			p-value
			Intervention group	Comparison group	Mean difference	Effect size	Improvement index	
Fitzgerald & Hartry (2008) ^a								
Stanford Achievement Test, Tenth Edition (Stanford 10) Spelling	Cohort 1, Grade 4	107 students	619.81 (32.59)	613.45 (42.85)	6.36	0.17	+7	> .05
Stanford 10 Spelling	Cohort 1, Grade 5	132 students	637.20 (29.63)	634.14 (35.61)	3.06	0.09	+4	> .05
Stanford 10 Spelling	Cohorts 1 & 2, Year 2	292 students	nr	nr	−0.33	−0.01	0	.92
Kim et al. (2010) ^b								
Test of Word Reading Efficiency (TOWRE) Sight Word Reading	Full sample	264 students	96.62 (10.62)	97.40 (11.25)	−0.78	−0.07	−3	.17
TOWRE Phonetic Decoding	Full sample	264 students	96.48 (14.08)	97.38 (14.62)	−0.90	−0.06	−2	> .05

Table Notes: The supplemental findings presented in this table are additional findings from studies in this report that meet WWC design standards with or without reservations, but do not factor into the determination of the intervention rating. For mean difference, effect size, and improvement index values reported in the table, a positive number favors the intervention group and a negative number favors the comparison group. The effect size is a standardized measure of the effect of an intervention on outcomes, representing the average change expected for all individuals who are given the intervention (measured in standard deviations of the outcome measure). The improvement index is an alternate presentation of the effect size, reflecting the change in an average individual's percentile rank that can be expected if the individual is given the intervention. Some statistics may not sum as expected due to rounding. nr = not reported.

^a For Fitzgerald and Hartry (2008), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The WWC calculated the intervention group mean for Cohort 1 subgroup analyses (grades 4 and 5) by adding the regression coefficient (presented in the mean difference column) to the unadjusted comparison group posttest mean. The intervention and comparison group means and standard deviations for Cohorts 1 & 2, Year 2 were not reported in the original study, but author-reported effect sizes matched the WWC's calculations.

^b For Kim et al. (2010), the WWC did not need to make corrections for clustering, multiple comparisons, or to adjust for baseline differences. The *p*-values presented here were reported in the original study. The intervention and comparison group means reported in this table are analysis of covariance-adjusted, as reported by the authors in response to a query from the WWC.

Endnotes

¹ The descriptive information for this program was obtained from a publicly available source: the program's website (<http://www.hmhco.com/products/read-180/>; accessed September 22, 2016). The WWC requests distributors review the program description sections for accuracy from their perspective. The program description was provided to the distributor in September 2014, and the WWC incorporated feedback from the distributor. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review.

² The literature search reflects documents publicly available by November 2015. This report has been updated to include reviews of 71 studies that were not included in the previous intervention report that was released in 2009. Of the additional studies, 49 were not within the scope of the review protocol for the Adolescent Literacy topic area, and 16 were within the scope of the review protocol for the Adolescent Literacy topic area but did not meet WWC group design standards. A complete list and disposition of all studies reviewed are provided in the references. This report includes reviews of all previous studies that met WWC group design standards with or without reservations and resulted in a revised disposition of four studies:

- (1) Haslam, White, & Klinge (2006) received a disposition in this report of *ineligible for review*, where it had previously received the rating of *meets WWC evidence standards with reservations*: the study was previously reviewed under the Adolescent Literacy protocol (version 1.0), and is currently reviewed using the Adolescent Literacy protocol (version 3.0), which identifies studies in which the majority of the study sample was identified as English learners as ineligible for review;
- (2) Lang, Torgesen, Petscher, Vogel, Chanter, & Lefsky (2008) received a disposition in this report of *does not meet WWC group design standards*, where it had previously received the rating of *meets WWC evidence standards with reservations*: the study was previously reviewed using version 1.0 standards, and is currently reviewed using version 3.0 standards which include a clarification in guidance that imputed data cannot be used to demonstrate equivalence of the analytic sample—the author did not respond to the WWC's request for data that could be used to demonstrate equivalence, so it is now rated *does not meet WWC group design standards*;
- (3) Scholastic Research (2008) received a disposition in this report of *ineligible for review*, where it had previously received the rating of *meets WWC evidence standards with reservations*: the study was previously reviewed under the Adolescent Literacy protocol (version 1.0), and is currently reviewed using the Adolescent Literacy protocol (version 3.0), which identifies studies in which the majority of the study sample was identified as English learners as ineligible for review; and
- (4) Woods (2007) received a disposition in this report of *does not meet WWC group design standards*, where it had previously received the rating of *meets WWC evidence standards with reservations*: the study was previously reviewed using version 1.0 standards, and is currently reviewed using version 3.0 standards which include a clarification in guidance that baseline differences of more than .05 SD require a statistical adjustment for pretest differences—the author did not adjust for pretest differences for the 2003–04 cohort so it is now rated *does not meet WWC group design standards*. Both the 2004–05 and 2005–06 cohorts received a disposition of *does not meet WWC group design standards* in the previous and current report because the study included one teacher in the *READ 180*® group in each cohort, which is a confounding factor because it is not possible to tell whether the *READ 180*® intervention or the teacher is responsible for the difference in outcomes.

The studies in this report were reviewed using the standards from the WWC Procedures and Standards Handbook (version 3.0) and the Adolescent Literacy review protocol (version 3.0). The evidence presented in this report is based on available research. Findings and conclusions may change as new research becomes available.

³ For criteria used in the determination of the rating of effectiveness and extent of evidence, see the WWC Rating Criteria on p. 56. These improvement index numbers show the average and range of individual-level improvement indices for all findings across the studies.

⁴ The studies reviewed by the WWC do not include evaluations of the two most recent versions of the intervention: *READ 180*® Next Generation (2011) and *READ 180*® Universal (2016).

⁵ In the previous intervention report, findings from the Dallas and Houston samples were presented separately for Stanford 9 Reading Comprehension measures. The study was previously reviewed using version 1.0 standards, and is currently reviewed using version 3.0 standards which include updated baseline equivalence standards. Findings from the Boston sample were excluded, since they did not meet the WWC's baseline equivalence standards in place at that time. In the present report, we combined the Boston, Dallas, and Houston subsamples, which pooled together, meet the WWC's baseline equivalence standards so these findings are now rated as *meets WWC group design standards with reservations*. When samples are assessed individually, however, the Boston and Houston samples do not meet WWC version 3.0 baseline equivalence standards, while the Dallas sample does.

⁶ White et al. (2006) was previously reviewed under the Adolescent Literacy protocol (version 1.0), and is currently reviewed using the Adolescent Literacy protocol (version 3.0), which identifies studies in which the majority of the study sample was identified as English

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learners as ineligible for review. In the previous intervention report, findings in the reading comprehension domain for Cohort 1 were presented; however, findings from this cohort have been determined by the WWC to be ineligible for review, since the sample includes 53% English learners.

⁷ Some findings White et al. (2005) are not included in this intervention report, but were included in the previous report, although the study's disposition is unchanged. The study was previously reviewed using version 1.0 standards, and is currently reviewed using version 3.0 standards which include updated baseline equivalence standards. Findings reported in the study by combinations of grade and proficiency level did not demonstrate baseline equivalence under the version 3.0 standards, and so those findings are now rated *does not meet WWC group design standards*. However, three subgroup analyses in this study did demonstrate equivalence, and so the study receives the same rating of *meets WWC group design standards with reservations*.

⁸ Kim et al. (2011) present treatment-on-the-treated (TOT) estimates of *READ 180*® impact on alphabets, comprehension, and reading fluency outcomes. While the underlying standardized outcomes meet WWC standards, the analysis that produced these estimates is not eligible for review under the WWC complier average causal effect (CACE) guidance. The authors used a two-stage least-squares estimation, using intervention receipt as the endogenous independent variable and assignment status as the instrumental variable. However, the authors used a continuous variable for intervention receipt: the number of days receiving *READ 180*®. The CACE guidance requires a dichotomous indicator for intervention receipt, so this analysis is not eligible for review.

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WWC Rating Criteria

Criteria used to determine the rating of a study

Study rating	Criteria
Meets WWC group design standards without reservations	A study that provides strong evidence for an intervention's effectiveness, such as a well-implemented RCT.
Meets WWC group design standards with reservations	A study that provides weaker evidence for an intervention's effectiveness, such as a QED or an RCT with high attrition that has established equivalence of the analytic samples.

Criteria used to determine the rating of effectiveness for an intervention

Rating of effectiveness	Criteria
Positive effects	Two or more studies show statistically significant positive effects, at least one of which met WWC group design standards for a strong design, AND No studies show statistically significant or substantively important negative effects.
Potentially positive effects	At least one study shows a statistically significant or substantively important positive effect, AND No studies show a statistically significant or substantively important negative effect AND fewer or the same number of studies show indeterminate effects than show statistically significant or substantively important positive effects.
Mixed effects	At least one study shows a statistically significant or substantively important positive effect AND at least one study shows a statistically significant or substantively important negative effect, but no more such studies than the number showing a statistically significant or substantively important positive effect, OR At least one study shows a statistically significant or substantively important effect AND more studies show an indeterminate effect than show a statistically significant or substantively important effect.
Potentially negative effects	One study shows a statistically significant or substantively important negative effect and no studies show a statistically significant or substantively important positive effect, OR Two or more studies show statistically significant or substantively important negative effects, at least one study shows a statistically significant or substantively important positive effect, and more studies show statistically significant or substantively important negative effects than show statistically significant or substantively important positive effects.
Negative effects	Two or more studies show statistically significant negative effects, at least one of which met WWC group design standards for a strong design, AND No studies show statistically significant or substantively important positive effects.
No discernible effects	None of the studies shows a statistically significant or substantively important effect, either positive or negative.

Criteria used to determine the extent of evidence for an intervention

Extent of evidence	Criteria
Medium to large	The domain includes more than one study, AND The domain includes more than one school, AND The domain findings are based on a total sample size of at least 350 students, OR, assuming 25 students in a class, a total of at least 14 classrooms across studies.
Small	The domain includes only one study, OR The domain includes only one school, OR The domain findings are based on a total sample size of fewer than 350 students, AND, assuming 25 students in a class, a total of fewer than 14 classrooms across studies.

Glossary of Terms

Attrition	Attrition occurs when an outcome variable is not available for all participants initially assigned to the intervention and comparison groups. The WWC considers the total attrition rate and the difference in attrition rates across groups within a study.
Clustering adjustment	If intervention assignment is made at a cluster level and the analysis is conducted at the student level, the WWC will adjust the statistical significance to account for this mismatch, if necessary.
Confounding factor	A confounding factor is a component of a study that is completely aligned with one of the study conditions, making it impossible to separate how much of the observed effect was due to the intervention and how much was due to the factor.
Design	The design of a study is the method by which intervention and comparison groups were assigned.
Domain	A domain is a group of closely related outcomes.
Effect size	The effect size is a measure of the magnitude of an effect. The WWC uses a standardized measure to facilitate comparisons across studies and outcomes.
Eligibility	A study is eligible for review and inclusion in this report if it falls within the scope of the review protocol and uses either an experimental or matched comparison group design.
Equivalence	A demonstration that the analytic sample groups are similar on observed characteristics defined in the review area protocol.
Extent of evidence	An indication of how much evidence supports the findings. The criteria for the extent of evidence levels are given in the WWC Rating Criteria on p. 56.
Improvement index	Along a percentile distribution of individuals, the improvement index represents the gain or loss of the average individual due to the intervention. As the average individual starts at the 50th percentile, the measure ranges from -50 to +50.
Intervention	An educational program, product, practice, or policy aimed at improving student outcomes.
Intervention report	A summary of the findings of the highest-quality research on a given program, product, practice, or policy in education. The WWC searches for all research studies on an intervention, reviews each against design standards, and summarizes the findings of those that meet WWC design standards.
Multiple comparison adjustment	When a study includes multiple outcomes or comparison groups, the WWC will adjust the statistical significance to account for the multiple comparisons, if necessary.
Quasi-experimental design (QED)	A quasi-experimental design (QED) is a research design in which study participants are assigned to intervention and comparison groups through a process that is not random.
Randomized controlled trial (RCT)	A randomized controlled trial (RCT) is an experiment in which eligible study participants are randomly assigned to intervention and comparison groups.
Rating of effectiveness	The WWC rates the effects of an intervention in each domain based on the quality of the research design and the magnitude, statistical significance, and consistency in findings. The criteria for the ratings of effectiveness are given in the WWC Rating Criteria on p. 56.
Single-case design	A research approach in which an outcome variable is measured repeatedly within and across different conditions that are defined by the presence or absence of an intervention.

Glossary of Terms

Standard deviation The standard deviation of a measure shows how much variation exists across observations in the sample. A low standard deviation indicates that the observations in the sample tend to be very close to the mean; a high standard deviation indicates that the observations in the sample tend to be spread out over a large range of values.

Statistical significance Statistical significance is the probability that the difference between groups is a result of chance rather than a real difference between the groups. The WWC labels a finding statistically significant if the likelihood that the difference is due to chance is less than 5% ($p < .05$).

Substantively important A substantively important finding is one that has an effect size of 0.25 or greater, regardless of statistical significance.

Systematic review A review of existing literature on a topic that is identified and reviewed using explicit methods. A WWC systematic review has five steps: 1) developing a review protocol; 2) searching the literature; 3) reviewing studies, including screening studies for eligibility, reviewing the methodological quality of each study, and reporting on high quality studies and their findings; 4) combining findings within and across studies; and, 5) summarizing the review.

Please see the WWC Procedures and Standards Handbook (version 3.0) for additional details.



Intervention
Report



Practice
Guide



Quick
Review



Single Study
Review

An **intervention report** summarizes the findings of high-quality research on a given program, practice, or policy in education. The WWC searches for all research studies on an intervention, reviews each against evidence standards, and summarizes the findings of those that meet standards.

This intervention report was prepared for the WWC by Mathematica Policy Research under contract ED-IES-13-C-0010.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		Use protocol for monitoring/documentation of tiered intervention movement for student	MAP Data, common Assessment Data, K Prep Data	Professional Development sessions to analyze school and specific data, share yearly goals with staff and students, weekly school level assessment, , Progress checks of students in the MTSS pyramid every 4-6 weeks	
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Create and monitor a "Watch (Cusp) List" for students performing below proficiency and determine appropriate RTI placement and rotations based on this data	MAP Data, common Assessment Data, K Prep Data	monthly school level assessments data analysis, Progress checks of students in the MTSS pyramid every 4-6 weeks	

**Jan 1 2019 Phase Three: Closing the Achievement Gap
Diagnostic_11092018_08:31**

Phase Three: Closing the Achievement Gap Diagnostic

Turkey Foot Middle School
Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 12/15/2018
Status: Open

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III. Planning the Work 6

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Turkey Foot Middle School is a school of 1113. We have a very diverse population

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Turkey Foot Middle School has been successfully in helping students in the area of reading

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Reading: African American, Hispanic, Asian, American Indian, Two or more races, EL ad Free/Reduced Math: African American, Hispanic, Asian, American Indian, Two or more races, EL ad Free/Reduced These groups consistently score about the state average in both content areas

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Reading: Disaability with IEP Math: Disability with IEP Both of these areas we consistently score below the state average.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

The professional development plan was approved May 2018 and ESS in November 2018. Students are participation in ESS currently two days a week. Students are referred to ESS by teachers based on lack of progress in the classroom or if students could benefit from additional needs based instruction. We are looking to extend our ESS program into the community. We will be sending teachers to neighborhoods where many of our students live that are in gap groups that are not showing as much progress. The PD plan can be custom made for teachers based on skill level and content. Activities will provide support in the following areas: Closing the Gap, PBIS, Technology Integration, Content Curriculum Planning, Specific Intervention Training, Google Classroom, Using Technology for formative assessments, Quality Instruction Indicators, Data Analysis, Effective Teaching and Learning.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Turkey Foot Middle School continues to have concerns with the lack of progress of our students with disabilities. One reason we have not been able to show movement is because we have not had specific processes or practices as it relates specifically to students with disabilities. Most of the responsibility of the success of students with disabilities fell primarily on the caseload managers. Many times if these students were not successfully in the classroom the caseload managers were notified and there was not a team approach or solutions based process in order to determine next steps.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Principal: minimum of bi yearly meeting with special education teachers to determine if there are any unmet needs for students on the caseload and to share expectations Guidance Counselors, Principals, Assistant Principals: They will facilitate monthly team meets with teachers to discuss the progress of gap students Regular Ed Teachers: They will be responsibly for sharing on a google document the weekly progress of students with disabilities on the core academic standards Special Education Teachers: Continue to progress monitor individual students on their caseloads and call ARC's when academic progress is not being met and IEP needs are being provided. Lead Teachers: Due to the turn over of special education teachers at Turkey Foot Middle School the lead teachers have been assigned teachers to mentor. They will review IEP's, progress monitoring data and be a source of support for the department and school. Special Education Teachers:

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By 2023, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 47.9% in 2018 to 24% in 2023.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	This attachment includes the percentage of each gap group that is a part of TFMS.	I
 Gap Goal	Measurable Gap Goal	III

Gap Group/Total number of students	Percentage of Total School Population
Hispanic Latino 101	9%
American Indian or Alaska Native 2	0.00%
Asian 23	2.00%
Black or African American 39	3.50%
Native Hawaiian or Other Pacific Islander 3	0%
White 879	79%
Two or more races 66	5.90%
Free and Reduced 456	42%
Disability 101	9%
English Learners 31	2.70%

[illegible]

as on the standards using a universal google document, Administration will review special educati

l to bring student progress monitoring data to meetings to have conversations and determine if AR(

on progress reports to determine if ARC needs to be conducted,

C's need to be called, The principal will have a beginning of the year meeting with all caseload ma

nagers to determine if any supports are needed in order to follow student IEPs

oct 2018 Phase One: Continuous Improvement Diagnostic_09302018_10:23

Phase One: Continuous Improvement Diagnostic

Turkey Foot Middle School

Debra Obermeyer
3230 Turkeyfoot Rd
Edgewood, Kentucky, 41017
United States of America

Last Modified: 09/30/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Only 57% of the faculty on the TELL Survey thought that policies and procedures about student conduct are clearly understood by the faculty. Like wise only 27% of the faculty felt that school administrators consistently enforced rules of student conduct. During the opening day agenda the Leadership team took time to discuss the discipline referral process. It was during this time that a diagram was shared with the faculty demonstrating the difference between a classroom level infraction and a infraction that resulted in a referral to administration. In order to help the teachers with classroom level infractions we created a google form. The teachers are to fill out the google form to include the classroom level infractions. This form will be reviewed weekly by the leadership team during our weekly meetings. This document will allow us to look for trends in classroom level infractions. We can see if the behavior occurs across all settings and we can also look to find what the behaviors are that are taking place during class. This information can be used to provide leveled supports for students and teachers in need. If we have enough data on a student we can look to move them through the tiers so that they can receive the supports that they need to behave properly in the classroom. A behavior coach was added to the leadership team. The main goal of the behavior coach is to address persistent behavior issues with specific students. This could include creating behavior charts for students or providing groups to address specific misbehaviors. The behavior coach is also available to go into teacher's classroom and provide feedback as it relates to procedures and policies in the classroom. The leadership team visit classroom frequently to observe instruction and student conduct and provide feedback and suggestions. Professional development has been provided regarding Social and Emotional Learning and the Quality Instruction Cycle, and has been differentiated to the extent possible to meet the varied needs of the teachers.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

1. During the 2018-2019 school year we will be back to having team leads. In the past we operated on a junior high school model. Having the team leads will create an atmosphere where teachers voices can be heard. Each lead will meet monthly with the principal to generate ideas to increase motivation of both student and staff. 2. The SBDM Committee which includes both parents and teachers will work to review, revise and approve updated Policies and Procedures to reflect current efforts in place to improve student achievement. The principal will consult with SBDM for input on budgetary decisions. Meetings are held monthly. 3. Frequently through out the year the principal will send survey's to the faculty and staff to determine what changes needs to be made or the get feedback on implementation of programs. For instance a survey was sent to the parents in regards to the most recent open house. This feedback is necessary to make appropriate changes and to have data to back up any changes made. The leadership team had the staff decide when monthly faculty meetings were going to take place and when the Social Emotional Learning curriculum was going to be delivered to the student body. 4. The PBIS committee, which includes teachers and administrators, will continue to meet after school monthly to review monthly discipline data, plans for improvement and school wide expectations following each meeting, and will remind teachers to re-teach school wide expectations not only at the beginning of the school year but regularly and following school breaks. The school principal will frequently included in the morning announcements exceptions from the TFMS matrix that outlines student conduct in various locations.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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December 2018 Phase Three: Executive Summary for Schools_12032018_09:07

Phase Three: Executive Summary for Schools

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/03/2018
Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Twenhofel Middle School, named after noted geologist, botanist, and educator Dr. William Twenhofel, was founded in 1961. In 2006, a new, state-of-the-art, green school opened its doors to an excited and eager community. Nestled in Independence, the heart of Kenton County, Kentucky, Twenhofel boasts an enrollment of approximately 840 students and a staff of approximately 85. Over the past three years, the staff has experienced very little turnover; however, Student enrollment has shown a steady increase over the past few years, with a free/reduced population of 38%. Of late, the once rural community has welcomed a number of new businesses, restaurants, etc. It has, though, held strong to its traditional farming roots. Within the building itself, the staff and students share a "family-like bond"; this is a carry-over from the strong family ties within the community at large. At Twenhofel Middle School we do not have rules, but instead we have expectations. The expectations are for our students to: Treat each other with respect, Be Responsible, and Be Prepared each and every day. We hope that once our students leave the eighth grade they are not only prepared instructionally, but that they are overall good citizens that can be successful in the real world.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

Twenhofel Middle School is a student-centered learning environment. Twenhofel Middle School strives to ensure a safe and caring learning for all students. At Twenhofel Middle School, there is a family atmosphere in which all needs (social, emotional, and instructional) are the focus of each and every student. Over the past two years, the staff at Twenhofel Middle School have been involved in a book study to continue to improve on how students are treated and the expectations set at the school. Twenhofel Middle School offers many different activities to involve students. Twenhofel Middle School's band and chorus programs have been recognized at the State Level. Twenhofel Middle School's athletic programs have been successful within the different sports. We offer a multitude of clubs for students with the intent of all students being able to identify with at least one activity. We strive to build good citizenship with our clubs, sports, and activities with the intent of having a student's being well rounded students. At Twenhofel Middle School we do not have rules, but instead we have expectations. The expectations are for our students to: Treat each other with respect, Be Responsible, and Be Prepared each and every day. We hope that once our students leave the eighth grade they are not only prepared instructionally, but that they are overall good citizens that can be successful in the real world.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past three years, Twenhofel Middle School has striven to improve academically as Twenhofel Middle School has moved instructionally from being labeled a Proficient school to a Distinguished School, and to a School of Distinction. While we are proud of our accomplishments, we are still focused on improving our group of students identified as GAP students. This past year our over academic index increased by over five points, but we were labeled a TSI school due to our GAP population specifically students with disabilities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Twenhofel Middle School is a student-centered school. We focus on all aspects of the individual student. The focus is on the social, emotional, as well as the instructional needs of the student. Twenhofel Middle School also strives to ensure that all students have a safe place to learn emotionally, socially, and instructionally. ATTACHMENTS Please be sure to upload the files in the Attachments

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2

November 1 Phase Two: The Needs Assessment for Schools_10122018_09:22

Phase Two: The Needs Assessment for Schools

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 10/26/2018
Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

When analyzing Twenhofel Middle School's data there were several groups as well as meetings that were involved with the data analysis process. Data analysis was implemented within our school wide Professional Development Plan. An hour and a half was devoted for each session. The first session was designed where staff will receive scoring on live training for a writing scrimmage. The last segment will include teachers identifying 3-5 GAP (Free/Reduce & Special Education) students that are scoring novice and apprentice.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

For the current year based on KPREP data we were categorized as TSI based on our GAP group that scored below the define cut score. At Twenhofel Middle School we have two specific groups that have been identified as GAP and they are students that free and reduced along with students with IEP's.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

For Twenhofel Middle School the primary areas of concerns are 6th grade Reading (Novice) at 15.3/ 6th grade Reading (Novice) GAP 24.0, 7th grade Reading (Novice) 15.92 and 7th grade Reading (Novice) GAP 25.66. Math with Disability +IEP 1.7

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In reviewing the academic components our areas of focus are: 6th grade Reading (Novice) at 15.3/ 6th grade Reading (Novice) GAP 24.0, 7th grade Reading (Novice) 15.92 and 7th grade Reading (Novice) GAP 25.66. Math with Disability +IEP 1.7.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

KCWP 4: What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction? How do school/district leadership ensure teachers use data to determine students' needs (e.g., movement through the tiers of intervention, grouping/regrouping, teacher placement, scheduling)?

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

8th grade Reading Novice: reduced to 9.32, 6th grade Math Novice 6.16, 6th grade Math GAP Novice 9.30, 7th grade Math GAP Novice 9.73, 8th grade Math Novice 4.58, 8th grade Math GAP Novice 9.57, 8th grade ODW Novice 5.34, 8th grade ODW GAP Novice 9.57, 8th grade SS Novice 3.82, & 8th grade SS GAP Novice 7.83

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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3

December 2018 Phase Three: Comprehensive Improvement Plan for Schools_12032018_09:07

Phase Three: Comprehensive Improvement Plan for Schools

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/13/2018
Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

See attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 2018 Comprehensive Plan Improvement Plan for Schools	2018 Comprehensive Plan Improvement Plan for School	
 Read 180 Data	Read 180 Data	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (State your proficiency goal): Goal 1: By 2023, Twenhofel Middle School will increase the combined reading and math proficiency for all students 2023 as measured by the proficiency data

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, list the activities, the person responsible for the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Objective 1: (Reading) By 2019, TMS will increase Reading Proficiency for all students from 84.3 to 87.3	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Summative Assessments, RTI in Behavior & Social Emotional Learning/Mental Health & Academics	RTI structured to address different levels, Instructional Walks and feedback, R180, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	RTI, R180/M180, PLC's with consultants, MTSS Academic Meetings	Weekly PLC'S, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback , R180	
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and	RTI, R180/M180, PLC's with consultants, MTSS Academic Meetings	Weekly PLC'S, Admin Meetings, School & Student Specific Data, Instructional Walks and feedback, R180 Data	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		collaborative lesson creation, and analysis of data.			
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	RTI, R180/M180, PLC's with consultants, MTSS Academic Meetings	Weekly PLC'S, Admin Meetings, School & Student Specific Data	
Objective 2: (Math) By 2019 TMS will increase Math Proficiency for all students from 84 to 87	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Summative Assessments, RTI, MTSS Academic Meetings, RTI in Behavior & Social Emotional Learning/Mental Health & Academics	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Choose Love Curriculum & Calm classroom, (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	KPREP, MAP, Midpoint and Summative Assessments, RTI, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback	
	<ul style="list-style-type: none"> <u>KCWP 4: Review, Analyze and Apply Data</u> 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	KPREP, MAP, Midpoint and Summative Assessments, RTI, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback	
		Implement formal and informal processes that teachers and students utilize	KPREP, MAP, Midpoint and Summative Assessments, RTI,	Weekly PLC'S, PD Sessions, School & Student Specific Data,	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		to gather evidence to directly improve the learning of students assessed.	MTSS Academic Meetings	Instructional Walks and feedback	

2: Separate Academic Indicator

1) Goal 2 (State your separate academic indicator goal): Reduce novice scores for students with disability with IEP in the Separate Academic Indica Studies

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reduce science novice for students with disability with IEP - 30.3% to 22.8% by 2019	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Summative Assessment, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Developing Common Assessments	
		Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	KPREP, MAP, Midpoint and Summative Assessment, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Developing Common Assessments	
Objective 2: Reduce writing novice for students with disability	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if	KPREP, Midpoint and Summative Assessment, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Writing	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
with IEP- 31.3% to 26.3%		instructional adjustments are needed, and if so, what those adjustments		Scrimmages with targeted interventions based on student responses	
Objective 3: Reduce Social Studies novice for students with disability IEP – 25% 23.5%	<ul style="list-style-type: none"> <u>KCWP 2: Design and Deliver Instruction</u> 	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, Writing Scrimmages, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Instructional Walks and feedback, Developing Common Assessments and provide feedback to administration	

3: Gap

Goal 3 (*State your Gap goal*): By 2023, Twenhofel Middle School will increase the combined reading and math proficiency for students with disabilities school proficiency data.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: : (Reading) By 2019, TMS will increase reading gap students with disabilities from 39.2 to 42.2	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	<ul style="list-style-type: none"> • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments • Develop a process in conjunction with protocol and monitoring/documentation tool for tiered intervention movement considerations specific to students with disabilities-IEP toward growth in core classes 	KPREP, MAP, Midpoint and Summative Assessment, Common Assessment Review, MTSS Academic Meetings	Grade Level PLC's, Special Ed PLC's Adopt A Bred, specific GAP students identified/Great Academic Performers, Common Assessment Scores, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> KCWP 4: <u>Review, Analyze and Apply Data</u> TSI Evidence Practice 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KPREP, MAP Data, Midpoint & Summative Assessment, Implement Researched Based RTI, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	
Objective 2: (Math) By 2019 TMS will increase math proficiency for students with disabilities from 51.5 to 54.5	<ul style="list-style-type: none"> KCWP 2: <u>Design and Deliver Instruction</u> KCWP 4: <u>Review, Analyze and Apply Data</u> 	<ul style="list-style-type: none"> Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. 	KPREP, MAP, Midpoint and Summative Assessment, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, M180, Morning Minutes, Common Assessment Data, Choose Love Curriculum & Calm classroom, PBIS (Monitoring Attendance, behavior, academic success, SEL and determining next steps for student success)	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<ul style="list-style-type: none"> KCWP 4: <u>Review, Analyze and Apply Data</u> 	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	KPREP, MAP, Midpoint and Summative Assessment, RTI, MTSS Academic Meetings	Weekly PLC'S, PD Sessions, School & Student Specific Data, Math Boot camp, M180, Morning Minutes, Common Assessment Data	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KPREP, MAP, Midpoint and Summative Assessment, RTI	Weekly PLC'S, PD Sessions, School & Student Specific Data, Math Boot camp, M180 morning minutes	

5: Growth

Goal 5 (*State your Growth goal*): By 2023, Twenhofel Middle School will increase the percentage of students showing growth in MAP for reading from middle school math rom 66.1 in spring 2018 to 72.5

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1(Reading) By 2019, TMS will increase percentage of students showing growth in Reading MAP from 71.7 in 2018 to 73.2 in 2019	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	<ul style="list-style-type: none"> • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments 	KPREP, MAP, Midpoint and Summative Assessment, RTI, MTSS Academic Meetings	Weekly PLC'S, , School & Student Specific Data, RTI structured at address different level of students, Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	
		<ul style="list-style-type: none"> • Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations 	KPREP, MAP, Midpoint and Summative Assessment, RTI, MTSS Academic Meetings	Weekly PLC'S, , School & Student Specific Data, RTI structured at address different level of students, Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2 : (Math) By 2019, TMS will increase percentage of students showing growth in MAP from 66.1 in 2018 to 67.6 in 2019	• <u>KCWP 2: Design and Deliver Instruction</u>	<ul style="list-style-type: none"> Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments 	KPREP, MAP, Midpoint and Summative Assessment, RTI	Weekly PLC'S, , School & Student Specific Data, RTI structured at address different level of students, Math & Reading boot camps, MAP School Goal Setting and Individual MAP Goal setting	

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Twenhofel Middle School will strive to increase their transition ready percentage from 48.85 during the 2022 school year to 51.88 during the 2023 school year

<p>Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u> 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u> 	<p>In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 :By 2019, TMS will increase percentage of students transition ready in 8 th grade from 48.85 in 2018 to 51.88 in 2019	• <u>KCWP 2: Design and Deliver Instruction</u>	• Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments	KPREP, MAP, Midpoint and Summative Assessment data	Weekly PLC'S, PD Sessions, School & Student Specific Data, Adopt-A-Bred, School wide reading (TMS) Writing (TECC), Math (Rise), Common Assessment Data	
		• Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations	KPREP, MAP, Midpoint and Summative Assessment data	Weekly PLC'S, PD Sessions, School & Student Specific Data, Adopt-A-Bred, School wide reading (TMS) Writing (TECC), Math (Rise), Common Assessment Data	
	• <u>KCWP 4: Review, Analyze and Apply Data</u>	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource	KPREP, MAP, Midpoint and Summative Assessment, RTI	Weekly PLC'S, PD Sessions, School & Student Specific Data, Special Ed PLCs, School wide reading (TMS)	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		sharing and collaborative lesson creation, and analysis of data.		Writing (TECC), Math (Rise), Common Assessment Data	
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	KPREP, MAP, Midpoint and Summative Assessment, RTI	Weekly PLC'S, PD Sessions, School & Student Specific Data, Special Ed PLCs, School wide reading (TMS) Writing (TECC), Math (Rise)	
Objective 2					

7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

In the following chart, list the activities, the person responsible for the activity or activities, and the funding source for the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					



WWC Intervention Report

A summary of findings from a systematic review of the evidence

ies INSTITUTE OF
EDUCATION SCIENCES

Adolescent Literacy

Updated November 2016

READ 180®

Program Description¹

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development. *READ 180®* is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. *READ 180®* is designed for students in elementary through high school. This review of *READ 180®* focuses on students in grades 4–12.

Research²

The What Works Clearinghouse (WWC) identified nine studies of *READ 180®* that both fall within the scope of the Adolescent Literacy topic area and meet WWC group design standards. Three studies meet WWC group design standards without reservations, and six studies meet WWC group design standards with reservations. Together, these studies included 8,755 adolescent readers in more than 66 schools in 15 school districts and 10 states.

The WWC considers the extent of evidence for *READ 180®* on the reading achievement of adolescent readers to be medium to large for four outcomes—comprehension, general literacy achievement, reading fluency, and alphabets. (See the Effectiveness Summary on p. 7 for more details of effectiveness by domain.)

Report Contents

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This intervention report presents findings from a systematic review of *READ 180®* conducted using the WWC Procedures and Standards Handbook, version 3.0, and the Adolescent Literacy review protocol, version 3.0.

Effectiveness

READ 180® was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for adolescent readers.

Table 1. Summary of findings³

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
Comprehension	Positive effects	+6	–4 to +16	6	3,882	Medium to large
General literacy achievement	Positive effects	+4	0 to +7	6	6,235	Medium to large
Reading fluency	Potentially positive effects	+4	+4 to +4	2	561	Medium to large
Alphabets	No discernible effects	0	–1 to +2	2	746	Medium to large

Program Information

Background

READ 180® is currently distributed by Houghton Mifflin Harcourt. It was developed by Dr. Ted Hasselbring and a team from the Cognition and Technology Group at Vanderbilt University, the Orange County Literacy Project in Florida, and the development staff at Scholastic, Inc. in 1985. The first version of *READ 180*® was published in 1998. In 2006, Scholastic, Inc. released *READ 180*® *Enterprise* which added features to the program such as the *rBook*® (an interactive workbook that introduces reading skills and strategies), additional features for English learners, and a Scholastic Achievement Manager (SAM), which is an online learning management system designed to implement applications and collect data on a district-wide basis (currently known as the Student Achievement Manager). In 2011, Scholastic, Inc. released *READ 180*® *Next Generation*, which includes a suite of new technology, data analyses, content, and resources designed to maximize student engagement and teacher effectiveness. In 2015, Houghton Mifflin Harcourt acquired Scholastic's educational technology and services business, which included *READ 180*®. In 2016, Houghton Mifflin Harcourt released *READ 180*® *Universal*, which is based on research on the cognitive functioning of struggling readers. *READ 180*® *Universal* includes new adaptive learning software, new content, and a new learning management system called Teacher Central. The WWC refers to all of these packages as *READ 180*® in this intervention report, unless the version was noted in the original study.⁴

Address: Houghton Mifflin Harcourt, 125 High Street, Boston, MA 02110. Attn: Francie Alexander, Chief Academic Officer, HMH Intervention Solutions Group. Email: Francie.Alexander@hnhco.com. Web: <http://www.hnhco.com/products/read-180/>. Phone: 212-965-7233.

Program details

The *READ 180*® blended learning instructional model is 45–90 minutes long and is composed of three parts: whole-group direct instruction, small-group rotations, and whole-group wrap-up. The instruction begins with 20 minutes of whole-group direct instruction, in which the teacher provides instruction in reading, writing, vocabulary, and grammar to the entire class. This is followed by rotations of smaller groups of students through three activities:

- Small-group direct instruction, in which the teacher works closely with individual students using an interactive work text (called the *Real Book*). Instruction focuses on language development, comprehension, vocabulary, writing, and fluency across six workshops. Each workshop is a 4–6 week module that has distinct subject content, focus questions, anchor videos, and career focus. At the end of each workshop, students complete a career-focused, project-based learning assessment.
- Students' independent use of a computerized *READ 180*® Student Application that includes six components (called "zones"): (1) Explore, which includes anchor videos with vocabulary activities; (2) Reading, which involves close reading of individualized texts based on a student's instructional reading level; (3) Language, which includes vocabulary building and practice; (4) Fluency, which includes practice in spelling and reading; (5) Writing, which includes crafting argumentative, narrative, and informative essays; and (6) Success, which includes progressively more complex fluency and comprehension activities.
- Modeled and independent reading, designed to build comprehension and accountability. Students can select from over 100 paperbacks, eBooks, or audiobooks using a digital bookshelf or classroom materials.

The instruction ends with a brief wrap-up discussion with the whole group. The goal of the *READ 180*® software is to continually adjust the level of instruction based on student performance.

5
December 2018 Phase Three: Closing the Achievement Gap
Diagnostic_12032018_09:08

Phase Three: Closing the Achievement Gap Diagnostic

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 12/11/2018
Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See Attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Overall Twenhofel Middle School does not have a that much of a diverse population with different ethnic groups. The largest ethnic group that has been identified as a GAP group is our Hispanic population with a total number of 22 (1.5%) The overall largest population within identified within our GAP group is our free and reduced population with and overall percentage of 42.7%. The next group identified within our GAP group is the students with disabilities at 120 students for a total percentage of .14. In the past 5-6 years the free and reduced population has increased from 29% to 37.9%. The students with disabilities population has remained relatively the same. There has been an small increase in the Hispanic population, but this does vary from year to year. The students identified as GAP students are good students. Students that have been identified as GAP students have been shared with the teachers so that they know who is in there class and to make sure that they have the extra support if it is needed. From a behavior point of view they (GAP) are just overall good kids. For the most part they do their best to meet behavior expectations and they care about their education and respect their peers.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

When reviewing the data over the previous two years Twenhofel Middle School has made strides in some areas, but there is still areas that need improvement. Twenhofel Middle School is focused on reducing Novice in Reading for GAP students: 6th grade was at 24.03%, 7th grade 25.55% and 8th grade 17.39. Twenhofel Middle School is also focused on increasing proficiency in reading and math for students with disabilities with IEP's in reading 32.9% and math 51.5%

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

When analyzing the Twenhofel Middle School's data there was growth that shown in content areas. Twenhofel Middle School has done a good job in several areas. For this report there are two specific areas that will be mentioned. For the 2017 and 2018 school year Twenhofel Middle School's GAP population scored below 10% Novice in math. For all grades, grades six through eight, 45% of the GAP population scored either a proficient or distinguished on the KPREP Test.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Based on the data from 2017 - 2018 in math proficiency for GAP, Twenhofel's Proficiency score with students that have a disability IEP the overall percentage of students scoring proficiency was at 45.4. For math growth with students with disabilities IEP's the score was 1.7. The academic indicator for Twenhofel Middle School in the area of social studies involving students with a disability IEP the overall academic indicator was 59. The overall percentage of students in Twenhofel Middle Schools GAP population that scored either a proficient or distinguished was 53.91.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

For the past two years Twenhofel Middle School has specifically created plans to assist in closing the achievement gap specially for those students identified as GAP students. Within Twenhofel Middle School's Professional Development plan there has been time implemented to assist with different activities in closing the achievement GAP. Staff had the opportunity to meet during PLC meetings to review data and to develop plans to close the achievement GAP. Classroom teachers also identified each of the GAP students within their respective 5 class periods. Then by grade level content teachers worked together to develop specific plans for what they could do for their GAP students. Some of the specific plans include: workshop for struggling readers/writers, specific note-taking, small group instruction, close reading strategies such as annotation, conference with students for goal-setting, make sure learning targets are based on standards. Teachers then identified up to five students that they would have positive relationship with and to make sure that they made some type of positive interaction on a weekly basis. Staff was given a list of their respective grade level students that were identified as GAP. Aside from meetings during the PLC, there were a specific data meeting that incorporated all teachers to review their students with disability data and to give feedback on how those students were making progress. Each teacher identified the students that surprised them by not making progress on the KPREP Test. Teachers also reviewed their students with IEP's to make sure that the appropriate accommodations were being implemented and that they are being implemented. Staff also gave suggestions as to what school administration could do to help assist them within the classroom to help improve the overall scores of students with disabilities and IEP's. Professional development was approved in May 2018 and ESS in November 2018 teacher.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Twenhofel Middle School is a very inviting and welcoming environment. Over the past two years a more intense focus has been implemented in naming and claiming the GAP student population. The intentional focus on identifying these students has been a work in progress. Teachers are striving to claim these students academically and assisting with social and emotional behaviors. While the focus is being intentional and the work that the staff is doing to make progress the number of students being identified are also increasing. A particular focus has also been made on making sure that the appropriate accommodations are being implemented for students with IEP's that are in the respective teachers classrooms. Students with IEP's have also been identified per grade level and from aside from each name there are specific columns that student scores will be added so that administration will have working knowledge of how each student is performing.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

There are multiple groups of individuals involved in developing strategies to assist with closing the achievement GAP with our identified GAP students. Twenhofel Middle School has an amazing FRYSC coordinator that is contact with parents and students that are in need. She will make home visits to meet with parents/guardians to ensure that families have proper living conditions and if they are struggling with their living accommodations she will make specific calls to organizations to find resources to assist with getting the families what they need. She also does a great job with students that are in need of any type of supply or food. She meets with students on a weekly basis to ensure that they have what they need to be successful. From an attendance reference she meets weekly to discuss students and their specific needs. If there is an attendance issue she will make calls and do home visits to make sure that the students are attending school. The staff at

Twenhofel Middle School is making an intentional effort to ensure the success of the identified GAP students emotionally, socially, and academically. The guidance counselors at Twenhofel Middle School do an amazing job of working with the students. They are running grade checks, contacting parents, reviewing student data, and working with other agencies to help get the support needed for individual students. They meet with students to discuss what needs that the students might have individually or just to do weekly checks with the students to get a feel for how the student is doing or to see what they might need. Overall the staff at Twenhofel Middle School is making intentional efforts to ensure the success of the GAP students. Each teacher has identified every GAP student that they have within their class periods and they have also developed plans with grade level peers to develop specific plans to address the needs of the respective students

iii. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

For the 2017 - 2018 school year Twenhofel Middle School was identified as a TSI school. The specific researched based strategy implemented to assist in closing the GAP has been Read 180.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Gap Goals	Gap Goals, Strategies, and Activities	III
 Identification of Gap Groups	Gap Group Listings	I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
(Reading) By 2019, TMS will increase reading gap students with disabilities from 39.2 to 42.2	<ul style="list-style-type: none"> • KCWP 2: Design and Deliver Instruction 	<ul style="list-style-type: none"> • Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments • Develop a process in conjunction with protocol and monitoring/documentation tool for tiered intervention movement considerations specific to students with disabilities- IEP toward growth in core classes 	Administration, Counselors, FRYSC Coordinator	KPREP, MAP, Midpoint and Summative Assessment, Common Assessment Review, MTSS Academic Meetings

[illegible]

Funding Mechanism and Amount

Gap Group/Total number of students	Percentage of Total School Population
Black - 10/840	0.01
Hispanic - 22/840	0.02
Asian- 0/840	0
American/Indian/Alaskan-1/840	0.001
Free/Reduced-359/840	42.7
Students with Disabilities (IEP's)-120/840	0.142

October 2018 Phase One: Continuous Improvement Diagnostic_09242018_15:05

Phase One: Continuous Improvement Diagnostic

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 09/24/2018
Status: Open

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

In reviewing the TELL survey two of the areas that we are trying to improve is "Professional Learning is Differentiated to meet the needs of Individual Learners (74.4%) and Teachers have Sufficient Training to Fully Utilize Instructional Technology (71.4%)". The first area in regards to professional learning we are breaking up the components to allow for a more hands on approach by our teachers. Over the course of the 2018 - 2019 School year we have devoted six hours of Professional Development to the Cycle of Quality Instruction. the first Professional Development consisted of whole group presentation, but the next several professional development meetings consist of our lead content teachers presenting the material. Teachers are divided into their respective content to where the presenter is a content teacher themselves and can relay the material in a way that is more practical for the teachers involved. The next of area of focus will be allowing for the teachers and staff at Twenhofel Middle School to have more access to technology. Over the last several years we have been lagging behind in instructional materials for teachers in regards to technology. For the 2018 - 2019 School there has been the purchase of new Chromebooks and teacher computers so that the staff has more access to technology. Twenhofel Middle School has also allowed for a teacher that is proficient with the use of technology to have an extra period without students so that they are able to work with staff and technology issues.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

At Twenhofel Middle School we are focused on making specific adjustments to the specific needs of our school. While we do have an SBDM and PTSA group that allows for feedback and input from our stakeholders we take very seriously the input from the teachers/staff. Over the past several that has been a culture of trust that has been built and developed between the administrative and teaching professional staff. Every week there are meetings in which teachers have the opportunity to make any suggestions in regards to the the school and if there are any

concerns. Once those ideas are made there is a followup to ensure that teachers receive feedback on the suggestion/comment.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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9
November 1st Phase II: School Safety Report_10112017_15:45

Phase II: School Safety Report

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 10/12/2018
Status: Open

Phase II: School Safety Report

School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?

Yes, an Emergency Management Plan is updated yearly and approved through the SBDM Council

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?

Provide the date of adoption in the comments box below.

9/27/2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Did the SBDM Council or district adopt the EMP?

Provide the date of adoption in the comments box below.

Yes/9/27/2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?

Provide the date of the review in the comments box below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?

Provide the date of the review in the comments box below.

8/21/2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Were local law enforcement and/or fire officials invited to review the EMP?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?

Provide the date of the review in the comments box below.

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Have practices been developed for students to follow during an earthquake?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).

Provide the date of the review in the comments box below.

Yes, 8/23/2017

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?

Yes

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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10
November 1st 2018

Phase Two: School Assurances

Twenhofel Middle School
Shannon Gross
11846 Taylor Mill Rd
Independence, Kentucky, 41051
United States of America

Last Modified: 10/12/2018
Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

☒ Yes

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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WMSNov2018Executive Summary for Schools_11172018_15:09

Phase Three: Executive Summary for Schools

Woodland Middle School

Jerry Cline
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 12/02/2018

Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Woodland Middle School is located in Taylor Mill, KY. Taylor Mill is a suburb of Cincinnati and is surrounded by a supportive community. Taylor Mill is a thriving middle class community. The majority of our families commute to Cincinnati and the surrounding areas for job opportunities due to the close proximity of I-275. Woodland Middle School is the home of the Wildcats. We currently serve 670 students in grades 6-8. 87.9% of our students are Caucasian, 3.1% of our students are Hispanic, 2.9% students are African American, and 1% of our students are Asian. 15% of our students receive special education services and 46% of our students receive free or reduced price lunch. 1.0% of our students are English Language Learners. Woodland Middle has three structured teaching classrooms which serve the needs of students who require the highest level of support. Woodland Middle School has 23 content area teachers. Woodland Middle School has 8 core teachers and 9 special education teachers. We also have two full time guidance counselors, a .5 media specialist, and Family Resource Center. Woodland Middle School is unique in that the middle school shares a campus with Scott High School. This offers additional educational opportunities for both our students and students who attend Scott High School. During the 2017-2018 school year, over 80 Woodland 8th graders had the opportunity to take Geometry and other elective courses at Scott High School. The administration, teachers, and staff are committed to the students of Woodland Middle School. At Woodland we are focused on continuous growth and achievement. We look forward to challenging our students to reach their highest potential.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

At Woodland Middle School we are committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students everyday and creating a culture of high expectations. The current mission statement of Woodland Middle School is to focus on the strengths, talents, and abilities of each student, while recognizing our students are in transition from childhood to adolescence. The current mission statement was developed with input from teachers, parents and stakeholders and drives our work by providing focus. Our mission statement is as follows: Woodland is dedicated to a learning environment that fosters academic, emotional, and social growth. We believe: Each student is important. Every student can be a successful learner. Middle school is an important transitional period where students are encouraged to develop a sense of self-esteem and personal dignity. Students have a right to a quality education with rigorous learning opportunities. Students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Understanding and acceptance of cultural, social, physical, and economic differences creates a healthy learning environment. Learning is a lifelong process.

Woodland also provides opportunities for students to explore their role in society, and encourages lifelong participation in their community. The mission statement currently guides our practice and informs our daily work. This is evident through the inclusion of programs to meet the needs of students at all academic levels. We offer Read 180 and System 44 for our students who are struggling readers and Math 180 for those students who need more support in math. We offer the Prep and Prep + programs in both math and reading, which are designed to challenge and enrich our students who are excelling in math and language arts. We implement Springboard, a Pre-AP curriculum, for all of our students in math and language arts. This curriculum supports our culture of high expectations and commitment to rigorous learning experiences for all students. All of our students receive core instruction in math and reading in the regular classrooms, with Tier II interventions being offered as an additional daily full period-length class. Students who do not require interventions receive an additional period each day that focuses on personalized learning at each student's own level in both reading and math. Woodland Middle School is committed to fostering the whole child. We offer a weekly Social Emotional Learning class during which we offer the Anti-Virus Character Education program and the Choose Love program. Our commitment is also seen through our extensive fine arts program offerings and extracurricular opportunities. Woodland Middle School has an award winning choral and band program. We also offer visual art. Our students have the opportunity to audition and participate in a variety of honor choirs and band programs. We have a National Junior Art Society to support our students who excel in visual arts. Our students have the opportunity to become involved in many extracurricular activities including Academic Team, football, volleyball, basketball, track, cheerleading, Real Girls Stand Strong, National Junior Honor Society, Forensics, Yearbook Club, Construction 101, Quick Recall, and Student Council.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Woodland Middle School is proud of the academic improvement of our students and their accomplishments through our Fine Arts program and clubs. This year, 3 students have been selected to participate in KMEA All-State Chorus performance during the KMEA Conference in Louisville. The past two years, Woodland Mixed and Women's Choruses have received Distinguished ratings at KMEA Large Group Assessment. All WMS vocal students who have performed at Solo and Ensemble have received distinguished or proficient ratings over the past 3 years. Last year, our students collaborated with Scott Eagle Theatre to perform Roald Dahl's *James and the Giant Peach*. As a service, we invited Kenton County elementary schools to attend and see the performance as well, at no ticket charge. In November 2017, 24 students participated in the District 6 NKY Jr. High Honor Choir with students from all over northern Kentucky. The Kenton County middle school chorus teachers also provide the opportunity for All-Star Chorus in 2018, where up to 25 boys and 25 girls from each middle school were invited to rehearse with guest conductors and perform exemplary works. Our curricular ensembles perform three concerts each year for the community in addition to performing for in-school events. Our band program is also a significant point of pride for Woodland Middle School. Our band students excel and represent us with distinction at a variety of events. Both our 7th and 8th grade band have received distinguished ratings at the KMEA large group assessments in 2016. All students who participated in the KMEA solo and ensemble festival received a proficient or distinguished rating in 2017 and 2018. In November, 2017 20 of our 7th and 8th grade band members were nominated and participated in Kenton County All-Star Band. In February, 2018 we have 7 band students who

auditioned, were selected for, and participated in the Northern Kentucky Select Band. In the summer of 2017 and 2018, there have been two Woodland MS students who have attended Stephen Foster Music Camp in Richmond, Ky. Along with all of these "extra" accomplishments, our band members are active members of our student body and perform Fall, Winter, and Spring community concerts as well as perform for an occasional sporting event. Woodland students have the opportunity to participate in a percussion ensemble club in the fall and a jazz band in the spring. Woodland is very proud of our award winning Forensics Team. Forensics is a competitive speech and drama team. Students memorize and perform their speeches, poetry, prose, and acting pieces and travel on the weekends to compete at tournaments throughout the state. During the 2017-18 school year our Forensics Team achieved great success. Our students regularly receive awards at Forensics tournaments through KESDA and KHSSL. Our team achieved 3rd place in the NKY Region and came home with the Regional Champion in Poetry. Woodland fields a competitive academic team and quick response team. Over the years, each team has represented the school with distinction as an extracurricular club. This year our 6th grade students were the district runner up at the 6th Grade Showcase for Quick Response. Woodland was also the district runner up at the Governor's Cup in the area of Quick Response. At 6th grade showcase students competed against several schools in their division. Woodland students won 1st place in mathematics, 3rd place in social studies and 5th place in language arts. The Real Girls Stand Strong club has been featured on several local and national media outlets as well as social media for the positive message that they are sending. Our students also represent us well athletically. Many of our student athletes have qualified for state competitions and our teams have won district championships. In 2017, our football team won the league championship. In the 2017-18 school year, our 8th-grade boys basketball team made it to the league championship game. Our cheerleading program finished second in the NKCCA competition. The WMS Archery Team competed at state and the national competition with respectable finishes. Our wrestling team had an outstanding year and had the most wins in Woodland history. The team finished third or better in all but one tournament they competed in, even finishing first in the Kenton County Duals. The team had one regional champion with six wrestlers qualifying for state. The 2017 Cross Country team had an outstanding year as well. The team won the Kenton County Championships. WMS surveyed all students during the 2017-18 school year to find that eighty-one percent of our students were involved in some type of extra-curricular school-sponsored activity. Over the next three years we have identified several areas to target for improvement. These areas include: a continued focus on improving student achievement in reading, math, on-demand writing, and science, and increasing the proficiency of our students with disabilities. We are committed to creating better writers through continued use of our school-wide writing non-negotiables and a continued focus on writing in all content areas.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Woodland Middle School has experienced a high level of transition in both the school leadership and teaching staff over the past decade. With the hiring of a new principal and assistant principal in 2018, and with increased support to teachers who have a deep commitment to improving the culture, climate and academic achievement level of the school, we are confident that our plans and efforts to make Woodland Middle School one of the best middle schools in the state will be realized. Developing and sustaining procedures and policies, investing in teacher development,

and building skills and leadership capacity among all our teachers will pay great dividends as we move forward.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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**WMS Nov. 1, 2018 Phase Two: The Needs Assessment for
Schools_10142018_17:14**

Phase Two: The Needs Assessment for Schools

Woodland Middle School

Jerry Cline
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 10/22/2018

Status: Open

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

KPREP data was shared with all staff on October 3, 2018 and a brief data analysis was completed. Further data analysis was completed on October 18, 2018 during a 3 hour professional development session, during which strategies were proposed to address areas of concern. The KPREP data was shared with the SBDM Council during the October regular meeting, on October 11, 2018. KPREP Data and school improvement strategies were shared with Woodland Middle School parents at the PTSA general meeting on October 18, 2018. Continuing work with data analysis and improvement strategies will take place during weekly PLC meetings with all teachers and during Department Lead Teacher meetings monthly. All meetings are documented with agendas, minutes, and sign in sheets.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.
- 11.3% increase in Novice among students with disabilities in Reading from 2017 to 2018. -11.9% increase in Novice among students with disabilities in Math from 2017 to 2018. -3.8% decrease in Novice among students with disabilities in Social Studies from 2017 to 2018. -Growth for all students in math was 9.6 as compared to the state average of 8.0.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

- 88.9% of students with disabilities scored below proficiency on KPREP in reading as opposed to 41.8% of all students. - 89.8% of students with disabilities scored below proficiency on KPREP in math as opposed to 54.6% of all students. -94.3% of students with disabilities scored below proficiency on KPREP in writing as opposed to 56.8% of all students. -28% of African American students scored proficient or distinguished in reading compared to 58.1% of all students. -24% of African American students scored proficient or distinguished in math compared to 45.4% of all students.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Students with disabilities and students who fall into the African American category continue to perform below their peers academically, and are significant areas for improvement.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

KCWP 2: Design and Deliver Instruction • What systems of collaboration are in place in order to meet the Tier I educational needs of all students? How is learning monitored before, during, and after instruction? (Explicit Instruction) How does the teacher ensure cognitive engagement versus passive or active engagement? What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? KCWP 5: Design, Align, and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? KCWP 6: Establishing Learning Culture and Environment • How do behavior systems support an environment where everyone feels safe and wants to learn? What processes are in place to promote depth of educator capacity (will and skill) within school? What processes are in place to ensure all educators are successful? What processes are in place to communicate with parents in order to address barriers to learning?

ATTACHMENTS

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The percentage of proficient and distinguished students in reading has increased from 56% in 2017 to 58.2% in 2018. The percentage of proficient and distinguished students in social studies has increased from 59.4% in 2017 to 63.9% in 2018. The percentage of proficient and distinguished students in writing has increased from 39.3% in 2017 to 43.2% in 2018.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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November 2018: Comprehensive Improvement Plan for Schools_11052018_14:13

Phase Three: Comprehensive Improvement Plan for Schools

Woodland Middle School

Jerry Cline
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 12/02/2018

Status: Open

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

Our Comprehensive Improvement Plan for Schools focuses on providing outstanding Tier I instruction to all students in every subject, increased use of collaboration and co-teaching strategies to engage our students with disabilities and improve their achievement, and focus research-based Tier II and III interventions to help all students reach proficiency and be successful in both school and life.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Read 180 Research	Report detailing the research base for the Read 180 evidence based practice.	
 WMS 2018-19 CSIP Goals	This document lays out our long term (5 year) goals as well as our short term (1 year) objectives in all accountable areas, and provides strategies and activities that we will use in order to attain them.	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
 - For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
 - For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1: Woodland Middle School will collaborate to increase the reading proficiency for all students from 58.2% in 2018 to 79.1% in 2023, and math proficiency for all students from 45.4% in 2018 to 72.7% in 2023 as measured by the school report card proficiency data.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for all students from 58.2% in 2018 to 62.38% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons.	Formative assessments; KPREP-like summative/Common Assessments	RUN the RACE strategy usage on all short answer and extended response; review of assessment data during weekly PLCs	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Setting a purpose for reading Teacher professional learning centered upon the Cycle of Quality Instruction; Formal and informal observations by school administrators and District Curriculum Consultants, classroom visits by teachers to observe other teachers both in our school and in other successful schools.	

		reflect the learning targets students have had the opportunity to learn.			
	KCWP 5: Design, Align and Deliver Support *TSI Evidence Based Practice Read 180	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports		Review of RTI Interventions (Exact Path, READ 180) progress data every 6 weeks, review of RI/PI data following administration, review of MAP progress data at least 3 times per year	Exact Path program: \$4000.00 from Instructional Funds
		Encourage participation by all stakeholders in open forums focused on continuous improvement planning, including evaluating the current state, triangulating data sources, identifying of the desired state, creating action steps for goal attainment, establishing a periodic monitoring timeline (30- 60-90 day planning), and defining timelines for communication updates. Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.	Weekly PLCs Faculty Meetings SBDM Meetings RTI Meetings	Review of RTI Interventions (Exact Path, READ 180) progress data every 6 weeks, review of RI/PI data following administration, review of MAP progress data at least 3 times per year Review of monthly PBIS school wide behavior data	N/A
	KCWP 3: Design and Deliver Assessment Literacy *TSI Evidence Based Practice Read 180	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Percentage of students receiving proficient or distinguished on District K-PREP like common assessments (Proficiency of 75 percent or higher)	Submission of Common Assessment proficiency attainment to District 20 days following administration Wrong Answer analysis on Common Assessments as a classroom instructional strategy	NA N/A

		Ensure that all users of assessment data use information to benefit student learning.		Review of RTI Interventions (Exact Path, READ 180) progress data every 6 weeks, review of RI/PI data following administration, review of MAP progress data at least 3 times per year, review of Common Assessment data following administration of the same per district timelines in RTI meetings, PLC meetings, department meetings and faculty meetings.	N/A
Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 45.4% in 2018 to 50.86% in 2019 as measured by the school report card proficiency data.	KCWP 5: Design, Align and Deliver Support	Develop a clearly defined RtI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Exact Path growth Math 180 progress Review of data every 6 weeks in PLCs and RTI Team meetings	Create sub groups outside of RTI class for students to work on specific skills	Exact Path program: \$4000.00 from Instructional Funds
	KCWP 3: Design and Deliver Assessment Literacy	Evaluate the quality of test items, test tasks, and scoring rubrics.	Percentage of students receiving proficient or distinguished on District K-PREP like common assessments	Submission of Common Assessment proficiency attainment to District 20 days following administration	N/A
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.		Wrong Answer analysis on Common Assessments as a classroom instructional strategy	N/A
			Formative Assessment daily in classrooms Summative Assessments Interim Assessments (MAP)	Once a week an extended response question will be completed in all Math classrooms school-wide (Questions will be developed in the monthly Math department meetings)	N/A
				Emphasis on use of Accountable Talk to hold students accountable to	N/A

				accurate knowledge and to make their problem solving strategies visible.	
	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities reflect the learning targets students have had the opportunity to learn.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Teacher professional learning centered upon the Cycle of Quality Instruction. Formal and informal observations by school administrators and District Curriculum Consultants, classroom visits by teachers to observe other teachers both in our school and in other successful schools.	N/A N/A

2: Separate Academic Indicator

Goal 2: Woodland Middle School will increase the combined Separate Academic Indicator for all students from 67.3% in 2018 to 83.7% in 2023 as measured by the school report card proficiency data.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Woodland Middle School will collaborate to increase the Science proficiency for all students from 25% in 2018 to 32.5% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Plan for and implement active student engagement strategies.	Learning walks Formal Observations Improved student proficiency on formative and summative assessments	As a department will meet monthly with District Science Consultant to develop strategies to increase student engagement in the classroom.	N/A
	KCWP 3: Design and Deliver Assessment Literacy	Use assessments to help students assess and adjust their own learning. Use classroom assessments to inform teacher's instructional decisions.	Improved student proficiency on formative and summative assessments, reviewed at weekly PLCs and monthly Science Department meetings	Invite the District Science Consultant to our department meetings and then use the formative strategies discussed. Make note of what worked and then discuss at future meeting. Department meeting dates and notes.	N/A
	KCWP 1: Design and Deploy Standards	Use summative evidence to inform what comes next for individual students and groups of students.	Improved student proficiency on formative and summative	Input Common Assessment proficiency data on Google form within 20 days of administering the assessments.	N/A

			assessments, reviewed at weekly PLCs and monthly Science Department meetings	Continue to develop NGSS-congruent common assessments with District Consultant and other district middle school Science teachers	N/A
	KCWP 5: Design, Align and Deliver Support	Ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts. Ensure that funding allocations are allowable per state and federal funding matrices, non-supplanting of funds guidance, local policy and SBDM policy where applicable.	Monthly Department Lead meetings	Review budgeting needs as part of the annual Needs Assessment and Budgeting process	N/A
	KCWP 2: Design and Deliver Instruction	Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Plan for and implement active student engagement strategies. Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities reflect the learning targets students have had the opportunity to learn.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Teacher professional learning centered upon the Cycle of Quality Instruction Formal and informal observations by building administrators and Curriculum Consultants	N/A
Objective 2 Woodland Middle School will collaborate to increase the Social Studies proficiency for all students from 63.9% in 2018 to 67.51% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons.	Number of students scoring proficient or distinguished (75% or higher) on all Common Assessments	Wrong answer analysis and reteaching as instructional strategies	N/A
		Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to	Improved teacher ratings on the PPR and on the Cycle of Quality	Teacher professional learning centered upon the Cycle of Quality Instruction	N/A

		<p>meet mastery. Plan for and implement active student engagement strategies. Use formative and summative evidence to inform what comes next for individual students and groups of students. Develop assignments and activities reflect the learning targets students have had the opportunity to learn.</p>	Instruction feedback form		
	KCWP 1: Design and Deploy Standards	Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.	Improved teacher ratings on the PPR and on the Cycle of Quality Instruction feedback form	Teacher professional learning centered upon the Cycle of Quality Instruction	N/A
				Feedback from formal and informal observations	
				Curriculum Consultant to observe social studies teachers and provide feedback relative to the Cycle of Quality Instruction	
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.		Allow for all social studies teachers to observe each other's lessons and provide feedback relative to the Cycle of Quality Instruction	
Objective 3 Woodland Middle School will collaborate to increase the On Demand Writing proficiency for all students from 43.3% in 2018 to 48.97% in 2019 as measured by the school report card proficiency data.	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons.	Number of students in each grade level scoring Proficient or Distinguished on required On Demand Writing pieces per the District Timelines and Writing Continuum	Develop a school wide writing program to establish a common approach and strategies for students to answer On Demand Writing Prompts.	N/A
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular		Send Writing Cluster Leader to On Demand Writing training, then utilize a "Train the Trainer" model to share new	\$500.00

		adjustments when students fail to meet mastery.		professional learning with other teachers.	
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3: Gap

Goal 3: Woodland Middle School will collaborate to increase the percentage of students with disabilities scoring proficient and distinguished from 11.1% in reading in 2018 to 55.5% in 2023 and from 10.3% in math in 2018 to 55.15% in 2023 as measured by the school report card proficiency data.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 11.1% in 2018 to 20.0% in 2019 as measured by the school report card proficiency data.	KCWP 5: Design, Align and Deliver Support	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Daily common planning is available to all collaborative special education and general education teachers.	Weekly Special Education PLCs focusing on writing standards-based IEPs, progress monitoring, effective specially designed interventions.	N/A
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	All collaborative classes demonstrate effective co-teaching and collaboration, and students using technology for accommodations in non-collaborative classes.	Co-teaching and collaboration training for all general education collaborative teachers and special education collaborative teachers.	N/A
				Training for all teachers in Read Write program to incorporate technology into regular classrooms to provide accommodations.	N/A
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are	Individual student growth and	Regular review of student progress data as part of the Special Education meeting, PLCs, Department meetings	N/A

Objective 2 Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 10.3% in 2018 to 19.27% in 2019 as measured by the school report card proficiency data.		used appropriately to determine tiered intervention needs.	improvement on assessment results		
		Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math numeracy).		Training for all special education teachers and the Principal in the use of EZ-EdMed data collection tool by District Special Education consultants.	N/A
	KCWP 5: Design, Align and Deliver Support	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Daily common planning is available to all collaborative special education and general education teachers.	Weekly Special Education PLCs focusing on writing standards-based IEPs, progress monitoring, effective specially designed interventions.	N/A
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement	All collaborative classes demonstrate effective co-teaching and collaboration, and students using technology for accommodations in non-collaborative classes.	Co-teaching and collaboration training for all general education collaborative teachers and special education collaborative teachers.	N/A
				Training for all teachers in Read Write program to incorporate technology into regular classrooms to provide accommodations.	N/A
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Individual student growth and improvement on assessment results	Regular review of student progress data as part of the Special Education meeting, PLCs, Department meetings	N/A
		Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math numeracy).			

4: Growth

Goal 4: Woodland Middle School will collaborate to increase the percentage of students showing growth in MAP for reading from 47.38% in 2018 to 73.69% in 2023 and for math from 42.1% in 2018 to 71.05% in 2023.

Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Woodland Middle School will collaborate to increase the percentage of students showing growth in Reading MAP from 47.38% in 2018 to 52.6% in 2019	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school/district wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Increased numbers of students scoring at or above benchmark and showing growth on MAP reading assessment.	Training for teachers during faculty meeting, PLCs by Edmentum consultants, use of Edmentum videos	\$4000.00 subscription fee for Exact Path by Edmentum
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			
		Ensure that instructional modifications are made based upon the immediate feedback gained from		Review of Exact Path data by each RTI teacher every week to determine that each student continues to make progress in the program and to make	N/A

		formative assessments (Assessments for Learning).		individual adjustments for those students who are not.	
	KCWP 1: Design and Deploy Standard	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment.	Incorporate Goal Setting as a regular part of the MAP assessment cycle, tracking whether each student meets proficiency and growth goals.	N/A
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Reduced numbers of students who are absent or chronically absent.	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTL representative. Actions will be taken following the district attendance policy and determination of individual student and family need.	N/A
	KCWP 6: Establishing Learning Culture and Environment	Ensure that classroom policies and procedures align with the school's Code of Conduct.	Reduction of office behavior referrals and numbers of suspensions	The school PBIS committee has established schoolwide expectations, has prepared lessons for classroom teachers to use when teaching/reteaching expectations, and meets monthly to review behavior data. The PBIS committee develops plans targeted at reducing unacceptable behaviors, including incentives, supervision, and behavior intervention strategies.	N/A
					N/A
Objective 2 Woodland Middle School will collaborate to increase the percentage of students showing growth in Math MAP from 42.1% in 2018 to 47.89% in 2019.	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RTI school/district wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies,	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment.	Training for teachers during faculty meeting, PLCs by Edmentum consultants, use of Edmentum videos	\$4000.00 subscription fee for Exact Path by Edmentum

		SMART goal measurement, and progress monitoring checks.			
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.			
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessments for Learning).			
	KCWP 1: Design and Deploy Standard	Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Increased numbers of students scoring at or above benchmark and showing growth on MAP math assessment.	Incorporate Goal Setting as a regular part of the MAP assessment cycle, tracking whether each student meets proficiency and growth goals.	N/A
	KCWP 5: Design, Align and Deliver Support	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc.	Reduced numbers of students who are absent or chronically absent.	Weekly review of attendance data with the Reducing Barriers to Learning Committee, which includes building administration, the FRYSC Coordinator, the attendance secretary, and the district RBTL representative. Actions will be taken following the district attendance policy and determination of individual student and family need.	N/A
		Develop school culture supports, both academic and behavioral, to promote and support learning for all.	Reduction of office behavior referrals and numbers of suspensions.	Use of the Anti-Virus Character Education program and the Choose Love SEL program for 45 minutes per week to teach SEL skills as a Tier I intervention of our Multi-Tiered System of Supports to teach the whole child.	N/A

				Addition of Behavior Coach and Kenton Therapeutic Program to address students' individual behavior and mental health needs as related to trauma as Tier II and III interventions on the Multi Tiered System of Supports, designed to address the needs of the whole child.	
	KCWP 6: Establishing Learning Culture and Environment	<p>Ensure that classroom policies and procedures align with the school's Code of Conduct.</p> <p>Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom.</p>	Reduction of office behavior referrals and numbers of suspensions	The school PBIS committee has established schoolwide expectations, has prepared lessons for classroom teachers to use when teaching/reteaching expectations, and meets monthly to review behavior data. The PBIS committee develops plans targeted at reducing unacceptable behaviors, including incentives, supervision, and behavior intervention strategies.	N/A

5: Transition Readiness

Goal 5: Collaborate to increase the transition rate from 26.72% Proficient and Distinguished in 2018 to 63.36% in 2023.

<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Woodland Middle School will collaborate to increase the reading proficiency for all students from 58.2% in 2018 to 62.38% in 2019 as measured by the school report card proficiency data.	KCWP 3: Design and Deliver Assessment Literacy	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Percentage of students receiving proficient or distinguished on District K-PREP like common assessments (Proficiency of 75 percent or higher)	Submission of Common Assessment proficiency attainment to District 20 days following administration	N/A

Objective 2 Woodland Middle School will collaborate to increase the math proficiency for all students from 45.4% in 2018 to 50.86% in 2019 as measured by the school report card proficiency data.	KCWP 3: Design and Deliver Assessment Literacy	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Percentage of students receiving proficient or distinguished on District K-PREP like common assessments (Proficiency of 75 percent or higher)	Submission of Common Assessment proficiency attainment to District 20 days following administration	N/A
Objective 3 Woodland Middle School will collaborate to increase the Science proficiency for all students from 25% in 2018 to 32.5% in 2019 as measured by the school report card proficiency data.	KCWP 3: Design and Deliver Assessment Literacy	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Percentage of students receiving proficient or distinguished on District K-PREP like common assessments (Proficiency of 75 percent or higher)	Submission of Common Assessment proficiency attainment to District 20 days following administration	N/A
Objective 4 Woodland Middle School will collaborate to increase the Social Studies proficiency for all students from 63.9% in 2018 to 67.51% in 2019 as measured by the school report card proficiency data.	KCWP 3: Design and Deliver Assessment Literacy	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc	Percentage of students receiving proficient or distinguished on District K-PREP like common assessments (Proficiency of 75 percent or higher)	Submission of Common Assessment proficiency attainment to District 20 days following administration	N/A
Objective 5 Woodland Middle School will collaborate to increase the On Demand Writing proficiency for all students from 43.3% in 2018 to 48.97% in 2019 as	KCWP 2: Design and Deliver Instruction	Plan strategically in the selection of high yield instructional strategy usage within lessons. Ensure ongoing professional development in the area of best practice/high yield instructional	Number of students in each grade level scoring Proficient or Distinguished on required On Demand Writing pieces per the District Timelines and Writing Continuum	Develop a school wide writing program to establish a common approach and consistent strategies for students to use when answering On Demand Writing Prompts.	N/A

measured by the school report card proficiency data.		strategies to aid in curricular adjustments when students fail to meet mastery.		Send Writing Cluster Leader to On Demand Writing training, then utilize a "Train the Trainer" model to share new professional learning with other teachers.	\$500.00
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WMSDec18 Closing the Achievement Gap Diagnostic_11262018_19:47

Phase Three: Closing the Achievement Gap Diagnostic

Woodland Middle School

Jerry Cline
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 12/02/2018

Status: Open

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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

Data used to conduct the GAP report included KPREP data, MAP data, RI/PI/MI data, Common Assessment data, and progress monitoring data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The largest GAP group at Woodland Middle School is that of students receiving free and reduced lunch (47%). Because we have many students living in poverty, collaboration between our Family Resource Center Coordinator, our Reducing Barriers to Learning Committee, our Leadership Team, and all members of our staff is extremely important. Constant communication allows us to identify students who require additional support through our Multi-Tiered System of Supports, which includes academic, behavioral and social emotional support of our students. Progress data of students who have needs in these areas is reviewed on a rotating 6 week basis, and interventions are either continued, replaced, or removed depending upon individual student progress. We work closely with outside agencies, such as Action Ministries, 7 Hills Church, North Key, and MEBs as well as with our families to help each student to overcome non-academic barriers to their learning.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Over the past two academic years, we have been unsuccessful in closing achievement gaps among any of our gap groups.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

In Social Studies, our students who are identified as having two or more races improved from having 18.2% proficient and distinguished in 2016, to 60% proficient and distinguished in 2018. Also in Social Studies, our students receiving Free and Reduced Lunch improved from having 35.2% scoring proficient and distinguished in 2016 to 50% scoring proficient and distinguished in 2018. In Reading, our students receiving Free and Reduced Lunch have improved from 43.2% proficient and distinguished in 2016 to 45% proficient and distinguished in 2018.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

The gap groups and content areas that have lacked progression or regressed are: Reading: African American, 2 or more races, and students with disabilities. Math: African American, Hispanic, 2 or more races, F/R Lunch, and students with disabilities Writing: 2 or more races, F/R Lunch, and students with Disabilities Social Studies: Students with Disabilities

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

Woodland Middle School students reading below current grade level will be scheduled into a reading intervention. Students who are 2 or more levels below the current grade level will be scheduled into the Read 180 intervention. Students who are significantly below grade level in reading will be scheduled into the System 44 reading intervention. The reading interventions are in addition to the core instruction that students receive daily. Students performing below grade level in math will be scheduled into Math 180, a math intervention. Math teachers analyze formative and summative student assessment data at weekly PLCs to identify students who are not reaching proficiency on the standards. The Math interventions are in addition to the daily core instruction

that students are receiving. Data Notebooks, review of Common Assessment data, review of MAP data, and on-going professional development on the Cycle of Quality Instruction will be regular parts of weekly PLC meetings and monthly faculty meetings. Teachers will also receive training in collaboration and co-teaching to more effectively provide special education services within the general education classroom.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Over the course of the past three years, student conduct has worsened to the point where many teachers could not effectively teach and students could not learn. In addition, the high turnover rate for teachers and school administrators has not provided the consistent structures and procedures to create a culture of high achievement. This year, with the hiring of a new principal and assistant principal, and the intentional professional development of all teachers, including improving the Tier I instruction in every classroom, as well as refocusing on school wide PBIS practices, we anticipate that all students at Woodland Middle School will show increased achievement. The work we are doing to improve collaboration and co-teaching between general education teachers and special education teachers shows great promise as effective strategies to close the achievement gap between all students and those with disabilities.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

During weekly PLC meetings, student assessment data is reviewed regularly. Teachers, administrators and district consultants analyze student data to make instructional decisions. A Data Dashboard has been developed that maintains individual student assessment data for every student in the building. Data is analyzed as a team and instruction is planned based on students' performance. Differentiation of instruction and interventions for students are planned based on this data. District curriculum consultants plan instruction with teachers and provide support in PLC meetings and instructional walks.

III. Planning the Work

Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Reading: African American: 28% P/D in 2018 to 35.2% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction: Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 2 or more races: 51.6% P/D in 2018 to 56.4 % P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Hispanic: 39.1% P/D in 2018 to 45.2% PD in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. F/R Lunch: 45% P/D in 2018 to 50.5% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Disabilities: 11.1% P/D in 2018 to 20% P/D in 2019 as measured by student report card proficiency data. KCWP 4: Review, Analyze and Apply Data-Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data. Math: African American: 24% P/D in 2018 to 31.6% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. 2 or more races: 51.6% P/D in 2018 to 56.4 % P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Hispanic: 26.1% P/D in 2018 to 33.5 % P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. F/R Lunch: 32.3% P/D in 2018 to 39.1% P/D in 2019 as measured by student report card proficiency data. KCWP 2: Design and Deliver Instruction-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Disabilities: 10.3% P/D in 2018 to 19.3% P/D in 2019 as measured by student report card proficiency data. KCWP 4: Review, Analyze and Apply Data-Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Our primary Gap group of focus will be our students with Disabilities in the subjects of reading and math. Through an increased use of data drawn from formative and summative assessments, including MAP results and Common Assessment results, we will regularly review student progress and collaborate to improve the achievement of our students with disabilities.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Closing Achievement Gap	This is our plan to close the achievement gap with our students with disabilities group, which is our area of TSI.	III
 Gap Group Spreadsheet	WMS' Gap Groups, numbers and percentages	I

Gap Group/Total number of students	Percentage of Total School Population
Disabilities/117	16.6
Free and Reduced/332	47
African American/25	3.5
Hispanic/25	3.5
2 or more races/31	4.4

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring
Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 11.1% in 2018 to 20.0% in 2019 as measured by the school report card proficiency data.	KCWP 5: Design, Align and Deliver Support	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Principal, Assistant Principal, District Special Education Consultants	Weekly Special Education PLCs focusing on writing standards-based IEPs, progress monitoring, effective specially designed interventions.
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement		Co-teaching and collaboration training for all general education collaborative teachers and special education collaborative teachers. Monitor results of Common Assessments of students with disabilities to determine effectiveness during PLCs.
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Principal, Assistant Principal, Special Education Lead	Regular review of student progress data, including Common Assessments and MAP results as part of the

Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 10.3% in 2018 to 19.27% in 2019 as measured by	Analyze and Apply Data	Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math numeracy).	Education Lead Teachers	Results as part of the Special Education meeting, PLCs, Department meetings
	KCWP 5: Design, Align and Deliver Support	Create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	Principal, Assistant Principal, District Special Education Consultants	Weekly Special Education PLCs focusing on writing standards-based IEPs, progress monitoring, effective specially designed interventions.
		Incorporate professional knowledge of best practice and high yield strategies with knowledge of personalized student needs to procure a unique match that will propel student achievement		Co-teaching and collaboration training for all general education collaborative teachers and special education collaborative teachers. Monitor results of Common Assessments of students with disabilities to determine effectiveness during PLCs.
				Individual student

the school report card proficiency data.	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Principal, Assistant Principal, Special Education Lead Teachers	growth and improvement on assessment results
		Ensure proper data collection efforts are implemented in Running Record documentation (i.e. ELA – fluency, comprehension, articulation; Math numeracy).		Regular review of student progress data as part of the Special Education meeting, PLCs, Department meetings

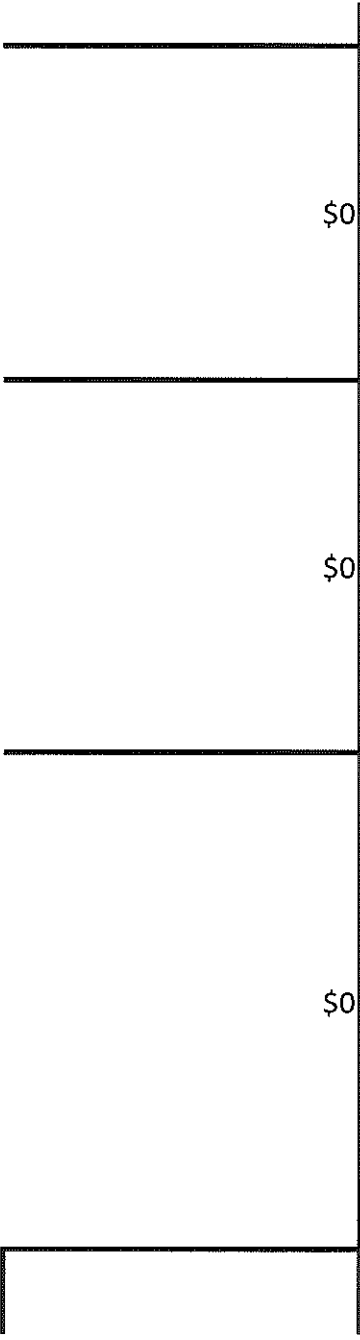
Funding Mechanism and
Amount

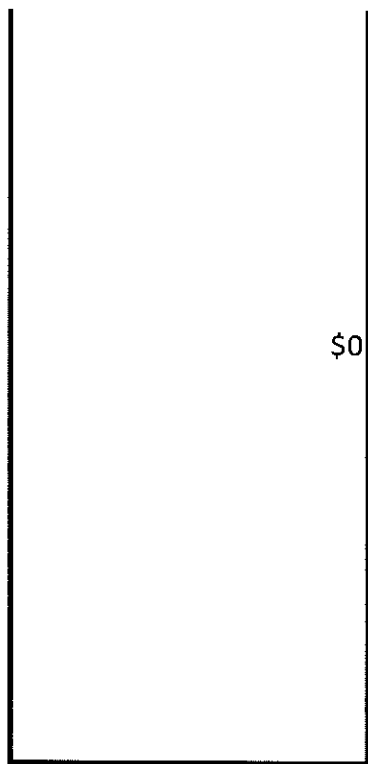
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October2018 Phase One: Continuous Improvement Diagnostic_09222018_09:39

Phase One: Continuous Improvement Diagnostic

Woodland Middle School

Jerry Cline

5399 Old Taylor Mill Rd

Taylor Mill, Kentucky, 41015

United States of America

Last Modified: 09/22/2018

Status: Open

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

1. Use of time: 41.7% of teachers on TELL 2017 expressed agreement that they have time to collaborate with colleagues. During the 2018-19 school year, teachers will have one weekly PLC that focuses solely on their grade level and department, providing job embedded time to review student data and instructional practices. In addition, they will meet once weekly as a whole grade level to discuss specific student needs in relation to academic, behavior, and social emotional concerns. Department Lead Teachers will meet monthly with the principal to set priorities for ongoing professional learning and coaching, and each Department will meet once monthly outside of school hours to refine the work and instructional practices occurring in their departments. All teachers will attend a monthly faculty meeting after school, which will focus on school-wide instructional priorities related to the ongoing data that is collected at the school and state level. This area is a priority for our school to address so that teachers can work together with each other, school leadership and district curriculum coaches to improve their instructional practices and improve student achievement. 2. Student Conduct: 22.9% of teachers on TELL 2017 expressed agreement that students follow the rules of conduct, and 35.1% agreed that school administrators consistently enforce rules for student conduct. Individual interviews with teachers in July 2018 supported this data, as teachers expressed frustration with students not following rules and administrators not enforcing the rules. A new principal and assistant principal were hired effective July 1, 2018 and have put the following processes and procedures in place. They met with the school PBIS Committee, and reviewed/refined school-wide expectations and supervision schedules. These were reviewed with the teachers on Opening Day 2018, with the principal emphasizing that consistency in all areas of the school is vital. This emphasis has continued with reminders in weekly memos and a session on Active Supervision during PLCs. The discipline referral process was reviewed with teachers to differentiate between classroom level and office referral levels of discipline. A Behavior Coach was added to the staff this year to address persistent behavior issues with specific students. The principal and assistant principal model active supervision daily during arrival, dismissal, lunch time, and transition times. 3. Trust and mutual respect: 43.2% of teachers on TELL 2017 expressed agreement that there is an atmosphere of trust and mutual respect at this school. The new principal started this school year with a one on one meeting with every school staff member, listening to their concerns and making plans to address them. Priority concerns expressed dissatisfaction with student conduct and administrative support for teachers regarding student misbehavior. Subsequent conversations at faculty meetings, weekly PLCs and RTI meetings have focused on the process for referring students for intervention using the KCSD Multi-tiered System of Supports. Teachers share concerns regarding

specific students and building wide issues during grade level meetings, and the school leadership team collaborates with them to address the issues promptly. Weekly memos keep the staff informed of upcoming events and current information that relates to school events and instruction. The leadership team (principal, assistant principal, counselors and behavior coach) visit classrooms frequently to observe instruction and student conduct and provide feedback and suggestions. Professional development has been provided regarding Social Emotional Learning and the Quality Instruction Cycle, and has been differentiated to the extent possible to meet the varied needs of the teachers. The Department Lead structure will allow teachers to work collaboratively with each other and with building leadership to create a culture of mutual trust and respect. Teacher recognition efforts will be recognized regularly with the initiation of the "Moving the Ball Forward" award program.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

1. The Transformers Team has been developed through requesting volunteers from among the teaching staff. The focus of the Transformers is to improve school culture and climate. The Transformers will meet monthly to plan events to increase both student and staff motivation and encourage all stakeholders to have school spirit. 2. The PBIS Committee, which includes teachers, administrators, and a parent representative, will continue to meet after school monthly to review monthly discipline data and determine further steps to improve the conduct of students in our school. The PBIS Committee scheduled meetings on a day and time that all committee members agreed to. They will review current incentives for appropriate student behavior and seek input from the students regarding desirable rewards. The PBIS Committee will communicate the discipline data, plans for improvement, and school wide expectations following each meeting, and will remind teachers to re-teach school wide expectations not only at the beginning of the school year, but regularly and following school breaks. 3. The Principal's Advisory Council will begin in October, and will be composed of students from each grade level. Their role will be to share with the principal their concerns about our school, suggestions for improvement, and ideas to implement to increase student engagement and motivation. The monthly meetings will take place during the school day so that all students selected will have the opportunity to participate, while avoiding the loss of instructional time. 4. The PTSA will continue planning events to engage parents and offer support for student programs and events. The school principal attends the PTSA Executive Board Meeting each month, which was not past practice. This will allow for an ongoing conversation of how the PTSA and the school can continue to collaborate effectively to support our students. Additionally, the principal will attend some general meetings and present to parents in attendance information about school programs and state assessment results. The PTSA collaborated with the principal to set meeting dates and times that worked with all members' schedules. 5. The SBDM Committee, which includes both parents and teachers, will work to review, revise, and approve updated Policies and Procedures to reflect current efforts in place to improve student achievement. The principal will consult with SBDM for input on budgetary decisions when determining prioritizing purchases to maximize student achievement. Meetings are held monthly after determining as a group which day and time met every member's schedule.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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WMS Nov. 1, 2018 Phase Two: School Safety Report_10142018_20:52

Phase Two: School Safety Report

Woodland Middle School

Jerry Cline
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 10/22/2018

Status: Open

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Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no," please explain below.

Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.

Yes, the school council approved and the principal adopted a school wide emergency plan on September 25, 2018. Included in the plan are district approved lockdown procedures.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no," please explain below.

Yes, the school has provided first responders with a copy of the school's emergency plan along with a diagram (map) of the school and campus.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no," please explain below.

Yes, each room has posted by the doorway primary and secondary evacuation routes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no," please explain below.

Yes, the school has posted the location of severe weather safe zones in each room.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

If the answer is "no," please explain below.

Please provide the most recent date of review/revision of the school's emergency plan in the district.

Yes, the school's emergency plan was reviewed at the end of the prior school year and revised as necessary. The most recent date of review and revision is September 25, 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

If the answer is "no," please explain below.

Please provide the date the school completed this discussion.

Yes, the school emergency plan was reviewed with all school staff on August 13, 2018, which was prior to the first day of school (August 15, 2018.)

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes, the dates of the completed drill were: Severe Weather Drill: September 13 Earthquake Drill: September 13 Lockdown Drill: August 27

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

If the answer is "no," please explain below.

Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.

Yes.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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WMS Nov. 1, 2018 Phase Two: School Assurances_10142018_18:24

Phase Two: School Assurances

Woodland Middle School

Jerry Cline
5399 Old Taylor Mill Rd
Taylor Mill, Kentucky, 41015
United States of America

Last Modified: 10/14/2018

Status: Open

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Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

- ☐ N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

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ATTACHMENT SUMMARY

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