Montgomery Township School District

MTSD Strategic Plan

GOAL 1: STUDENT SUCCESS

Maximize the social-emotional and academic growth of every student.
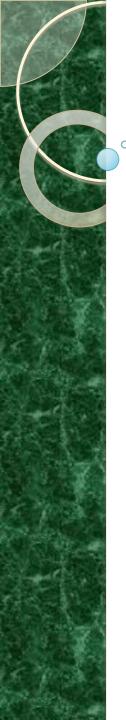
OBJECTIVE 4.2

Evaluate the impact of programs and expenditures on student learning.

Presented By:

Alison Pankowski: District Reading Interventionist

Damian Pappa: Director of Data, Assessment & Accountability

March 13, 2018
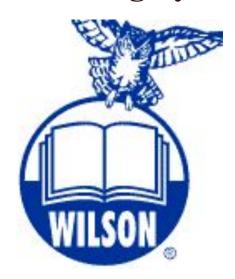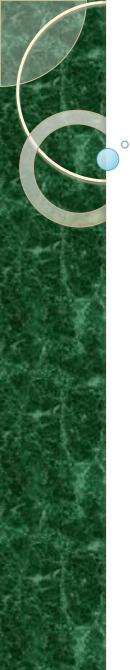
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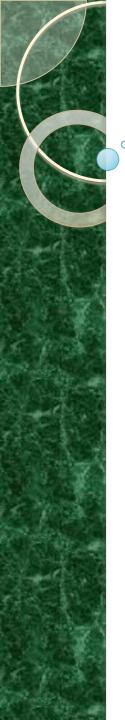
Wilson Reading System

2017-2018
4.2 Objective Team

Ariana Erickson, LMS Academic Support Literacy Teacher

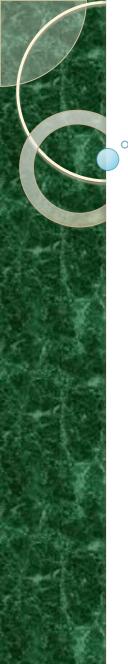**Alison Pankowski,** District Reading Interventionist

Damian Pappa, Director of Data, Assessment & Accountability

Struggling Readers

- About 85% of students nationwide who qualify for special education under the classification Specific Learning Disability (SLD) have a primary learning disability in reading and language processing (IDA-Fact Sheet-Dyslexia Basics).

- 8 million students between 4th and 12th grade nationwide...require some form of remediation (Biancarosa & Snow, 2006).

- 1 in 5 students nationwide show characteristics of dyslexia (National Institute of Health).
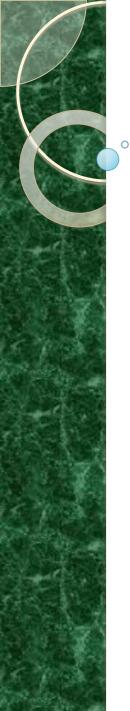
Wilson Reading System

Who? Classified students in grades 2-12, who are eligible due to word level reading deficits.
- Decoding
- Spelling
- Oral reading fluency

What? Reading and Spelling Supplemental Curriculum
- Also includes fluency, vocabulary and comprehension
- Provides curriculum over several years of instruction as needed
- Systematic, Cumulative Sequence
- Explicit and Multisensory Instruction
- Data Driven Instruction- teach to mastery, diagnostic planning

Wilson Reading System (Cont.)

When? During the school day, frequency and duration as indicated by the student's IEP.

Where? Supplemental Reading Instruction class- instruction provided by a special education teacher who is Wilson Certified.

Why? To become proficient readers
" Single word decoding, accuracy and fluency are necessary for proficient reading" (NICHD, 2000).

MTSD has established exit criteria with pre and posttest data and collaboration between teachers, case managers and district reading interventionist to determine the appropriate time for students to exit Wilson instruction.

The Six Syllable Types

Closed syllable- ………….map, ath

Vowel-consonant-e - ……..hope, lete

Open Syllable…………..me, bla, try

Consonant-le syllable…….table

R-controlled syllable…… car, stork, fern

D-syllable……..jeep, tray, droip, scraw

Wilson Certification

- Training provides teachers with a common language to talk about reading instruction and supports generalization beyond the small group classroom.

- *"Completing the Wilson Language training has better prepared me to teach reading to my students. I feel I am a stronger teacher because of this training. The decoding and encoding strategies that are taught are effective. Working with children and seeing it connect for them through this program is priceless!"* (Erika Fedo, Special Education Teacher at LMS)

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Historical Comparison: Wilson Teachers

	2014-2015	2015-2016	2016-2017	2017-2018
Level 1 Certified	12	17	23	21
Level 1 In Training	5	6	6	3
Level 2 Certified	0	0	1	4
Level 2 In Training	1	4	4	2

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Historical Comparison:
Wilson Students

Level	2014-2015	2015-2016	2016-2017	2017-2018
Elem.	40	52	62	63
Middle	44	54	59	58
High	0	7	7	5
Total	84	113	128	126

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Historical Comparison:
Wilson Reading Expenditures

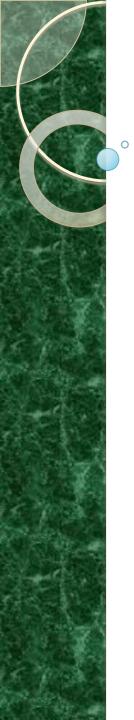| Activity	2014-2015	2015-2016	2016-2017	2017-2018
Instructional/Training Materials	$4,045	$6,363	$7,890	$8,834
Prof. Development	$3,300	$3,800	$4,200	$2,800
Wilson Training Fee	$3,675	$6,430	$6,390	$4,125
Totals	$11,020	$16,593	$18,480	$15,759

Objective Update

- The 4.2 team in collaboration with ECRA examined growth for students in the Wilson reading program in the 2016-2017 school year.

- The selected Wilson students were those who had been in the Wilson program for three consecutive years prior to the 2017-2018 school year.

- Growth in reading for students enrolled in the program was compared to growth of students who were not enrolled in the reading program.

- Additionally, growth was compared between students in the program and those who were not in the program who had similar performance histories.
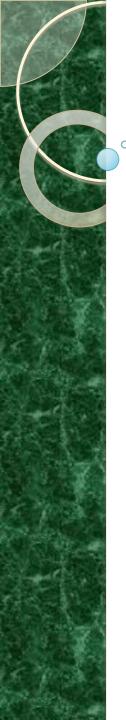
Growth Model (Propensity)

- Each MTSD student with historical test score data was assigned a propensity, or composite achievement score, based on their historical assessment scores.

- The propensity score indicated the expected achievement for that student during the evaluation year.

- The assessments used to compute propensity varied across grade levels.
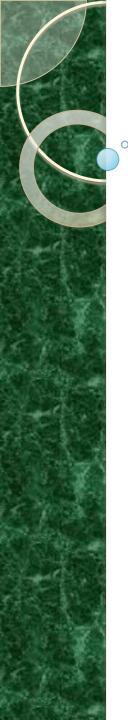
Growth Model (Propensity) Example

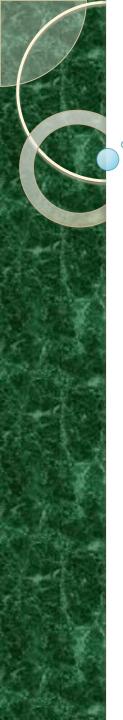| Grade	Inputs for Propensity
5th grade (2016-2017)	**Grade 4 PARCC ELA & Math (Spring)**
	Grade 4 Math Benchmark (Fall/Winter/Spring)
	Grade 4 MAP Reading & Math (Fall)
	Grade 4 Narrative Writing (Fall/Spring)
	Grade 4 NJASK Science (Spring)

Growth Model (Growth)

- As previously mentioned, each MTSD student with historical test score data was assigned a propensity, or composite achievement score, based on their prior grade assessment scores.

- To evaluate their growth, the students' actual scores were compared to the expected values provided by the growth models.

- Local norms were established using data up through and including 2015-16.

- 2016-17, served as the first cohort of students for which growth could be evaluated against those fixed local norms.

Summary of Findings

- Wilson Reading Program Proficiency: 23% of students in the Wilson program met the PARCC or MAP benchmark for reading proficiency, while 19 % of students with similar performance history who were not in the Wilson program met proficiency benchmarks.

- Wilson Reading Growth: Overall, growth for students in the Wilson program was in the expected range in reading. 70% of students in the Wilson program achieved their expected growth while 65% of students with similar performance history who were not in the Wilson program achieved their expected growth.

- Students in the Wilson Program were trending towards higher growth compared to students with similar performance history who were not in the Wilson Program.

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In-Progress

- Analyze the students in the comparative group to determine any involvement in Wilson, with the intention of examining their performance.

- Finalize objective team questions for certified Wilson Teachers.

- Conduct focus groups with certified Wilson Teachers.

- Examine feedback from certified Wilson Teachers.

- Determine best approach to eliciting student feedback.