



3rd Grade Reading Goal: Practitioner Capacity

Research activities and emergent findings from the first year of work on the district's goal of reading on grade level by 3rd grade

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Abstract:

A priority focus goal is for *students of color furthest from education justice to read at grade level by 3rd grade*. In 2019-20, we embarked on the first year of research support, and included approaches such as design research, descriptive data analyses, and initial implementation analyses. Please note that content below represents those portions of the 3rd Grade Reading Goal that Research & Evaluation supported most directly through data collection and analysis. Please reference the Superintendent's 19-20 evaluation for a full and comprehensive look at the initiatives pursued under the 3rd Grade Reading Goal.

Findings from Year 1 research activities related to the priority area “Building P-3 Practitioner Capacity” is below and attached. Much of the research findings come from a survey of all classroom teachers in the elementary grades and SPS preschool programs (SPP). This survey was administered in February 2020 and reflects teacher perceptions prior to the COVID-related Spring 2020 school closures.

Emergent Findings from 2019-20

The February 2020 Teacher Survey contained questions on various aspects of practitioner capacity-building (see slides 12-22 of the teacher survey deck):

- Literacy Integration: More than three-quarters of teachers say they have sufficient support to integrate literacy instruction into other subjects, such as social studies.
- Literacy coaching: Literacy coaches made connections with teachers in the 13 Priority Schools in 2019-20, with district coaches concentrating efforts in K-2 and Satterberg Foundation-funded coaches concentrating in grades 3-5. A majority of teachers in both groups found literacy coaching helpful, but more work is necessary to increase the frequency and improve the focus of coaching sessions.

Research efforts in all four areas will continue in the 2020-21 school year, with emphasis on literacy coaching practices, family engagement strategies to bolster early literacy success, and P3 early literacy assessments.

3rd Grade Goal Report

Results from the 2019-20 Curriculum & Instruction
Teacher Survey

Seattle Public Schools
Research & Evaluation Department
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What is the 2020 Teacher Survey?

The 2020 Teacher Survey was administered in February 2020. It probed on teacher practices in curriculum implementation (K-5 ELA, Middle School Math, and K-5 science) and the Superintendent's 3rd Grade Early Literacy Goal. The goal of the survey is to better understand teachers' classroom practices so that the district can design better supports and learn from schools' implementation efforts.

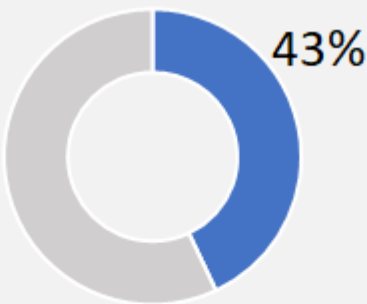
In keeping with the Seattle Excellence plan, the 3rd grade goal questions are focused on practices for Students of Color Furthest from Educational Justice, in particular African American boys. Where appropriate, survey findings are disaggregated for schools overall and the 13 priority schools that are the focus of the 3rd grade goal efforts.

It is important to keep in mind that teacher self-report data are not intended to stand on their own as "outcome data." Instead, they should be viewed as an important indicator that can help influence future efforts on behalf of students. Furthermore, much of the information in this deck represent baseline findings, given that 3rd grade goal supports have not been fully realized, both due to the timing of the survey and the school closures due to COVID-19.

Response Rates

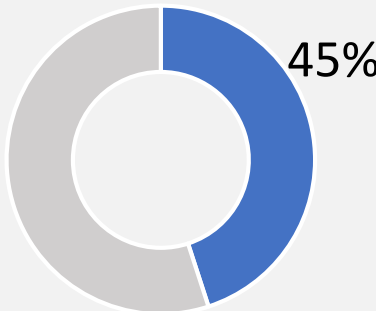
Overall K-5 Response Rates

508 **K-5 ELA teachers** responded, for a response rate of 43%



Responses by Grade Level

22 **PreK teachers** responded, for a response rate of 45%

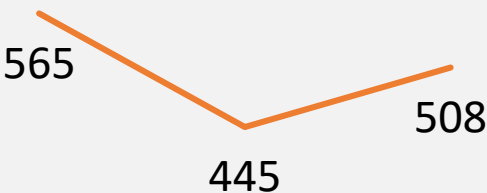


Responses in 13 Priority Schools

The response rate for K-5 teachers from our **13 priority schools** is 69%

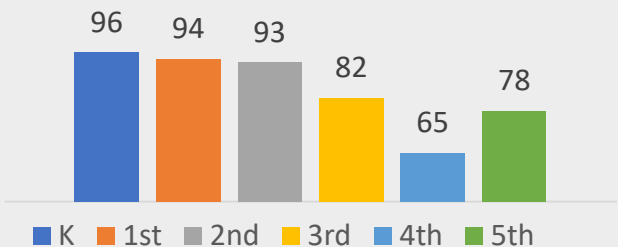
	Responses	Rate
Bailey Gatzert	14	117%*
Broadview-Thomson	5	24%
Emerson	12	80%
John Muir	15	94%
Leschi	10	59%
MLK	6	46%
Olympic Hills	16	73%
Rainier View	9	75%
Rising Star	9	47%
South Shore	14	78%
Thurgood Marshall	17	81%
West Seattle	15	79%
Wing Luke	9	60%
TOTAL	151	69%

Three-year response trend



2017-18 2018-19 2019-20

Number of Responses by Grade



Note: split classrooms counted as higher-level grade

*Wherever possible, analysis was restricted to classroom teachers. A response rate over 100% indicates that some specialists/interventionist may have responded, or some teachers may have taken the survey more than once.

Practitioner Capacity



Questions about....

- Literacy integration in social studies and other subjects
- Literacy coaching
- Tier 1 professional learning opportunities

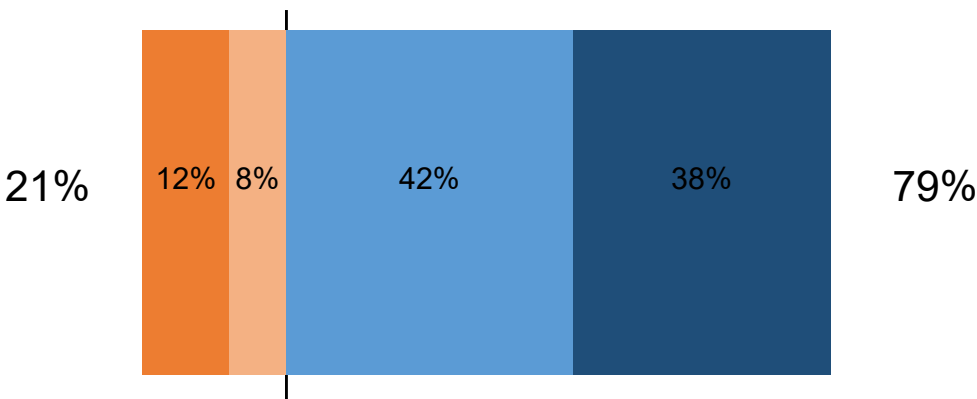


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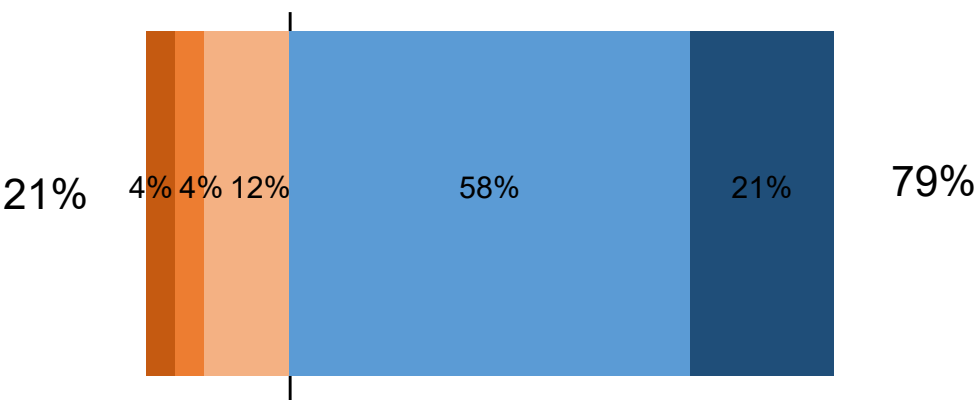
Literacy Integration in Other Subjects

Third Grade Teachers - 13 schools (N=29)

I have received support this year to embed ELA instruction within Social Studies or other content areas



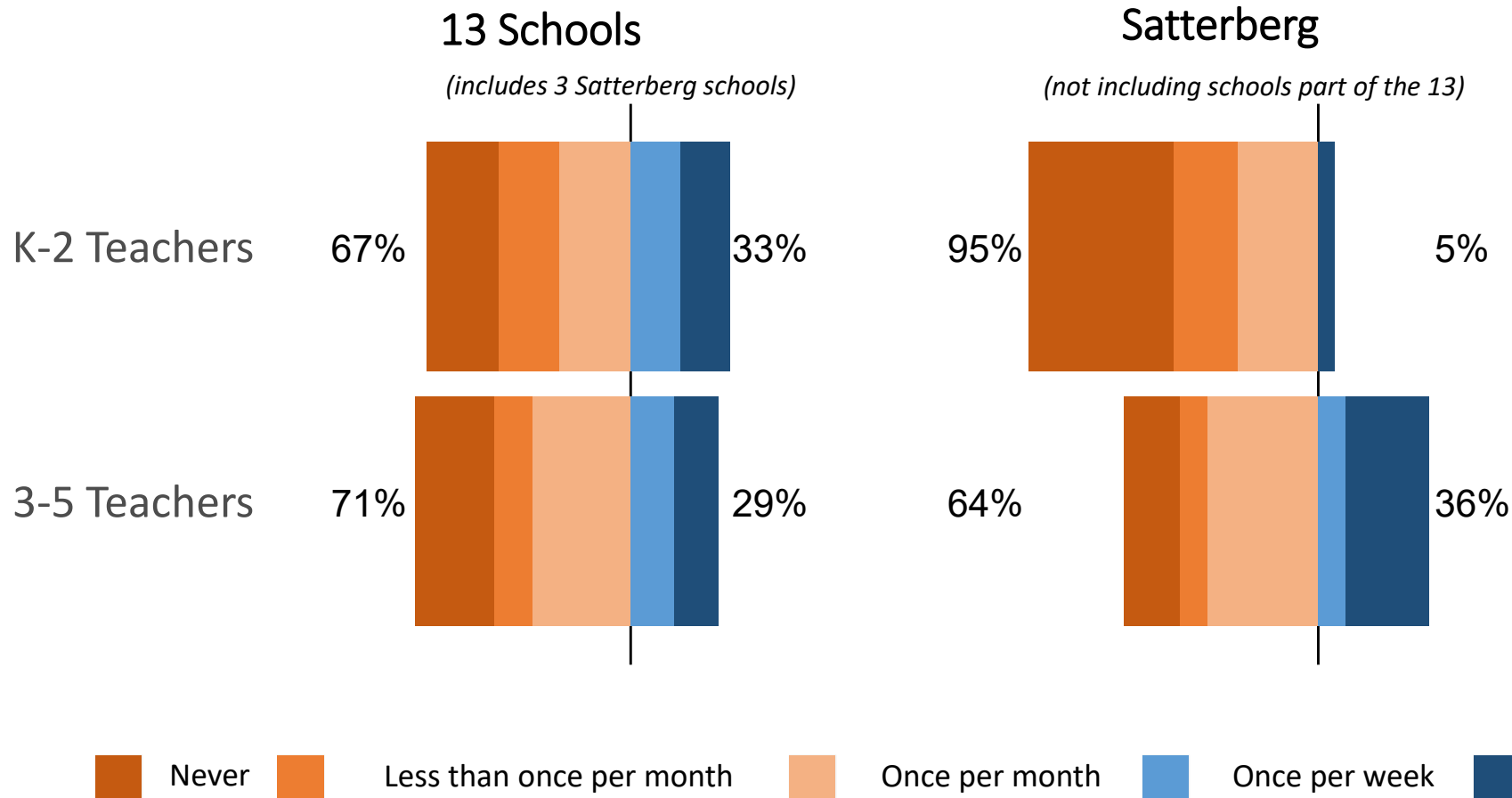
I feel comfortable embedding ELA instruction within Social Studies or other content areas



Strongly disagree
 Disagree
 Neither agree nor disagree
 Agree
 Strongly agree

Literacy Coaching

Frequency of supports received by assigned literacy coaches

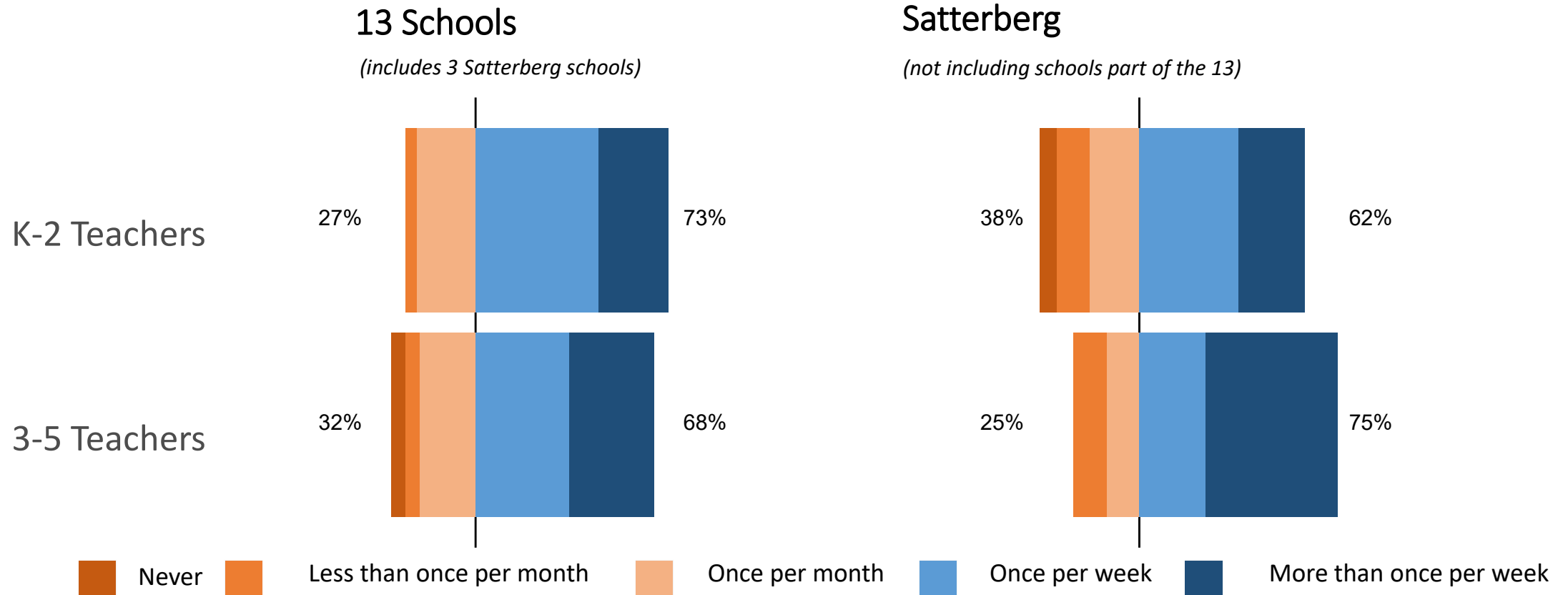


Note: 2019-20 was the baseline year for coaching supports in the 13 schools – a fully articulated coaching strategy is planned for 2020-21.

*The **Satterberg Initiative** was established during the 2017-18 school year. The program provides literacy coaches for grades 3-5 and incorporates teacher professional development and principal leadership coaching.*

Literacy Coaching

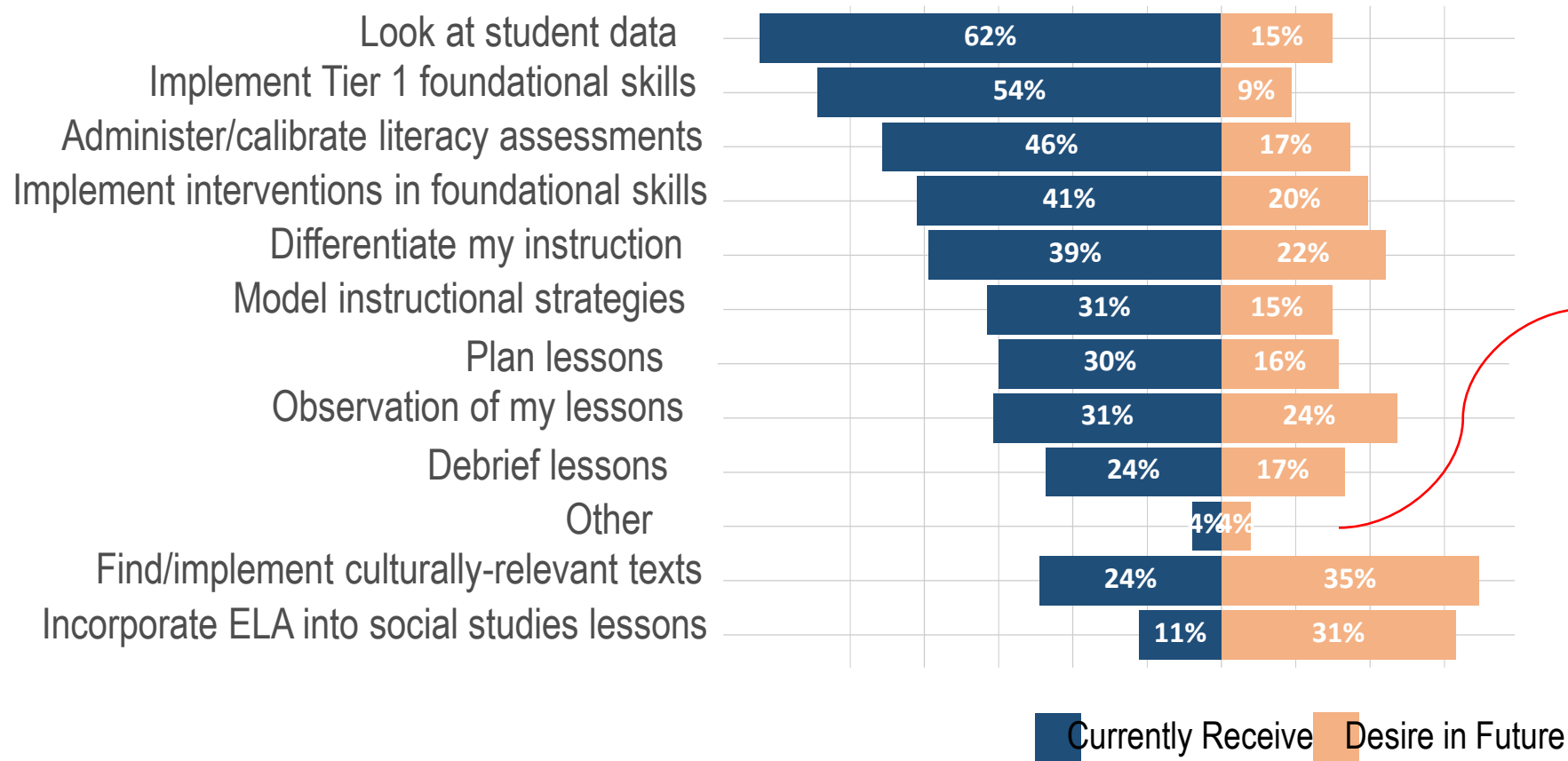
The supports I receive from my school's assigned literacy coach are helpful.



Literacy Coaching

“What literacy supports are you currently receiving, and which do you desire more of in the future?”

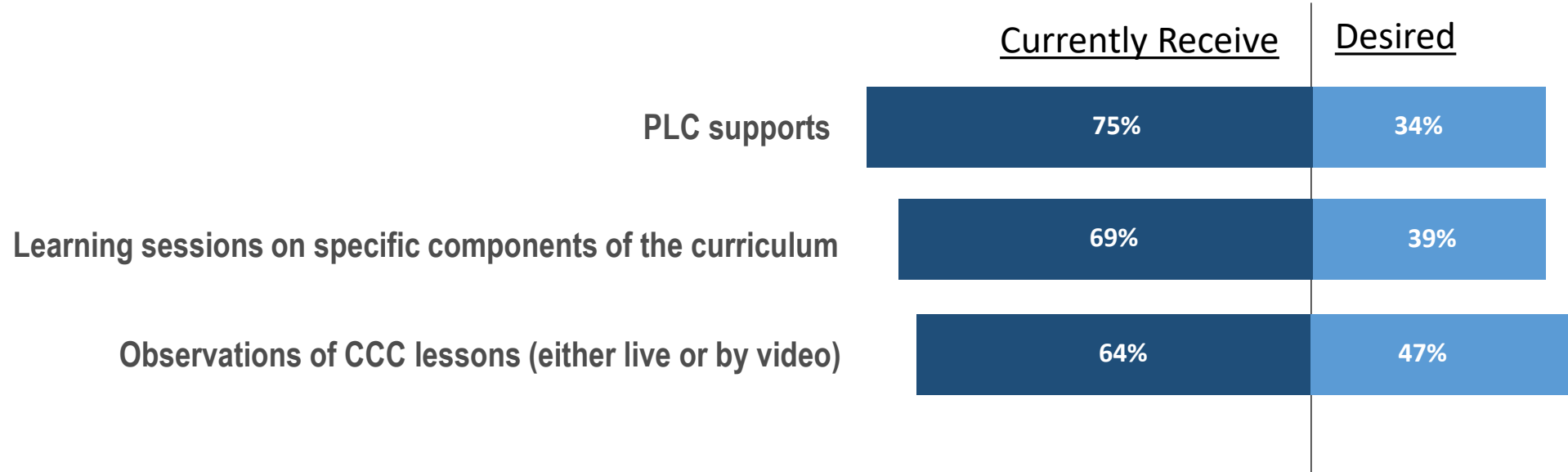
13 Schools + Satterberg (n=193)



- **Access to a literacy coach** (8)
- **Scheduling/logistics support** (e.g., for reading time) (2)
- **Time for data team meetings** (e.g., MAP data sharing) (2)
- **Time for social studies instruction** (2)

Tier 1 Professional Learning Opportunities

Supports that teachers have received, want in the future for Tier 1 curriculum implementation (Center for the Collaborative Classroom)

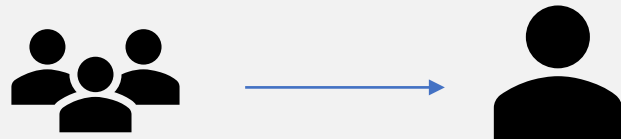


“Other” Responses (46 total)

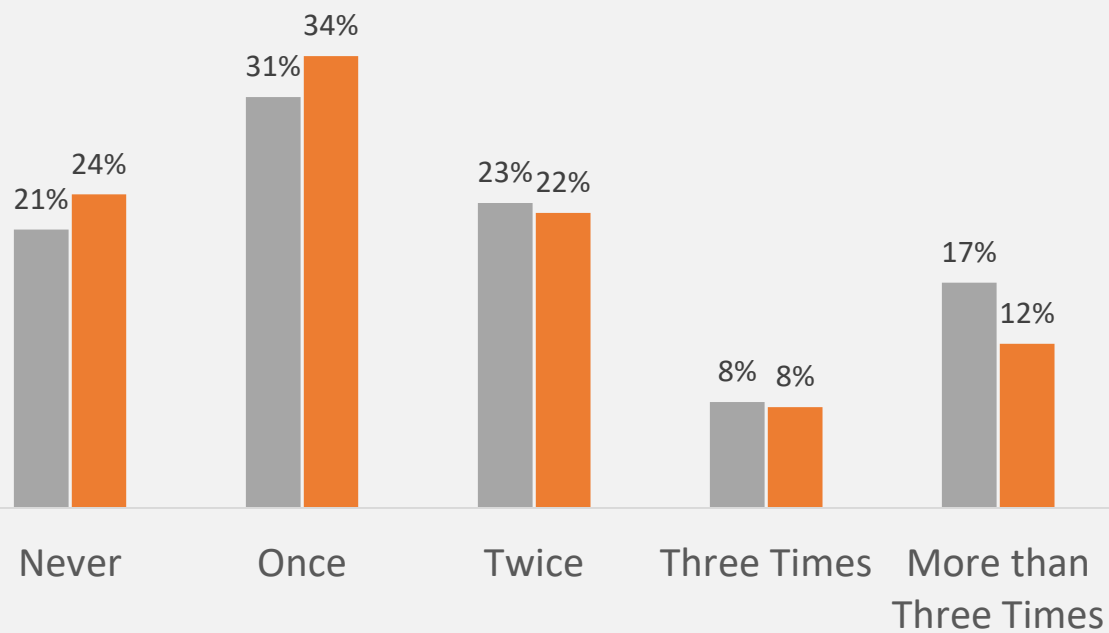
- Provide **explicit CCC training** for teachers (21) – including training from CCC instructors (instead of peer teachers) and training on CCC curriculum such as BAR (Being a Reader), SIPPS, small group placement, and word study. Adopt a **different curriculum** (6)
- Provide **greater alignment** between curriculums or across grade levels and training in order to ensure this alignment. (5)
- Allow for **classroom observations** (by admin, a coach, or their peers) as well as **PLC time** for training. (4)

Tier 1 Professional Learning Opportunities

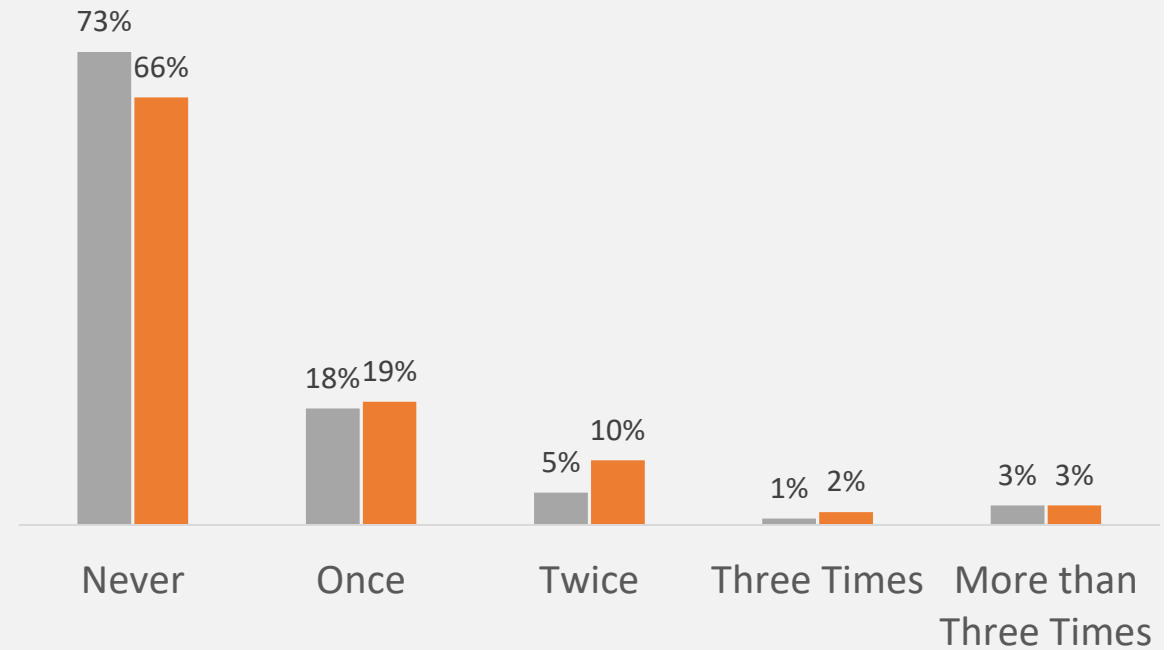
Frequency of Tier 1 ELA Classroom Observations



Visits to My Classroom



Visits to Others' Classrooms



■ 2019-20 ■ 2018-19

Thank you!



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