3rd Grade Reading Goal: P-3 Assessment Portfolio

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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For questions and more information about this document, please contact the following:

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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 "Establishing a P-3 Assessment Portfolio" 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

Research & Evaluation participated in a P-3 Assessment Committee convened under the umbrella of the 3rd Grade Goal and provided strategic support to examine existing and possible new avenues for assessment strategies in early literacy. As part of those efforts, R&E staff also conducted interviews with school leaders in the 13 Priority Schools to better understand how these schools use early literacy assessments, as well as what supports they would need in the future.

Additionally, findings from the February 2020 Teacher Survey shed some light on teachers' assessment practices prior to school closures (see slides 19-34 of the teacher survey deck):

- Types of Assessments Used: Teachers in all grades use the Fountas & Pinnell assessments for a variety of purposes, including ones for which the assessment is designed (e.g. assigning independent reading levels) and not (e.g. assigning small reading groups). Generally speaking, K-2 teachers in the 13 Priority Schools use of a wider variety of assessments than do teachers districtwide. Teachers also use curriculum-embedded assessments for formative purposes.
- Assessment Literacy: Teachers report generally high levels of skill in making use of assessments, with the exception of "accessing student data through online assessment portals," where less than half of teachers believe they are skilled in that area.
- Assessment Supports: About half of teachers believe they have the right supports in place to help them make good use of early literacy assessments. In open-ended responses, teachers say they'd like more training on assessments, as well as more time to work with assessment data.

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

November 2020

Jane E. Barker, PhD
Jessica K. Beaver, PhD

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.

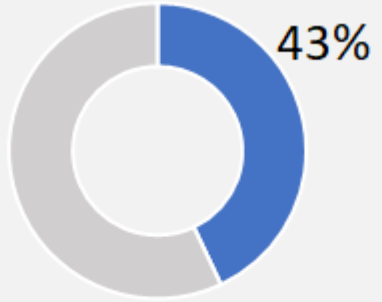
In keeping with the Seattle Excellence plan, the 3rd grade goal questions are focused on practices for Students of Color Furthest from Educational Justice, in particular African American boys. Where appropriate, survey findings are disaggregated for schools overall and the 13 priority schools that are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

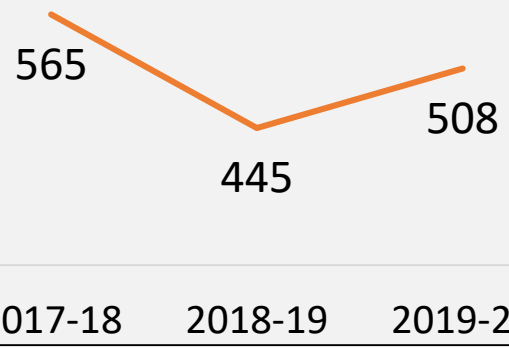
Response Rates

Overall K-5 Response Rates

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

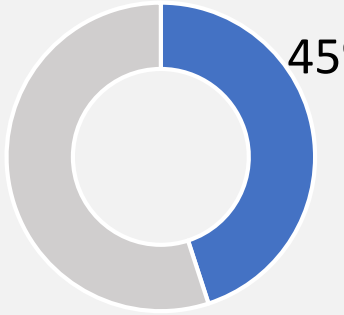


Three-year response trend

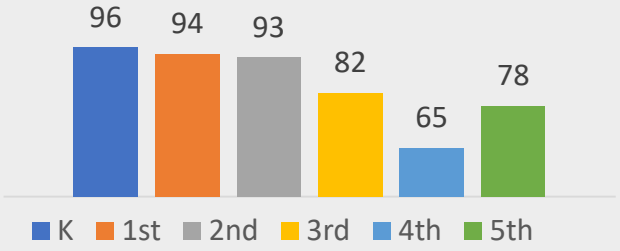


Responses by Grade Level

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



Number of Responses by Grade



Note: split classrooms counted as higher-level grade

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%**

*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.

P-3 Assessment Portfolio

Questions about….

- How assessments are used (by grade level)
- Perceived skills in using assessments to inform instruction
- Supports for using assessments to inform instruction

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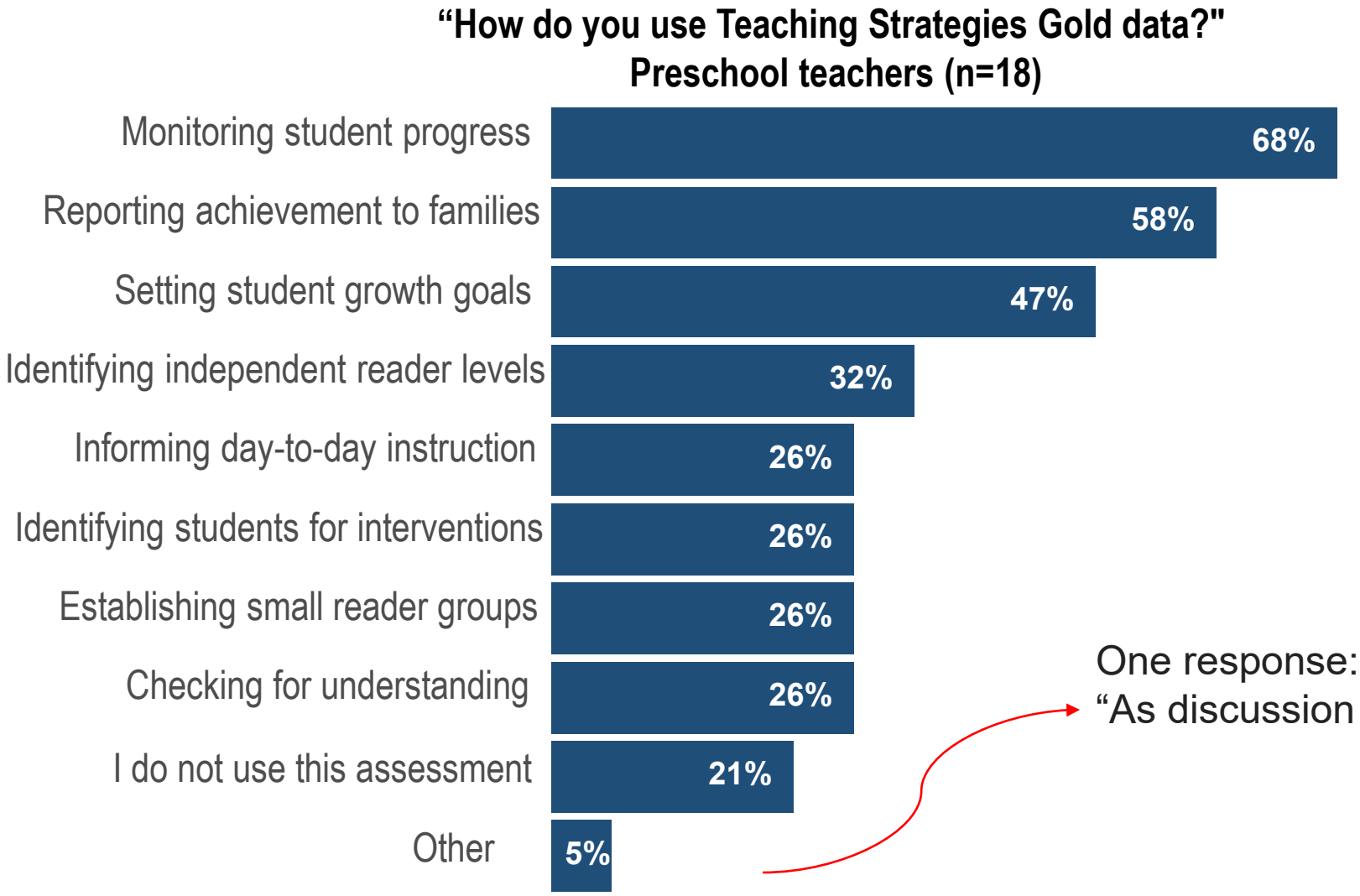
Literacy-Focused Assessment Use

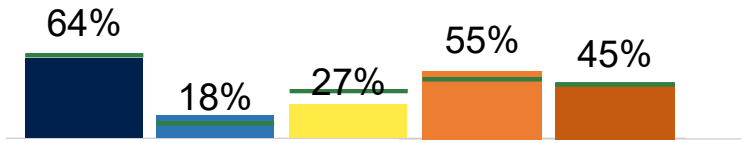


One response:
"As discussion platform with other teachers"

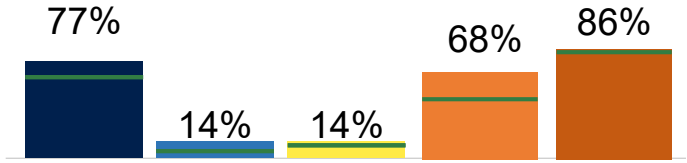
Literacy-Focused Assessment Use

Kindergarteners in the 13 Schools (n=33)

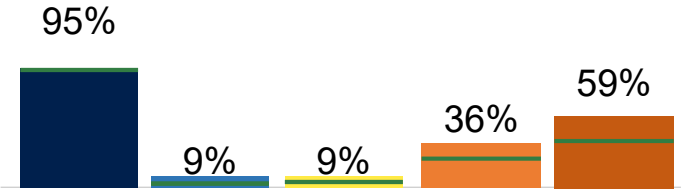
Checking for understanding



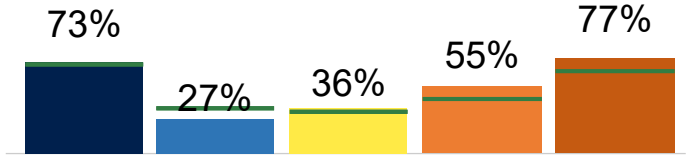
Establishing small reader groups



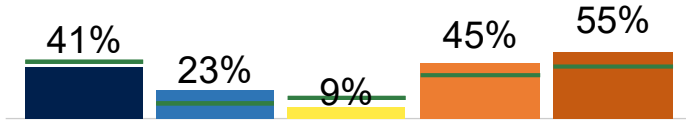
Identifying independent reader levels



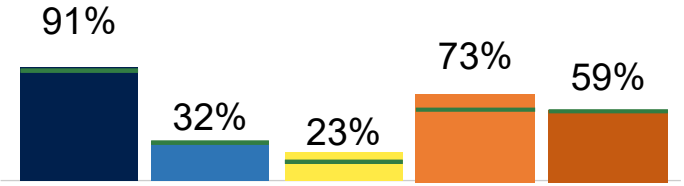
Identifying students for interventions



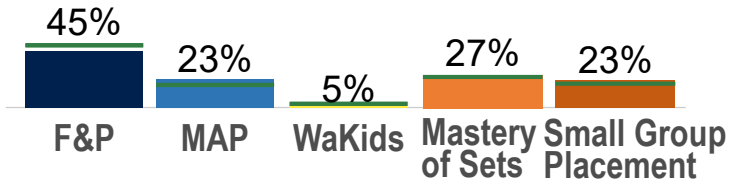
Informing day-to-day instruction



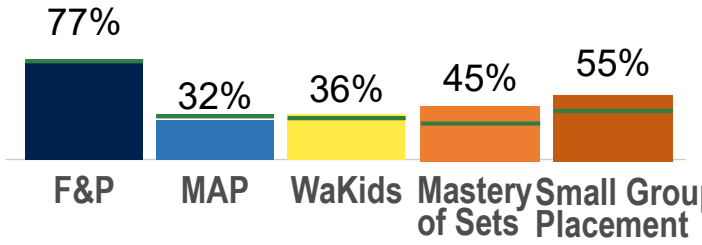
Monitoring student progress



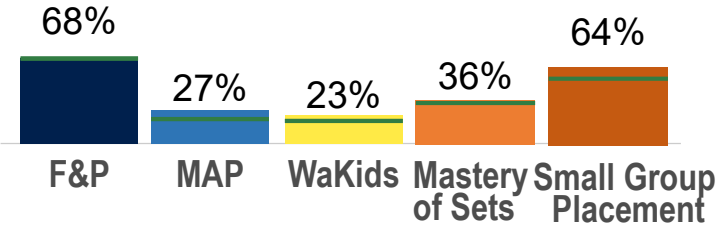
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals

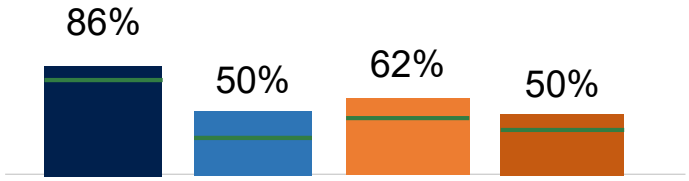


Indicates percentage for all schools, n=103

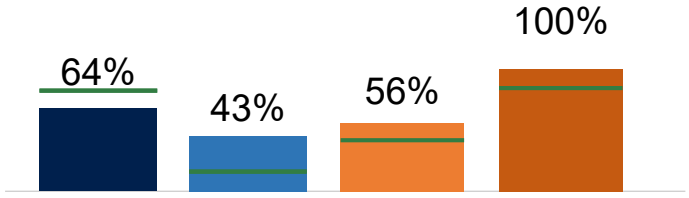
Literacy-Focused Assessment Use

1st Graders in the 13 Schools (n=23)

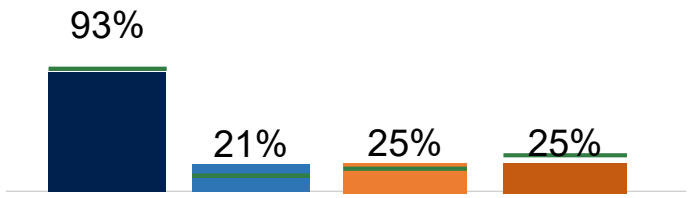
Checking for understanding



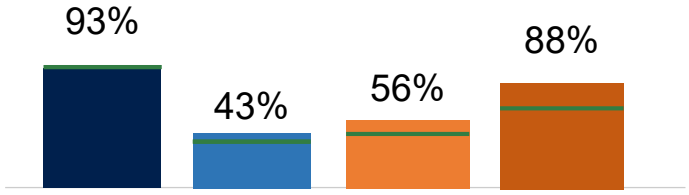
Establishing small reader groups



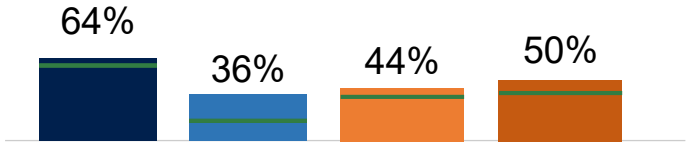
Identifying independent reader levels



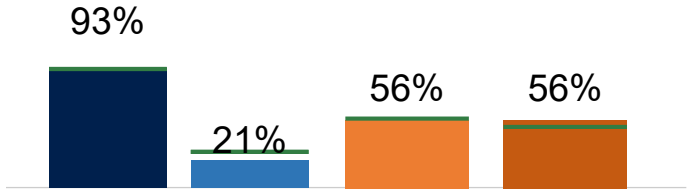
Identifying students for interventions



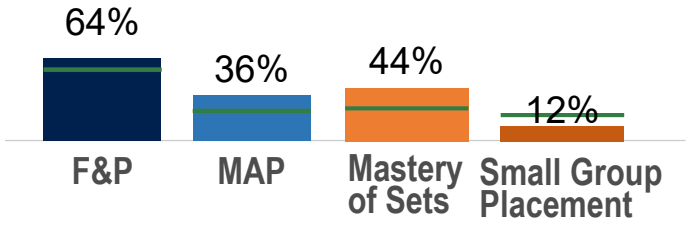
Informing day-to-day instruction



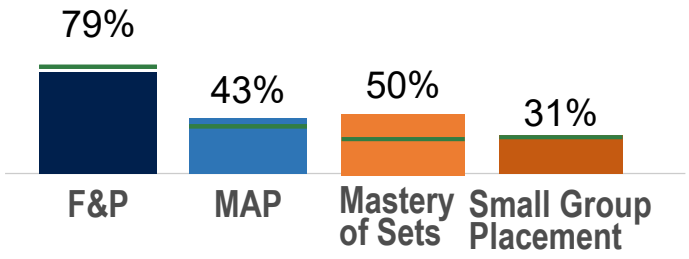
Monitoring student progress



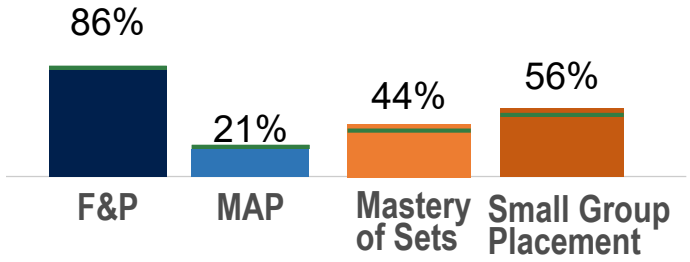
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals

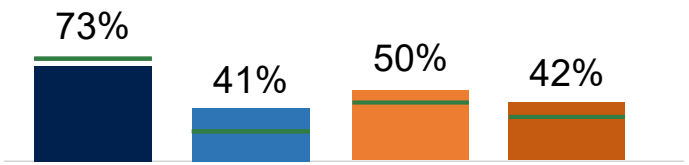


Indicates percentage for all 1st graders, n=98

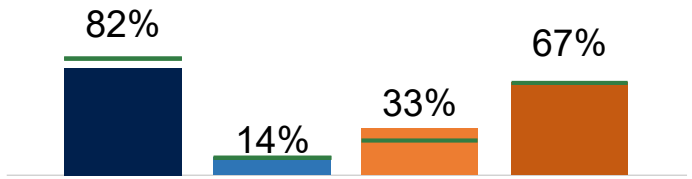
Literacy-Focused Assessment Use

2nd Graders in the 13 Schools (n=28)

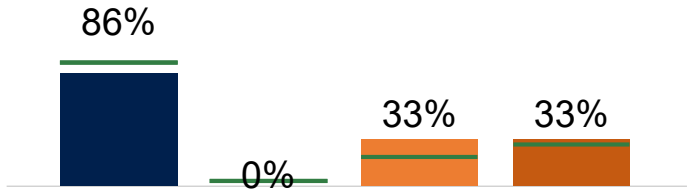
Checking for understanding



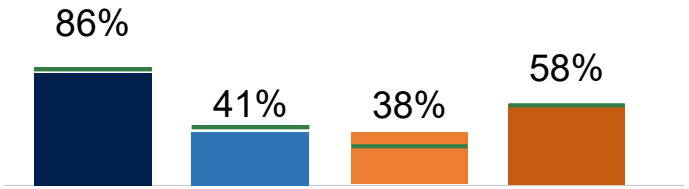
Establishing small reader groups



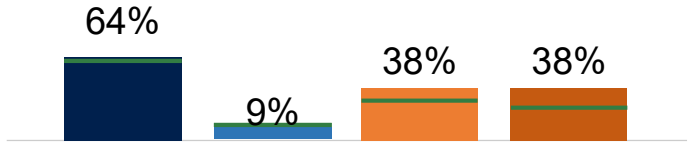
Identifying independent reader levels



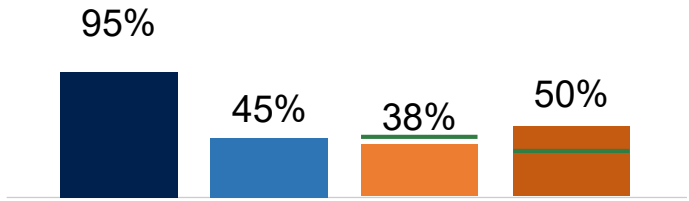
Identifying students for interventions



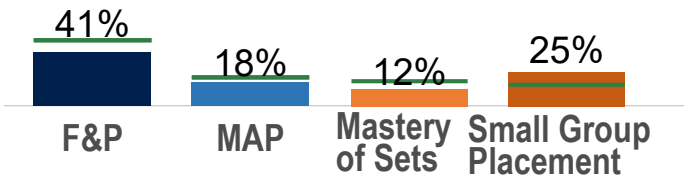
Informing day-to-day instruction



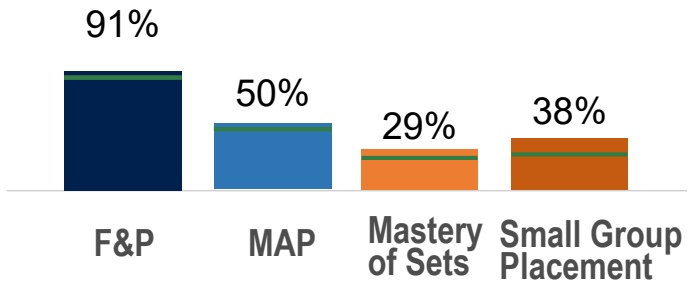
Monitoring student progress



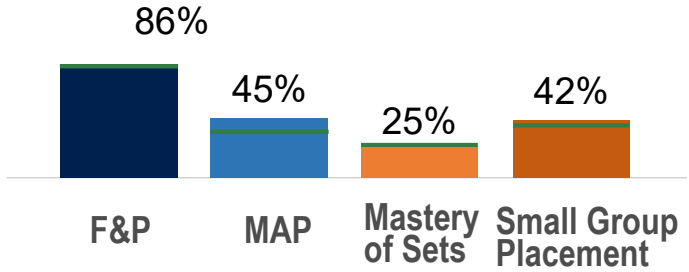
Preparing students for end-of-year assessments



Reporting achievement to families



Setting student growth goals

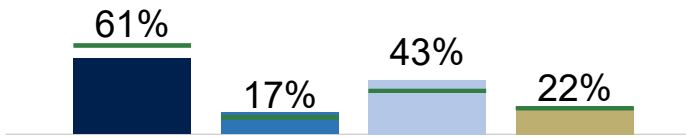


Indicates percentage for all 2nd graders (n=102)

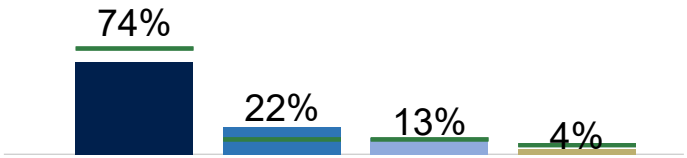
Literacy-Focused Assessment Use

3rd Graders in the 13 Schools (n=29)

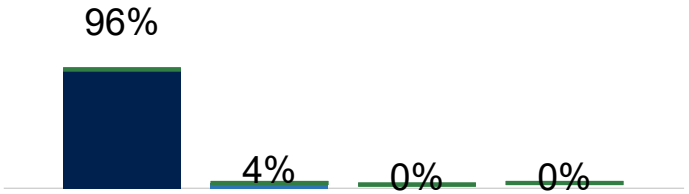
Checking for understanding



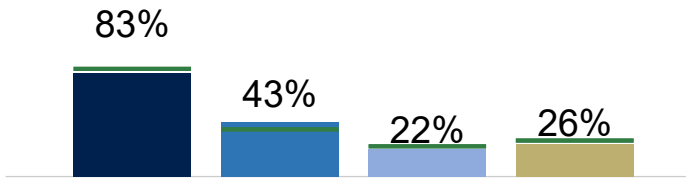
Establishing small reader groups



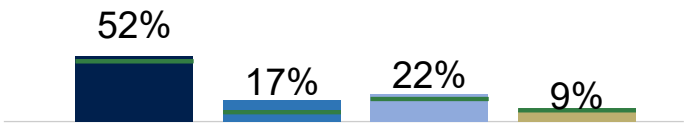
Identifying independent reader levels



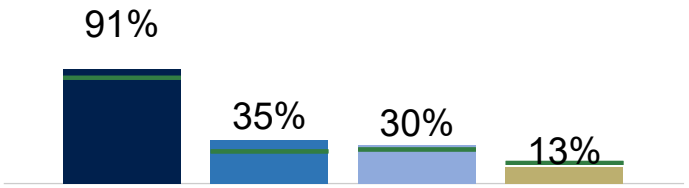
Identifying students for interventions



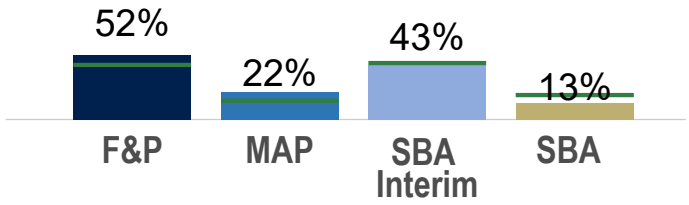
Informing day-to-day instruction



Monitoring student progress



Preparing students for end-of-year assessments



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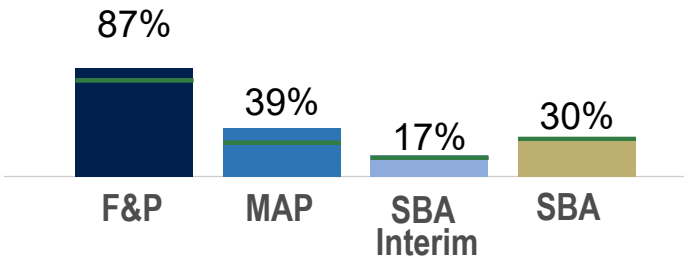
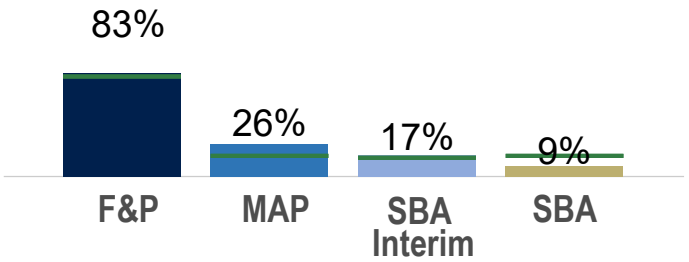


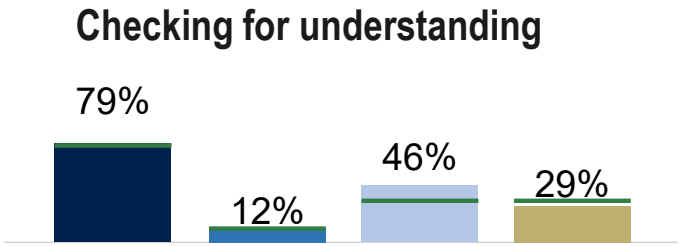
Setting student growth goals

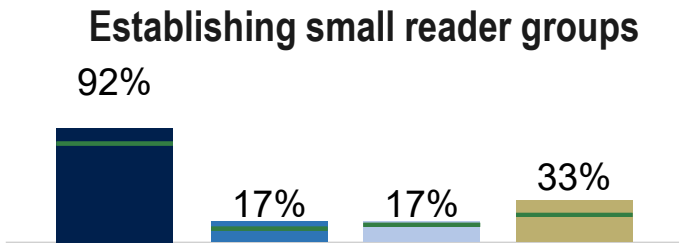


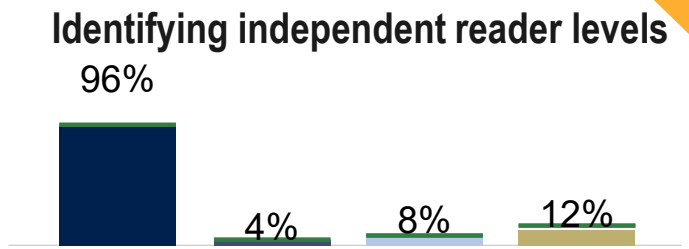
Indicates percentage for all 3rd graders, n=89

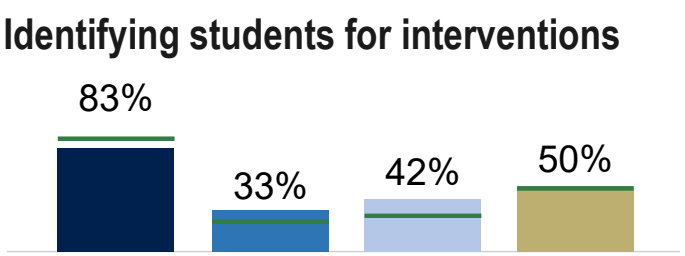
Literacy-Focused Assessment Use

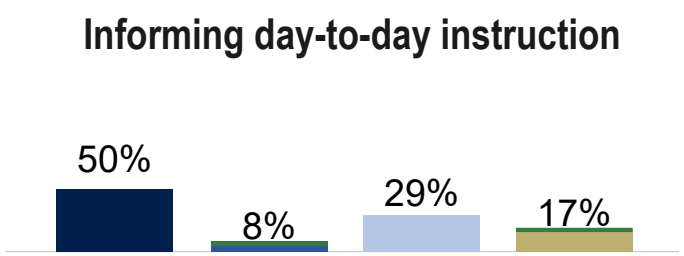
4th Graders in the 13 Schools (n=32)

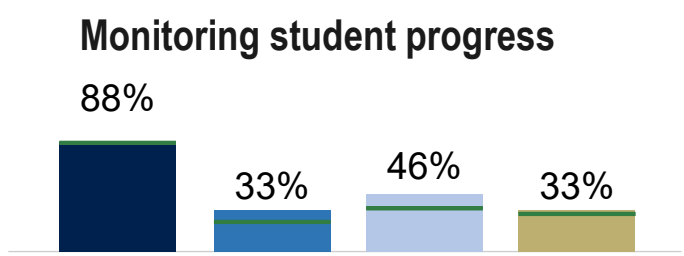


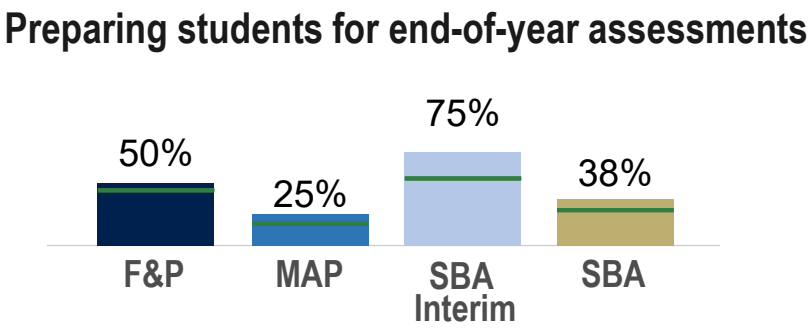


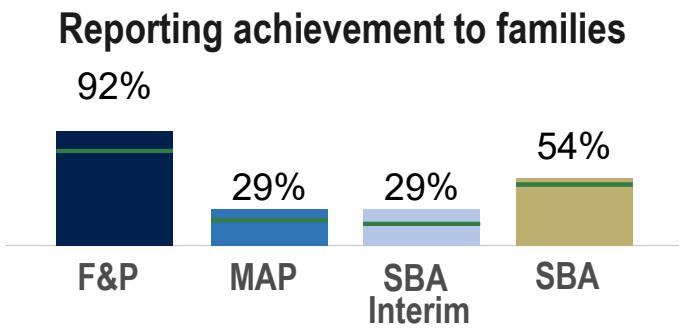


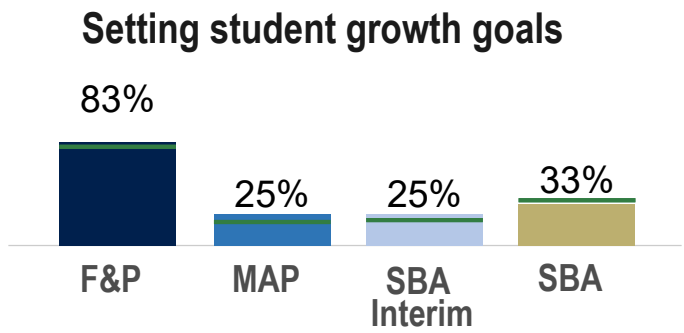










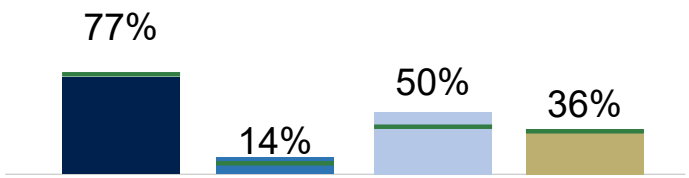


Indicates percentage for all 4th graders, n=85

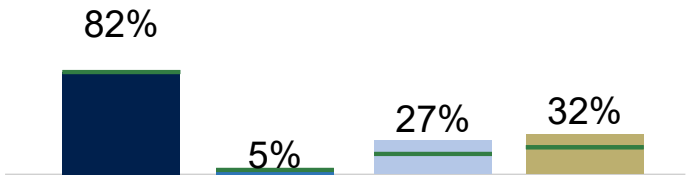
Literacy-Focused Assessment Use

5th Graders in the 13 Schools (n=29)

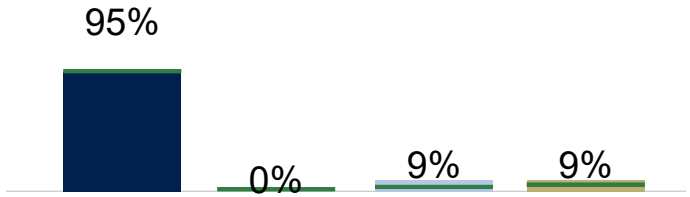
Checking for understanding



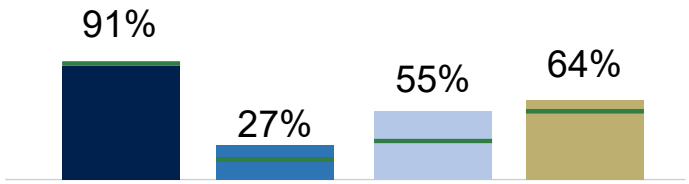
Establishing small reader groups



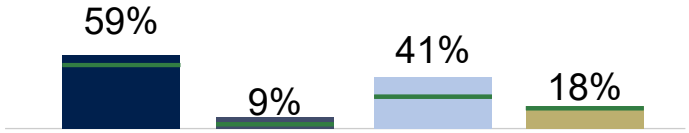
Identifying independent reader levels



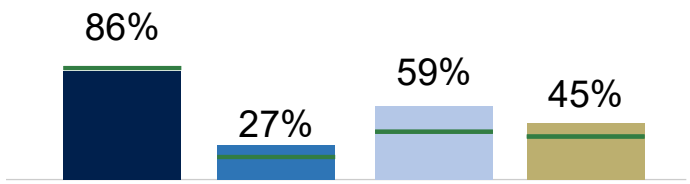
Identifying students for interventions



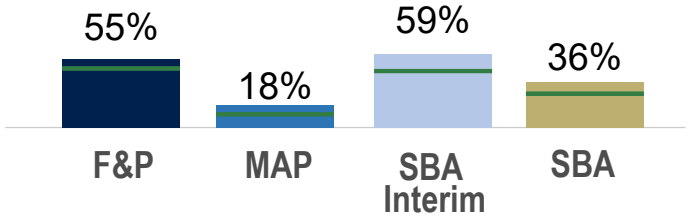
Informing day-to-day instruction



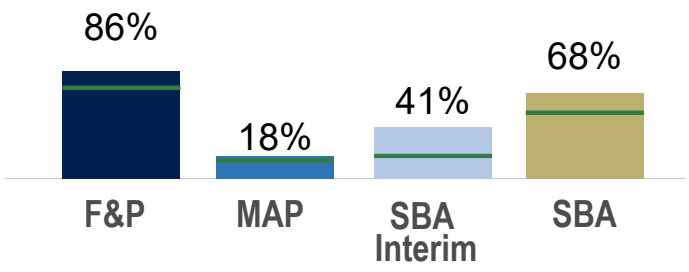
Monitoring student progress



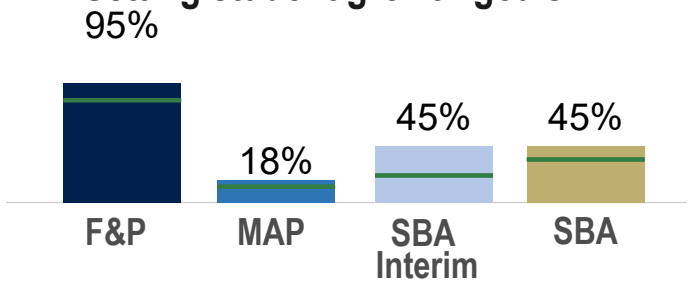
Preparing students for end-of-year assessments



Reporting achievement to families



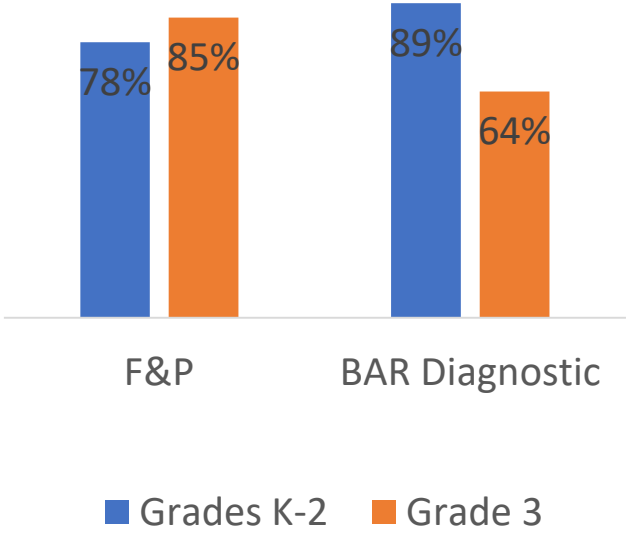
Setting student growth goals



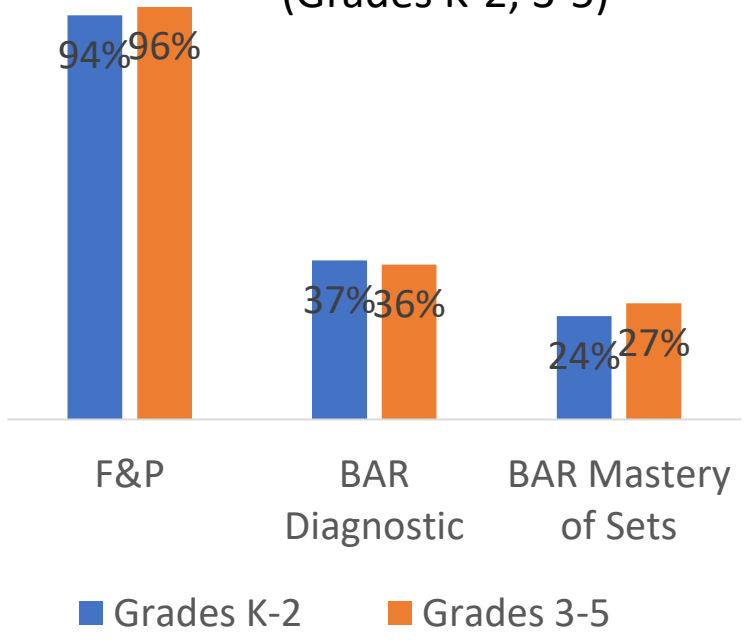
Indicates percentage for all 5th graders, n=80

Literacy-Focused Assessment Use (F&P, Being a Reader)

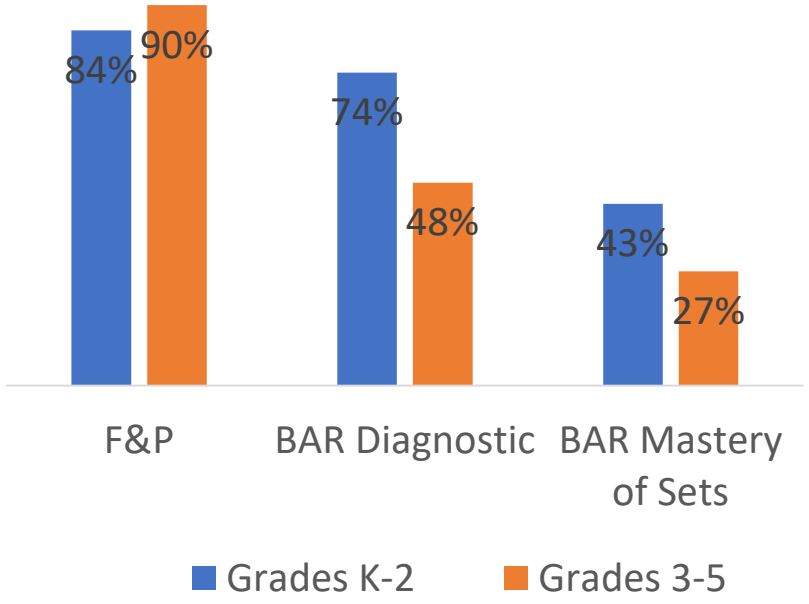
Establishing Small Reader Groups (Grades K-2; 3)



Identifying Independent Reader Levels (Grades K-2; 3-5)



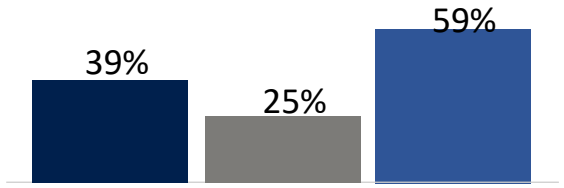
Identifying Students for Interventions (Grades K-2; 3-5)



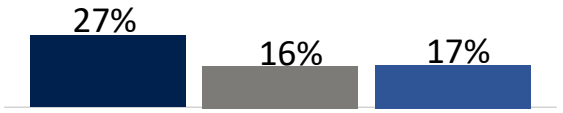
Literacy-Focused Assessment Use (Making Meaning)

K-3 (n=371)

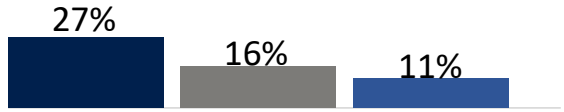
Checking for understanding



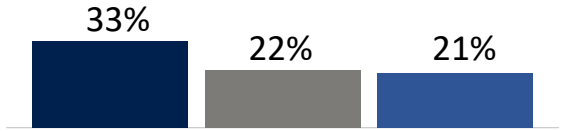
Establishing small reader groups



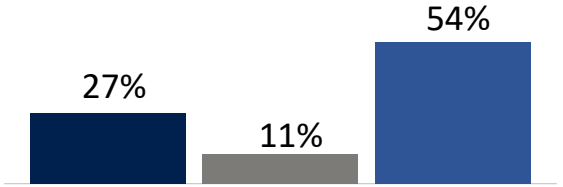
Identifying independent reader levels



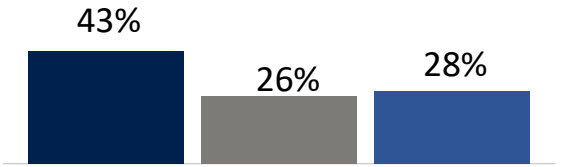
Identifying students for interventions



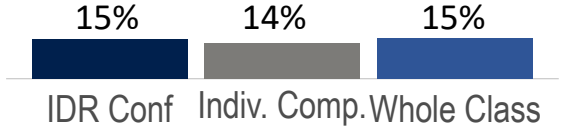
Informing day-to-day instruction



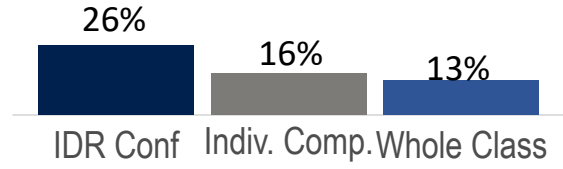
Monitoring student progress



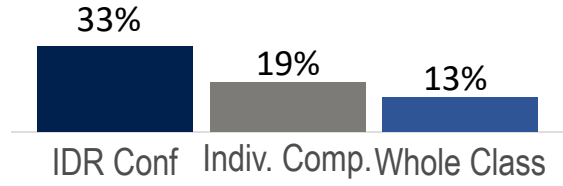
Preparing students for end-of-year assessments



Reporting achievement to families



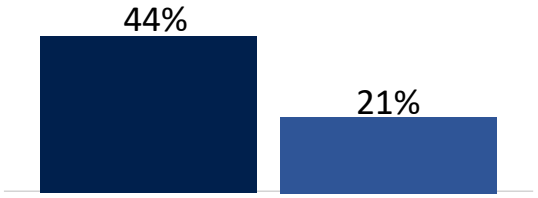
Setting student growth goals



Literacy-Focused Assessment Use (Being a Writer)

K-3 (n=371)

Checking for understanding



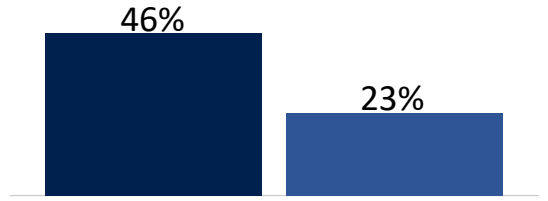
Establishing small reader groups

Identifying independent reader levels

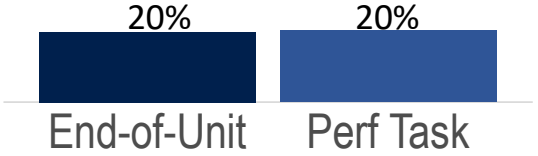
Identifying students for interventions

Informing day-to-day instruction

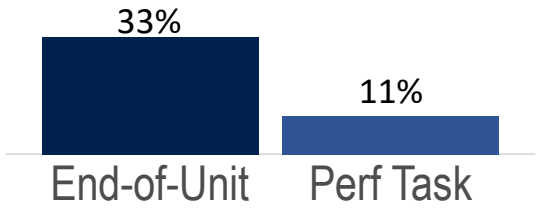
Monitoring student progress



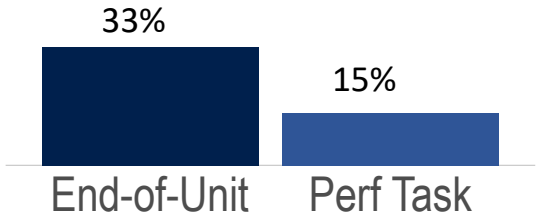
Preparing students for end-of-year assessments



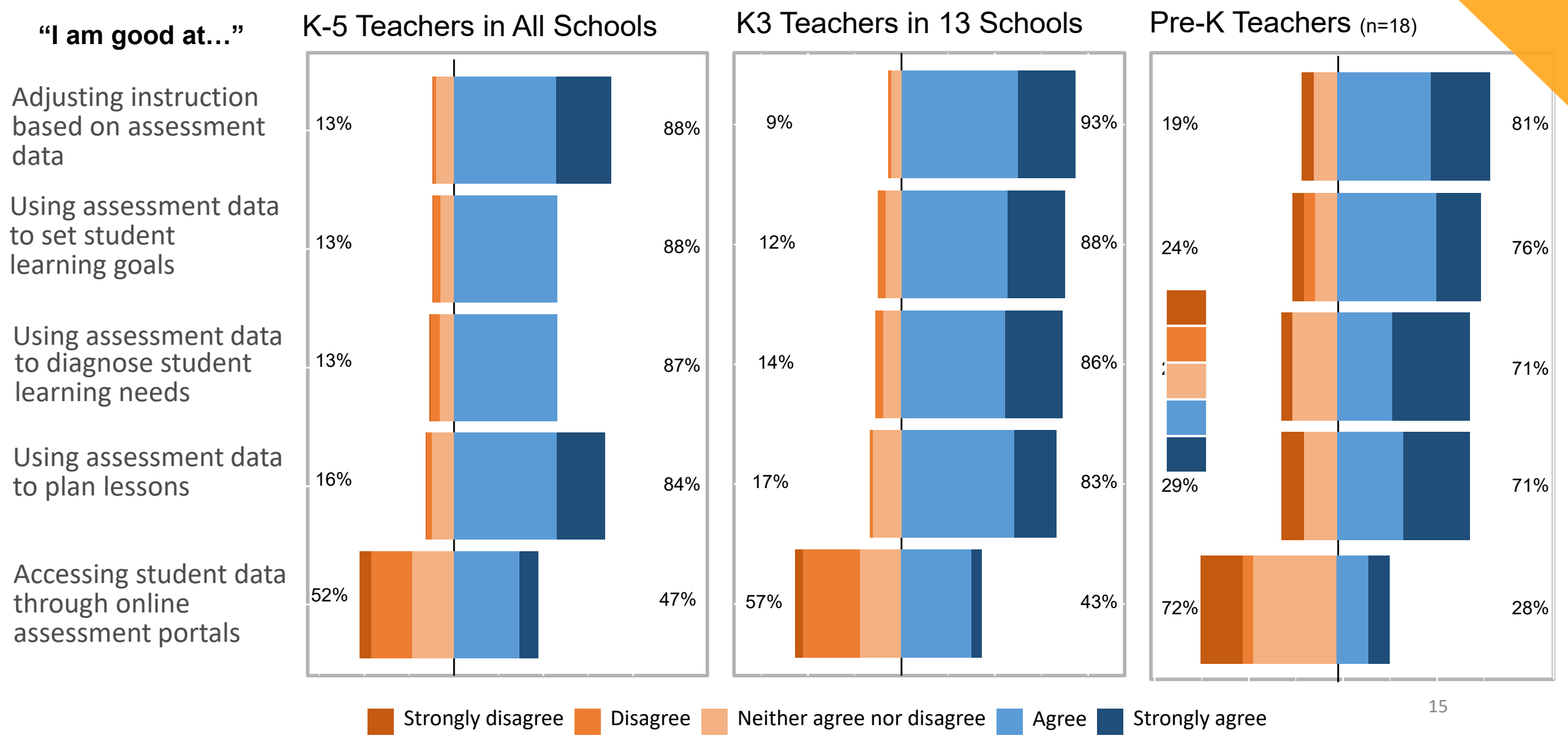
Reporting achievement to families



Setting student growth goals

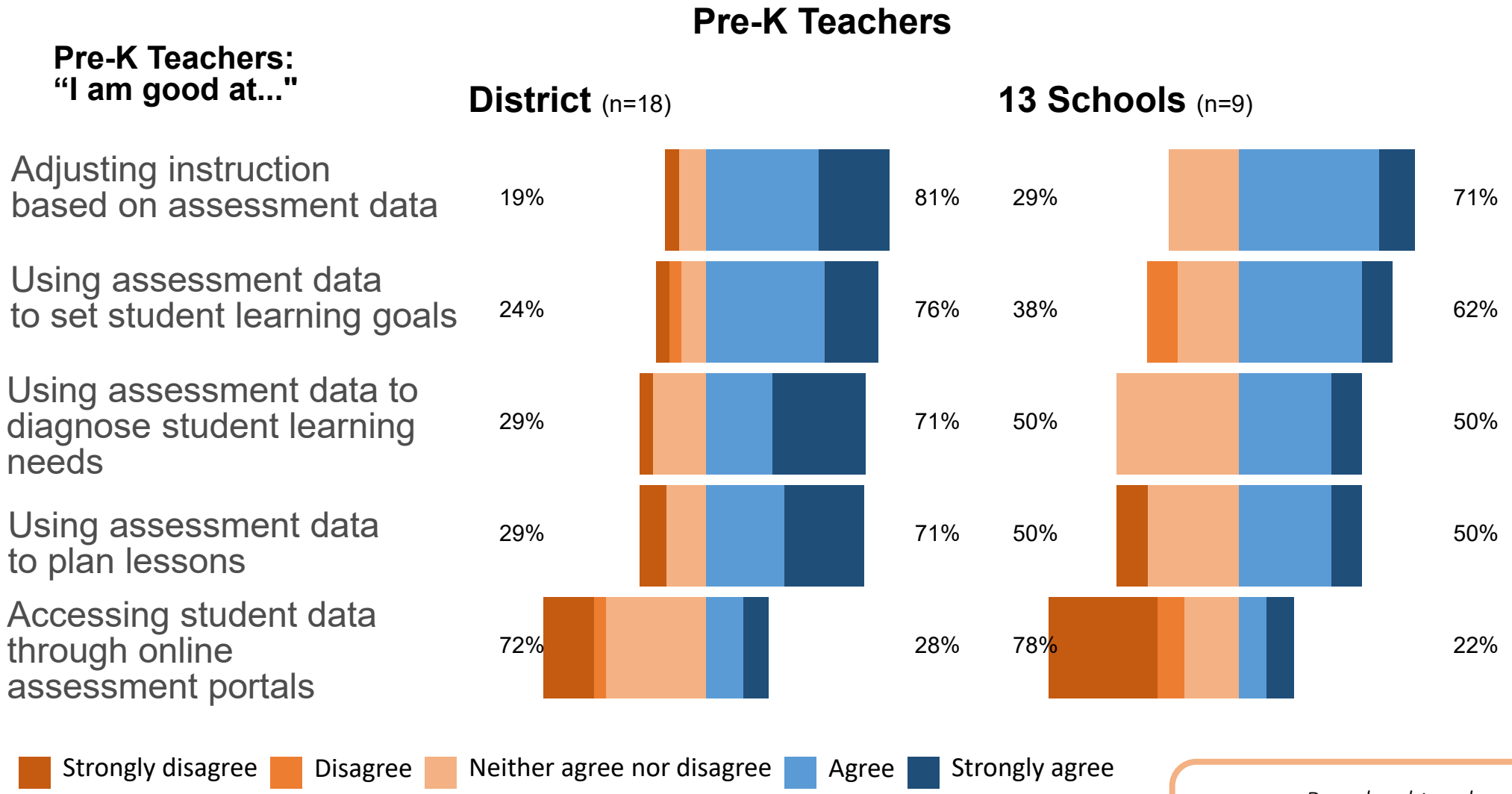


Perceptions of skill in assessment use



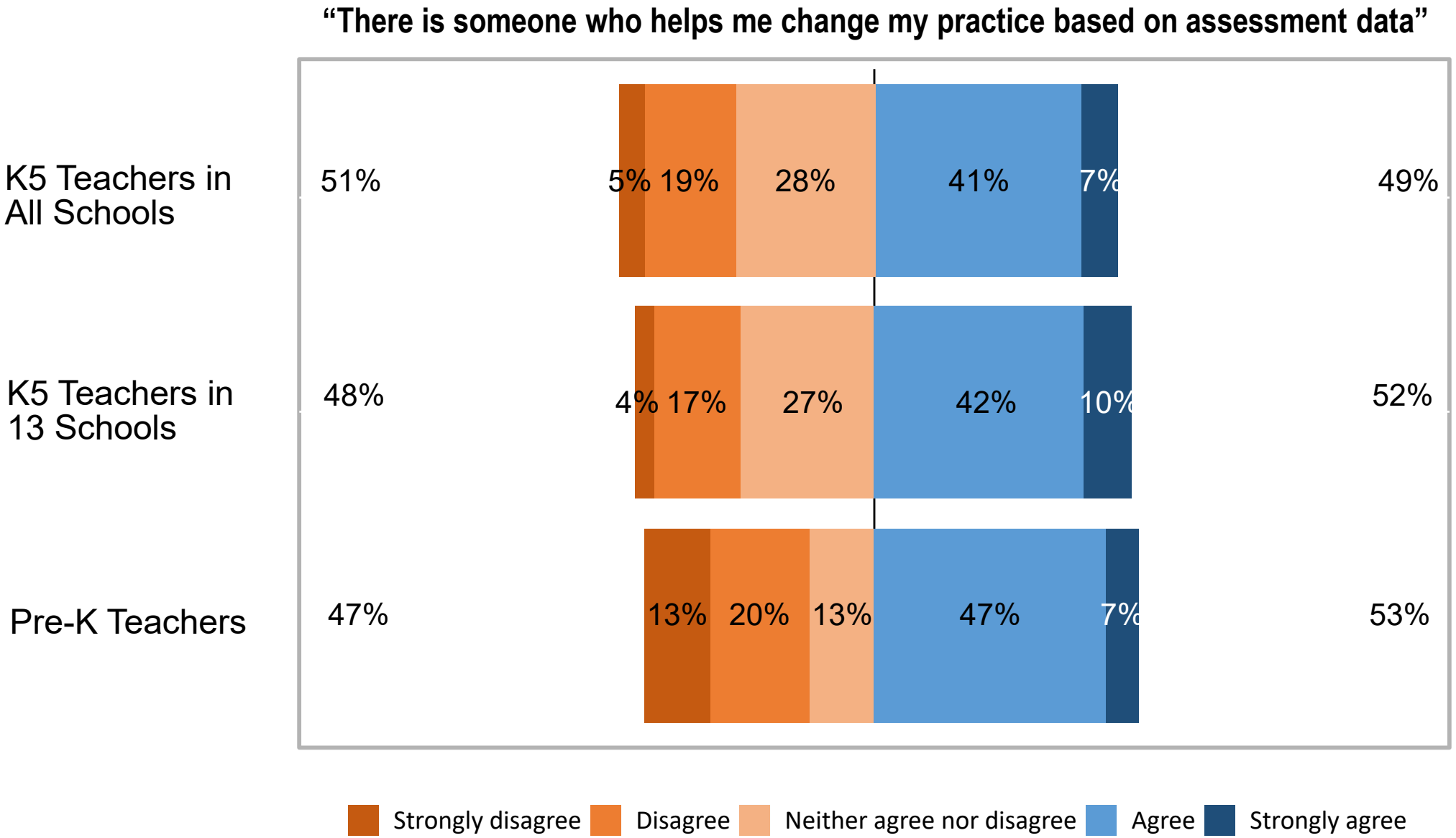
Perceptions of skill in assessment use

Pre-K Teachers:
"I am good at..."

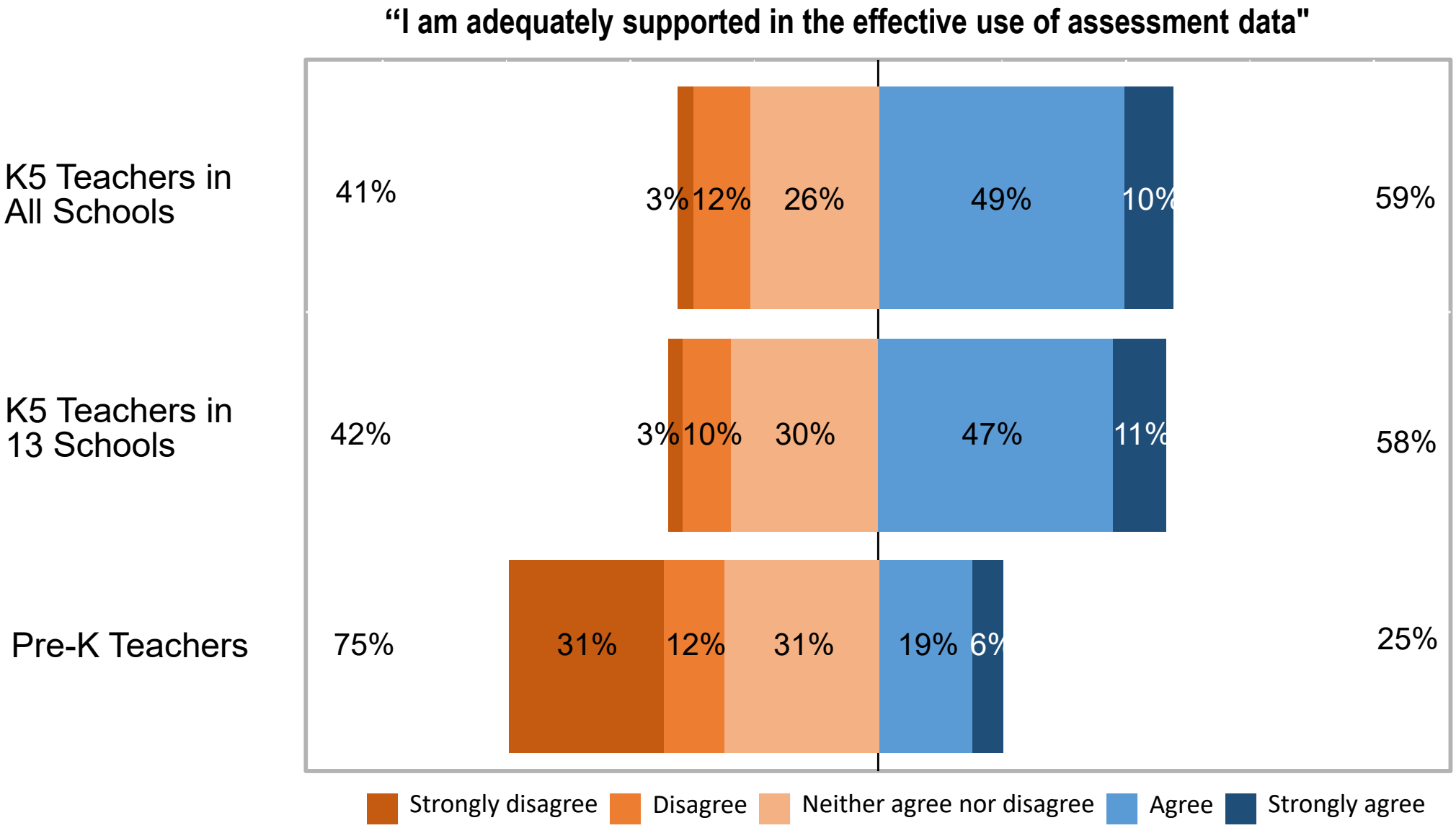


Preschool teacher data from the 13 Schools should be interpreted with caution given the small sample size.

Assessment Implementation Supports



Assessment Implementation Supports



Assessment Implementation Supports

What additional help do teachers need to effectively use assessment data?

- **Training** (34 responses) – how to administer the assessments, how to use data to inform instruction, access to literacy coaches and instructional coaching in general

  "We should have received more significant training to make sure that we are all using these assessments correctly and are consistent across grades and the district."

- **Time** (26 responses) – time with a substitute so that the teacher doesn't have to manage the class while giving assessments, time to review data and plan instruction using data, time to work in their grade level teams or PLCs to review data.

- **Teacher-developed assessment tools** (10)

  "[I want] high quality assessments that can be used more frequently. We currently make our own at every grade level, rather than being aligned throughout the building or district."

  "I consider assessment data when looking at the big picture of a student but find my personal observations and standards based work samples to be far more accurate than standardized testing when considering skills and abilities of a child."

- **Others** – more **support from administration** (9 respondents), more opportunities for **collaboration** with colleagues (8 respondents), and **additional people** (7 respondents) to help collect and analyze data, including more substitutes so that teachers can have release time to do this work.

Thank you!

SEATTLE PUBLIC SCHOOLS