



3rd Grade Reading Goal: Early Learning Pathways

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 “Establishing Early Learning Pathways” 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 compiled research from two sources into a comprehensive March 2020 P-3 Pathways Research Update.

The first source is the 2020 Teacher Survey, which contained questions of Pre-K, K, and 1st grade teachers (see slides 4-22 of the March 2020 P-3 Pathways Research Update):

- Sharing Literacy Data with Families: Preschool teachers share a variety of different literacy data with families, the most prevalent of which is the Teaching Strategies Gold assessment data, which 71% of preschool teachers (n=18) say they share.
- Literacy Assessments: Aside from sharing data with families, preschool teachers report that they use Teaching Strategies Gold data to monitor student progress (68%), set student growth goals (48%), and other activities. Meanwhile, Kindergarten teachers report that they use WA Kids data for a variety of purposes, including checking for understanding (38%), identifying students for interventions (33%) and reporting achievement to families (33%).
- Assessment Literacy: Similar to K-5 teachers, preschool teachers report high skill levels in assessment use, with the exception of “accessing student data through online assessment portals,” where only about a quarter of teachers believe they are skilled in that area.
- Pre-K Pathways: 44% of preschool teacher respondents report that they rarely or never collaborate with elementary teachers, while 62% of Kindergarten and 1st grade teachers districtwide say that they never collaborate with preschool teachers.

The second source is a preliminary analysis of SPS Pre-K to K enrollment transitions to examine trends (see slides 23-29 of the March 2020 P-3 Pathways Research Update):

- In 2019, only 7% of SPS Kindergarteners overall attended the same school where they had gone to an SPS preschool. Those rates are slightly higher for students of color, in particular Pacific Islanders (21%, n=14), Black/African-American (17%, n=623). Notably, 83% of Kindergarteners enrolled in SPS did not attend an SPS-run preschool program. This rate has declined slightly from 88% in 2016. Of the 13 Priority Schools, South Shore PreK-8 has the highest rates of students attending both preschool and Kindergarten (63%).
- An analysis of regional trends maps the movement from SPS preschool sites to Kindergarten enrollment by schools and shows a fair degree of movement both within and across regions of our district.

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.

P-3 Pathways Research Update

Findings from the 2020 Curriculum Instruction
Survey and P-K Enrollment Analysis

Research & Evaluation Department
November 2020



Jane E. Barker, PhD

SPS 3rd Grade Goal: P3 Pathways

- SPS has identified P-3 Pathways as a priority area for the 3rd Grade Reading Goal
- Research and Evaluation (R&E) is supporting this work by exploring current patterns of P-3 collaboration, enrollment patterns and learning outcomes associated with the Seattle Preschool Program



March Research Update



- Curriculum and Instruction Teacher Survey
- Questions relating to each strand of the 3rd Grade Goal



- Analysis of SPS Pre-K to K Enrollment Transitions
- What do enrollment patterns look like across the district and within the 13 Focus Schools?

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. **To access the full set of findings from this survey, please refer to the 2019-20 Teacher Survey slide deck.**

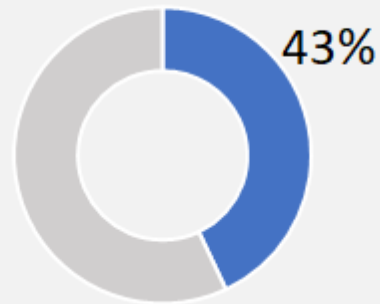
In keeping with the Seattle Excellence plan, the 3rd grade goal questions are focused on practices for Students of Color Furthest from Educational Justice, in particular African American boys. Where appropriate, survey findings are disaggregated for schools overall and the 13 priority schools that are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

Survey Response Rates

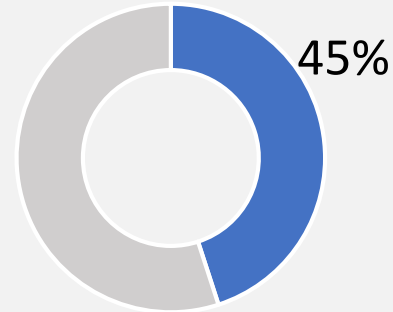
Overall K-5 Response Rates

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%

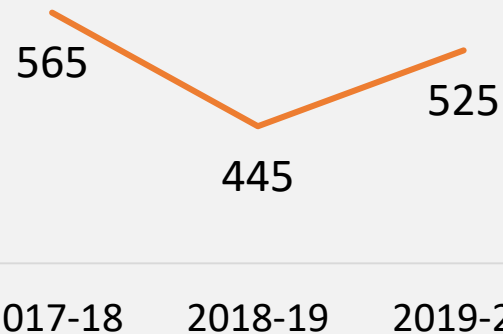


Responses in 13 Priority Schools

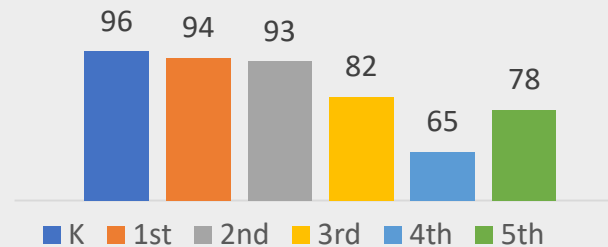
The response rate for K-5 teachers from our **13 priority schools** is 69%

	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



Number of Responses by Grade



Note: split classrooms counted as higher-level grade

Family Engagement



Questions about....

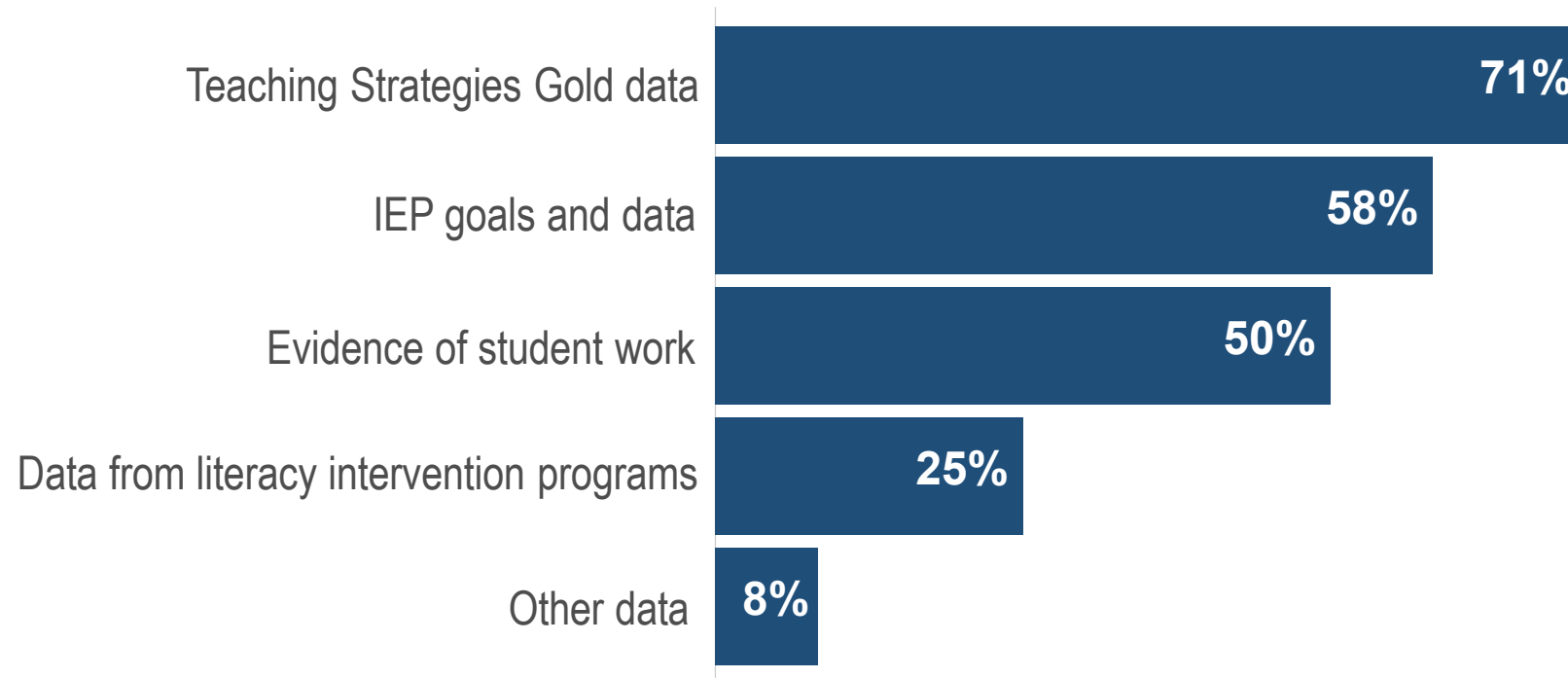
- Classroom libraries (PK-5)
- Parent-teacher conferences (PK-5)
- Literacy data shared with families (PK-5)
- Academic Parent Teacher Teams (APTT schools)



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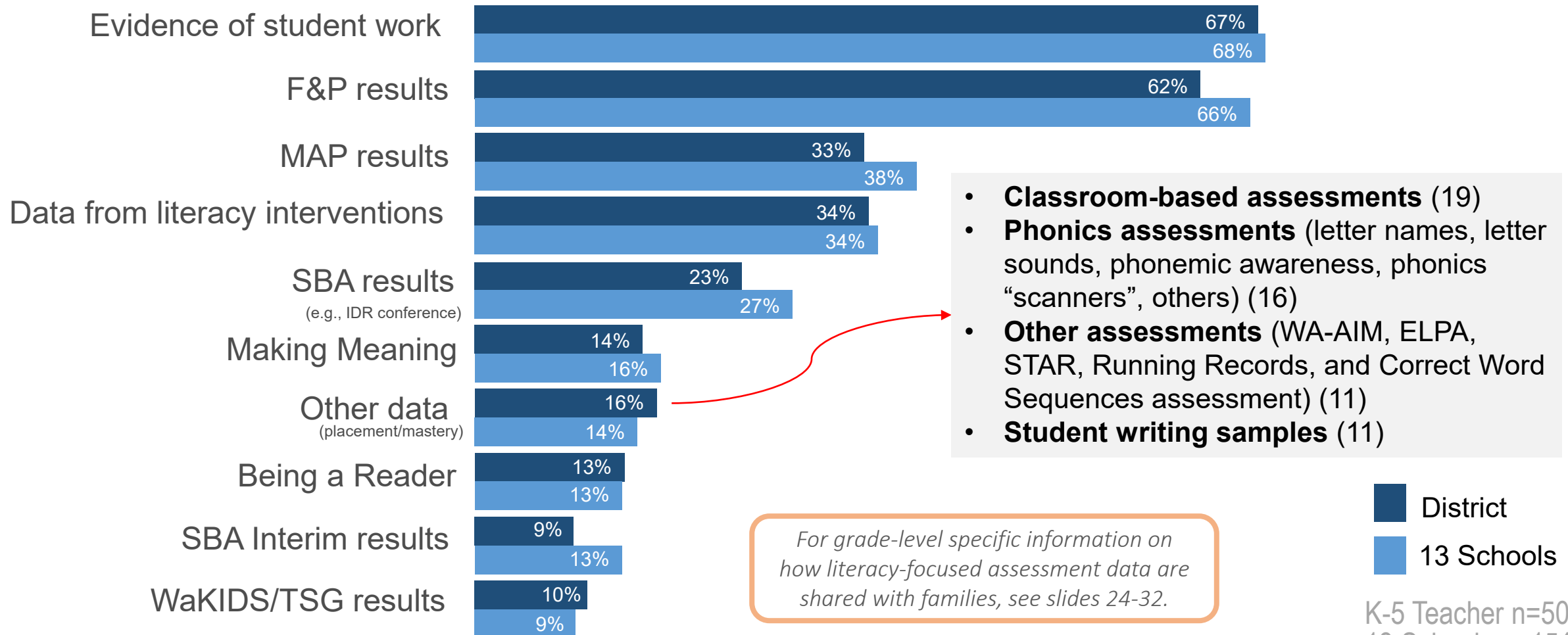
Literacy Data Shared with Families

“What literacy data do you share with families?” (Pre-K Only, n=18)



Literacy Data Shared with Families

“What literacy data do you share with families?” (K-5 Only)



P-3 Assessment Portfolio



Questions about....

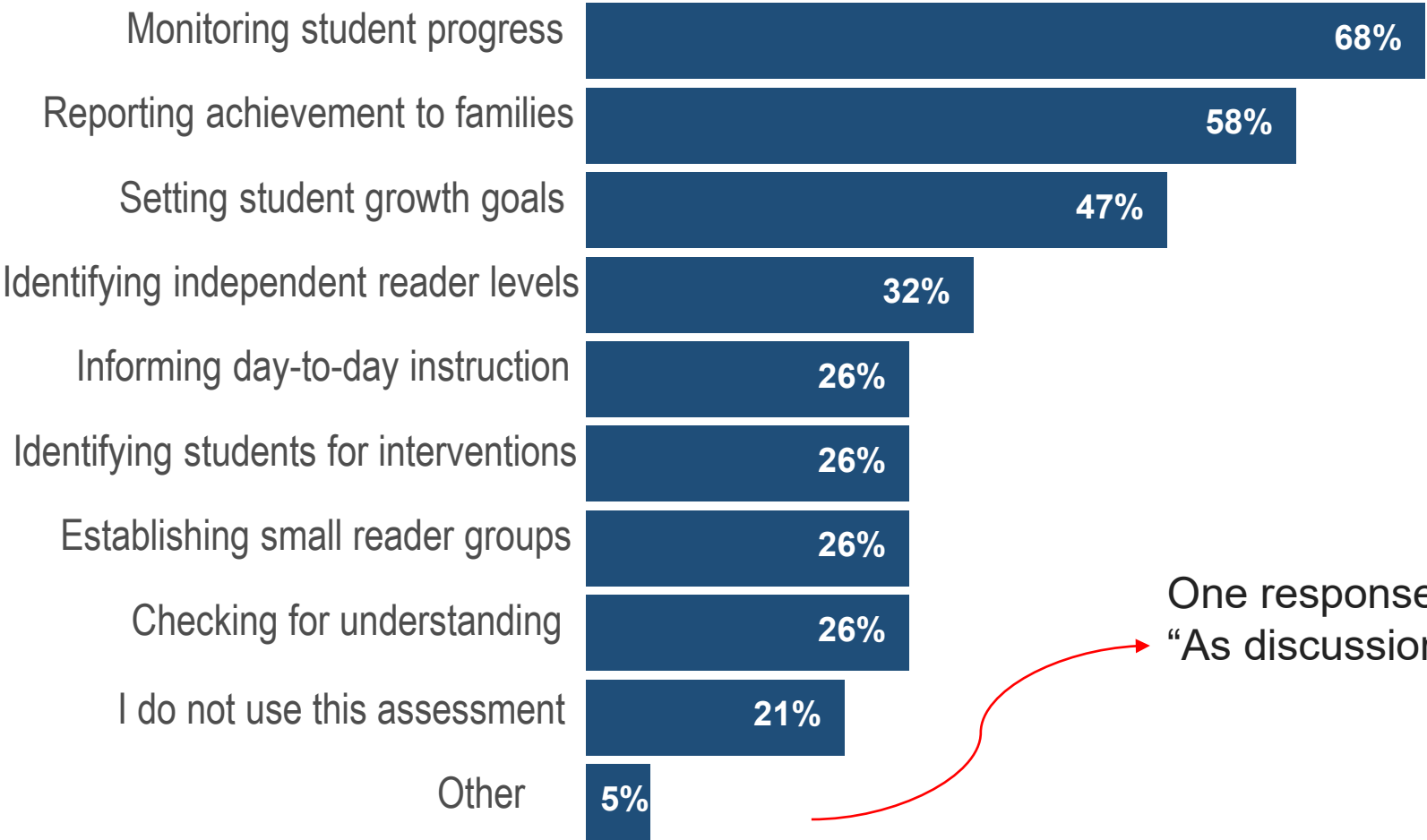
- How assessments are used (by grade level)
- Perceived skills in using assessments to inform instruction
- Supports for using assessments to inform instruction



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Literacy-Focused Assessment Use

“How do you use Teaching Strategies Gold data?”
Preschool teachers (n=18)

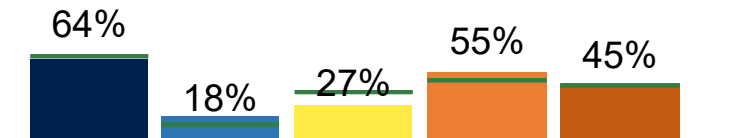


One response:
 “As discussion platform with other teachers”

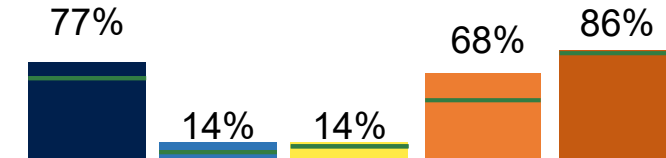
Literacy-Focused Assessment Use

Kindergarteners in the 13 Schools (n=33)

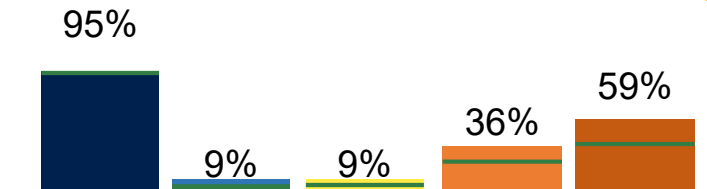
Checking for understanding



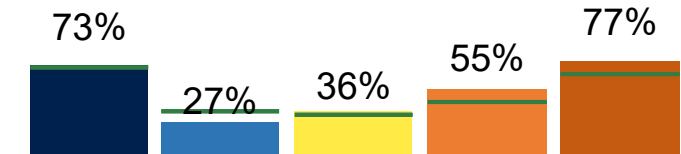
Establishing small reader groups



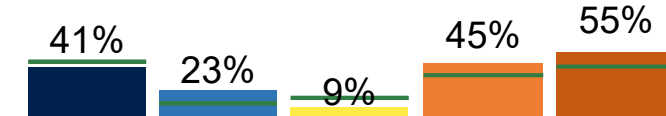
Identifying independent reader levels



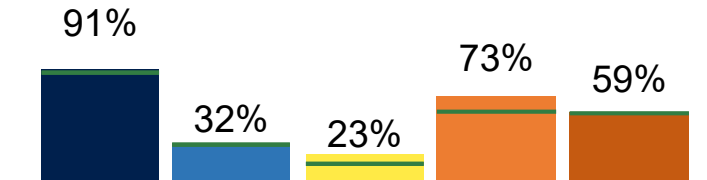
Identifying students for interventions



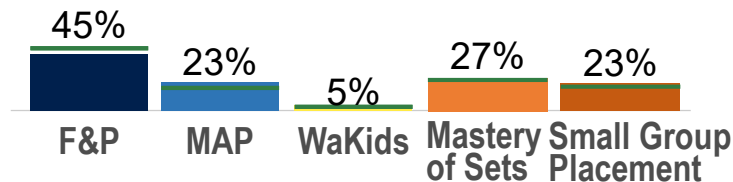
Informing day-to-day instruction



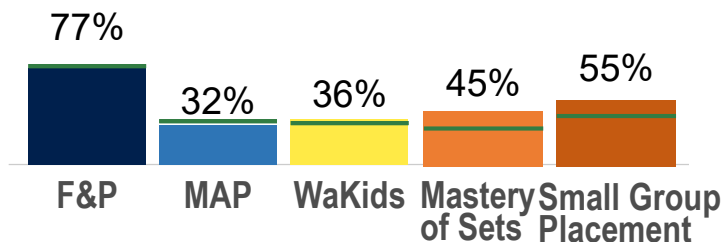
Monitoring student progress



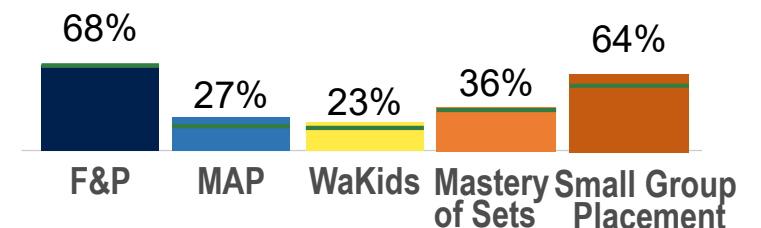
Preparing students for end-of-year assessments



Reporting achievement to families

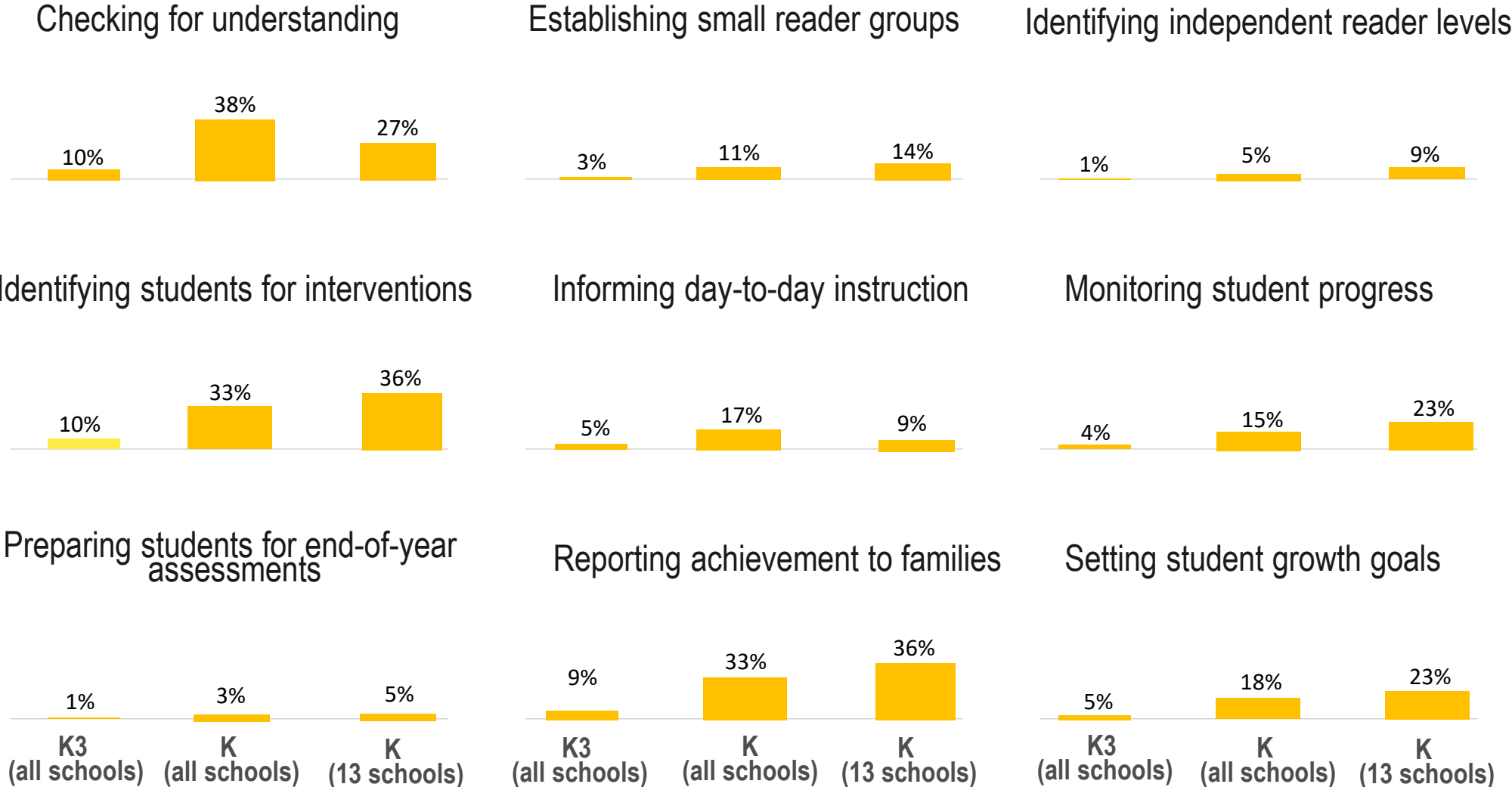


Setting student growth goals



Indicates percentage for all schools, n=103

Use of WAKids to Support Literacy Learning



Perceptions of skill in assessment use



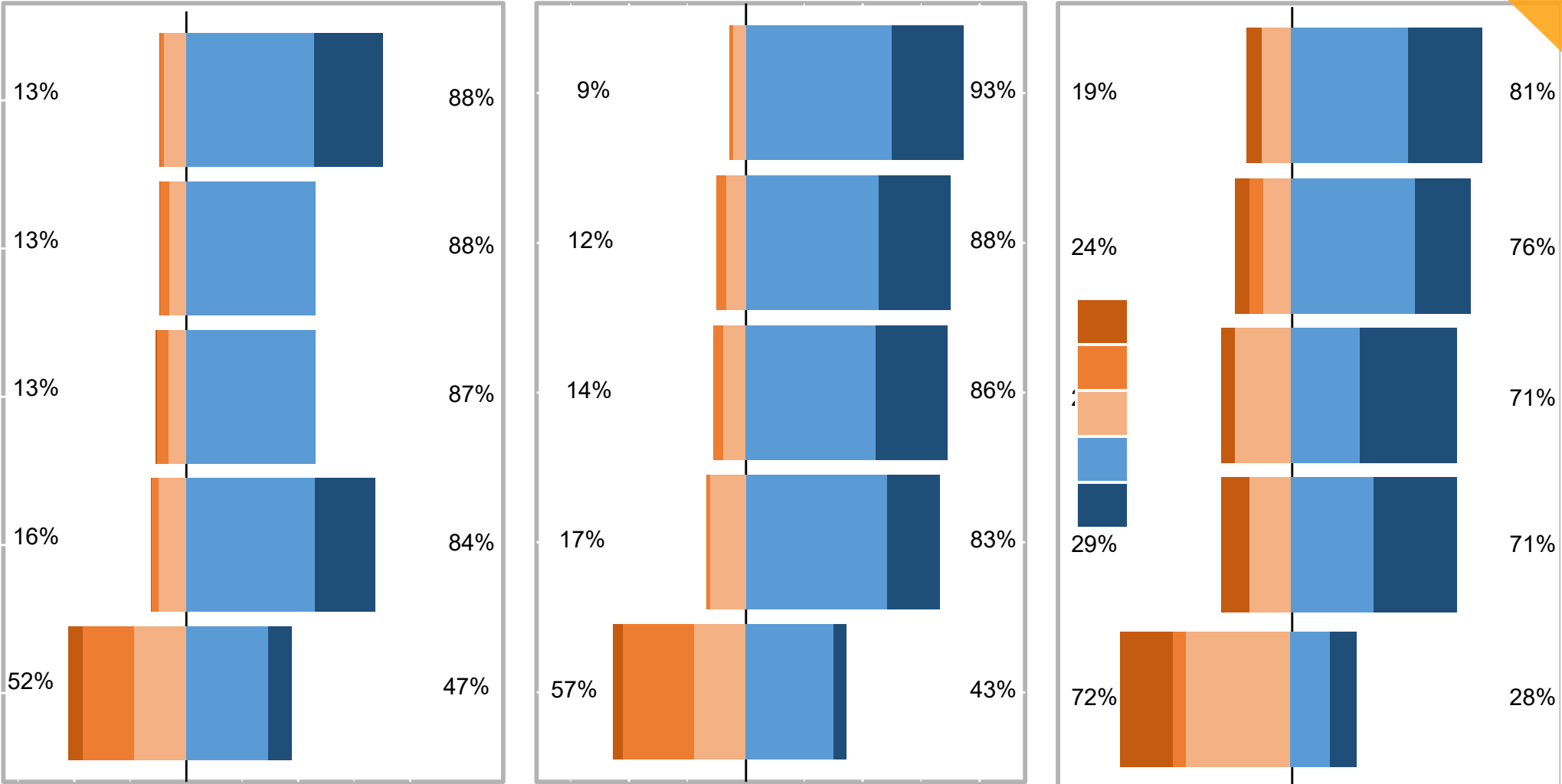
“I am good at...”

K-5 Teachers in All Schools

K3 Teachers in 13 Schools

Pre-K Teachers (n=18)

- Adjusting instruction based on assessment data
- Using assessment data to set student learning goals
- Using assessment data to diagnose student learning needs
- Using assessment data to plan lessons
- Accessing student data through online assessment portals



Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

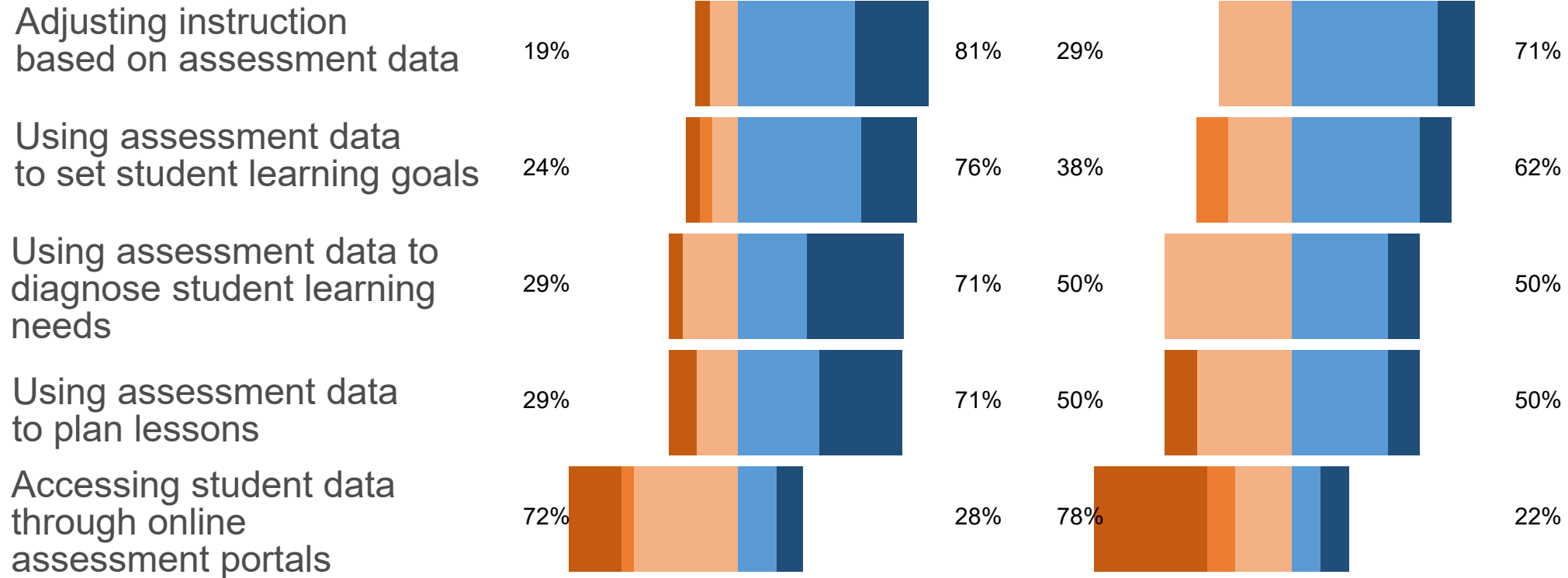
Perceptions of skill in assessment use

Pre-K Teachers:
“I am good at...”

Pre-K Teachers

District (n=18)

13 Schools (n=9)



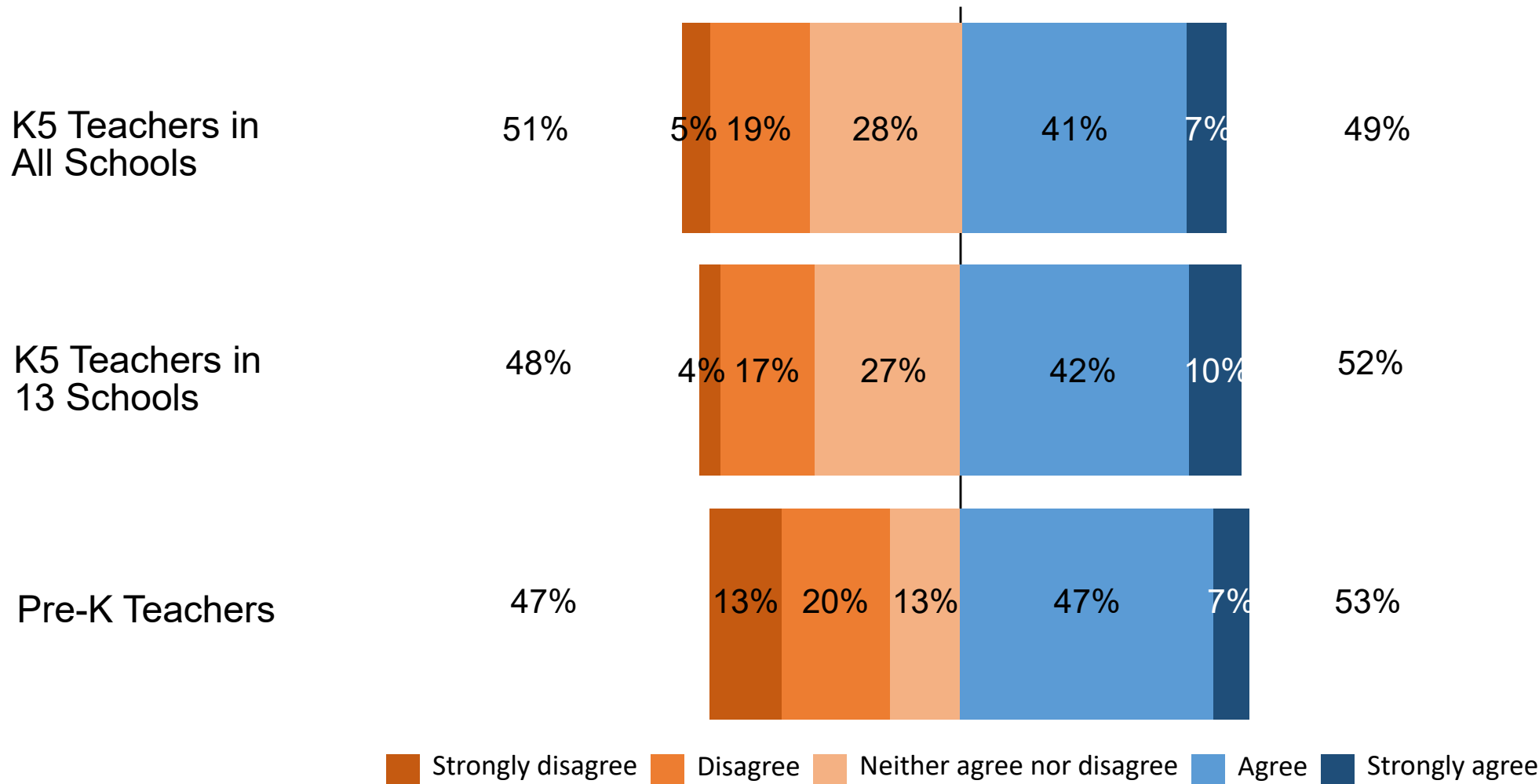
Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



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

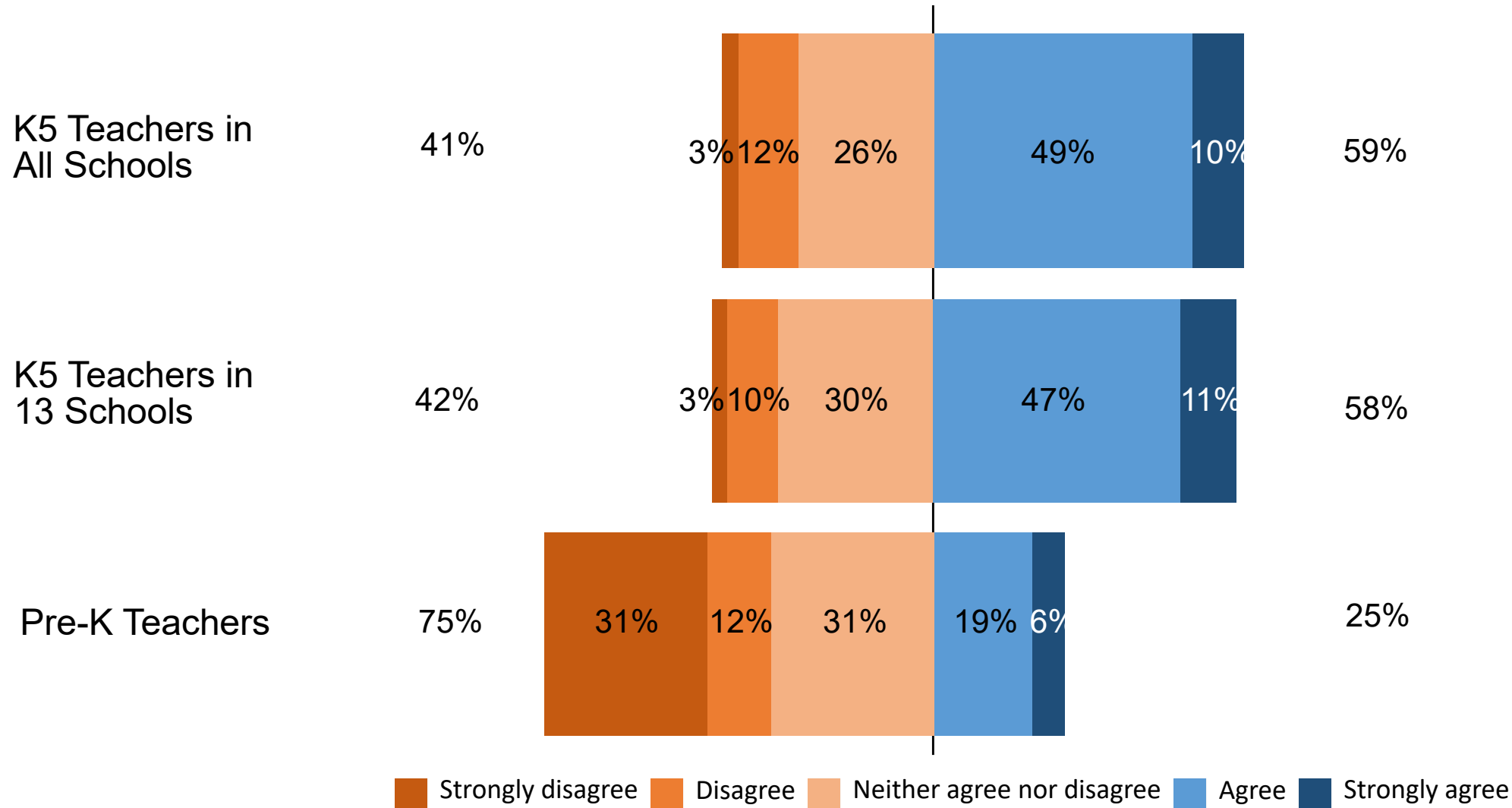
Assessment Implementation Supports

“There is someone who helps me change my practice based on assessment data”



Assessment Implementation Supports

"I am adequately supported in the effective use of assessment data"



Pre-K Pathways



Questions about....

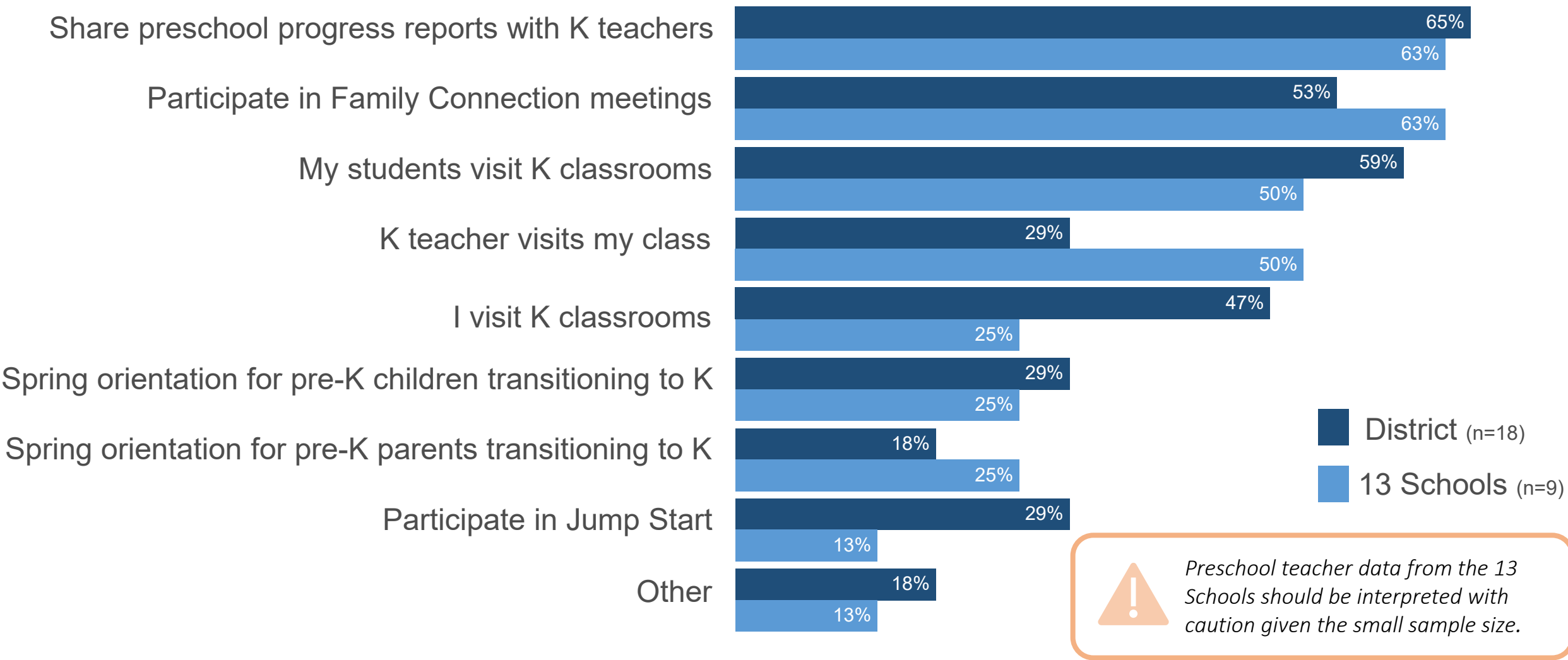
- PreK transition activities
- Teachers' perceptions of collaboration between preschool, elementary grades



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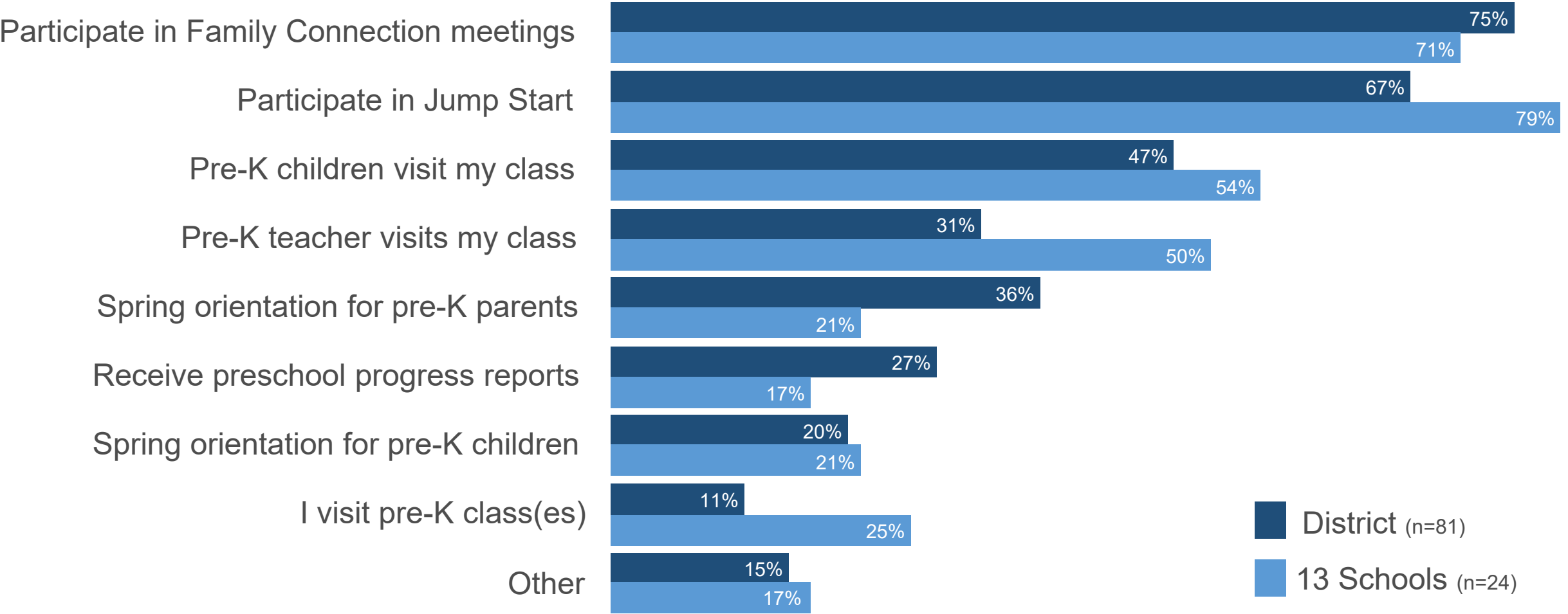
Do you engage in any of the following preschool transition activities?

Preschool Teachers



Do you engage in any of the following preschool transition activities?

K-1 Teachers

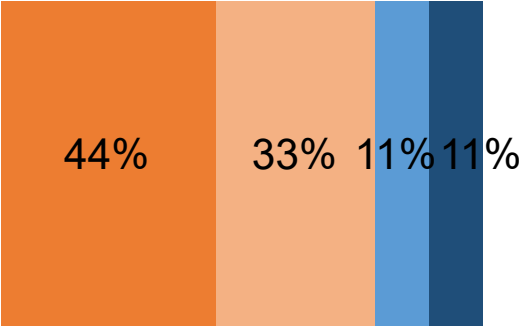
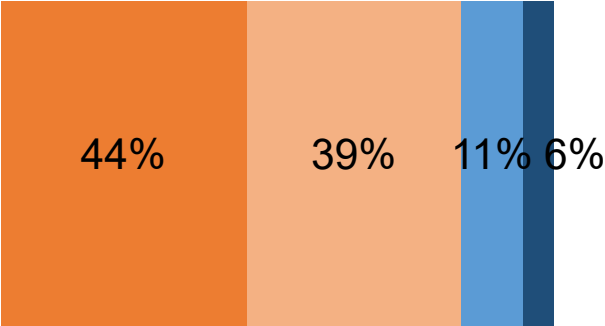


Preschool Collaboration Frequency

District

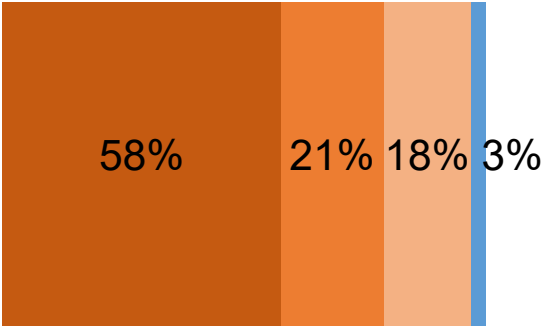
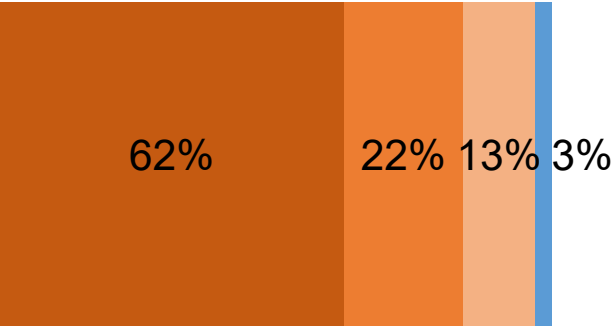
13 Schools


Pre-K: How often do you collaborate with elementary teachers?



- Daily
- Often
- Sometimes
- Rarely
- Never

K-1: How often do you collaborate with preschool teachers?



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

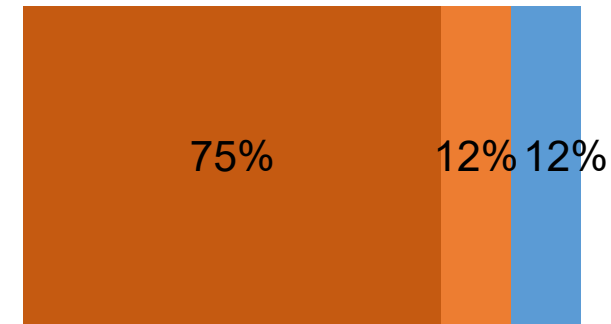
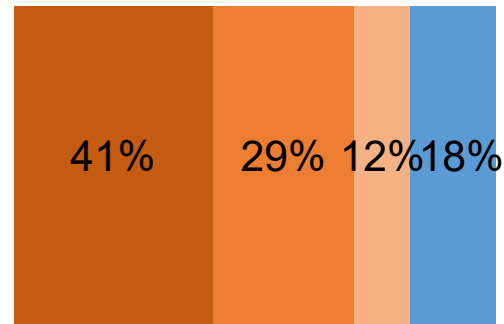
Pre-K District n=18
Pre-K 13 School n=9
K1 District n=81
K1 13 School n=24

Aligned Literacy Practices - Preschool Transition

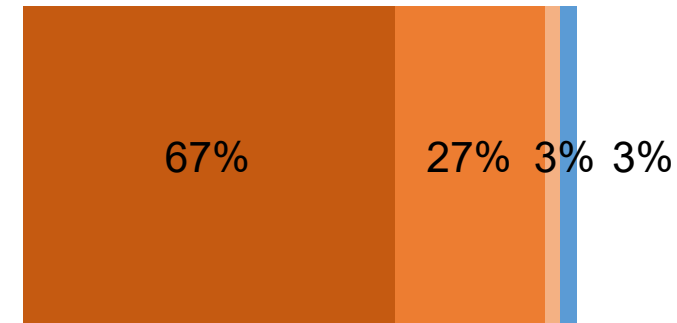
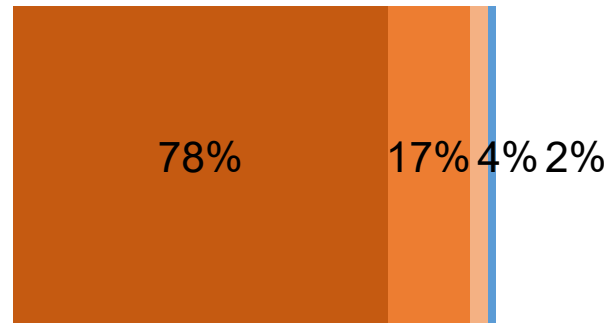
District

13 Schools

Pre-K: How often do you collaborate with elementary teachers in your building in support of aligned literacy?



K-1: How often do you collaborate with preschool teachers in your building in support of aligned literacy?



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

Pre-K District n=18
Pre-K 13 School n=9
K1 District n=81
K1 13 School n=24

Item: Based on your experience as a preschool teacher, what do you think would help set your students up for success as readers as they move into Kindergarten classrooms?

- **Book exposure** (4 respondents), including exposure to literacy, books (through read-alouds), poetry, and the library.

“[Preschoolers need] lots of access to books that are exciting and relevant, lots of experiences with adults reading to them, lots of experience have linguistically rich and meaningful conversations with peers and adults.”

- **Pre-reading skills** (3 respondents), including instruction in phonemic awareness, vocabulary, and other pre-reading skills
- **Additional adults in the classroom** (3 respondents)
- **Curriculum** (2 respondents), including the alignment of PreK and K reading curriculum as well as differentiated curriculum to meet the needs of their students who are at varying reading levels
- **Social-emotional learning and behavior support** (2 respondents)

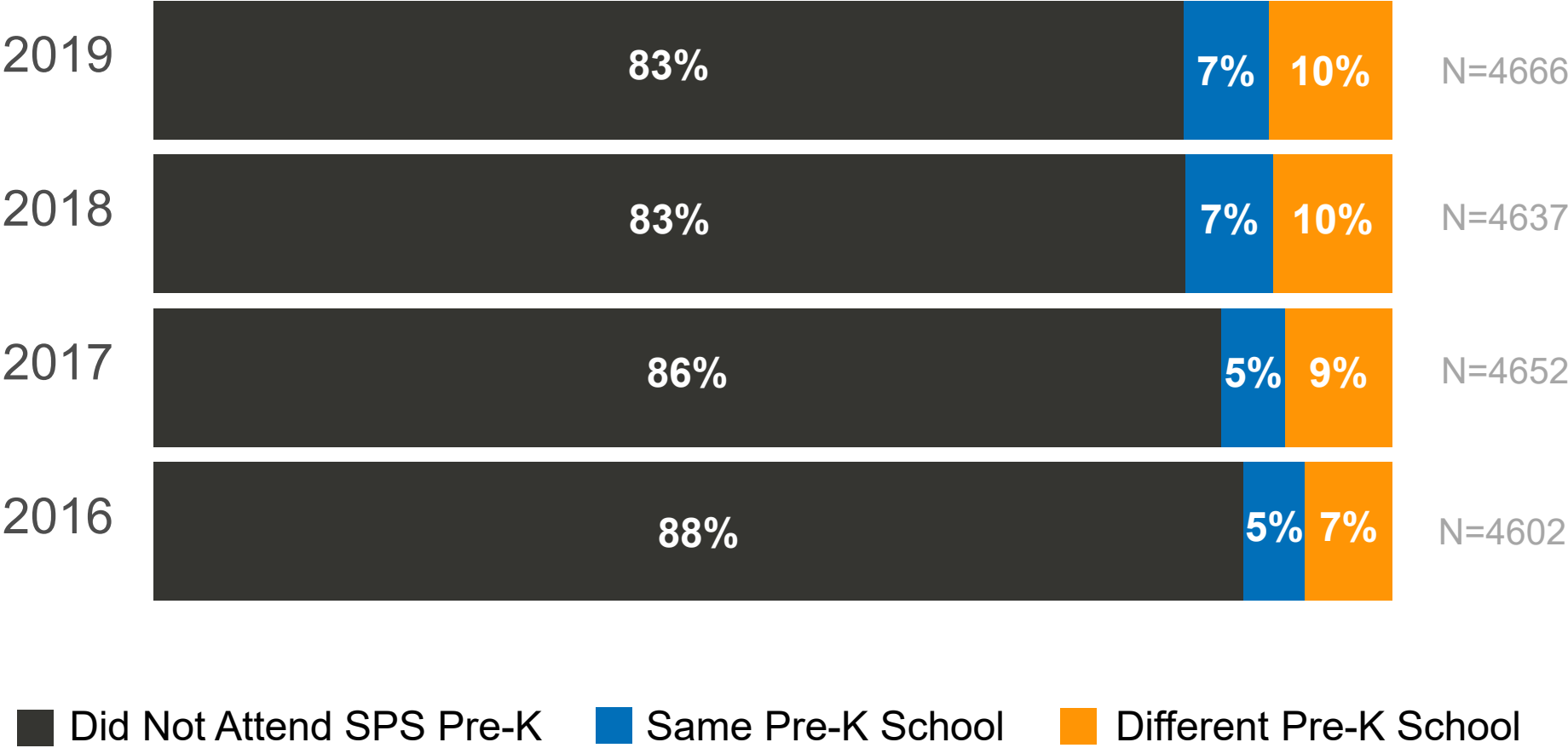
March 2020 Enrollment Transitions Data



- Analysis of SPS Pre-K to K Enrollment Transitions
- What do enrollment patterns look like across the district and within the 13 Focus Schools?

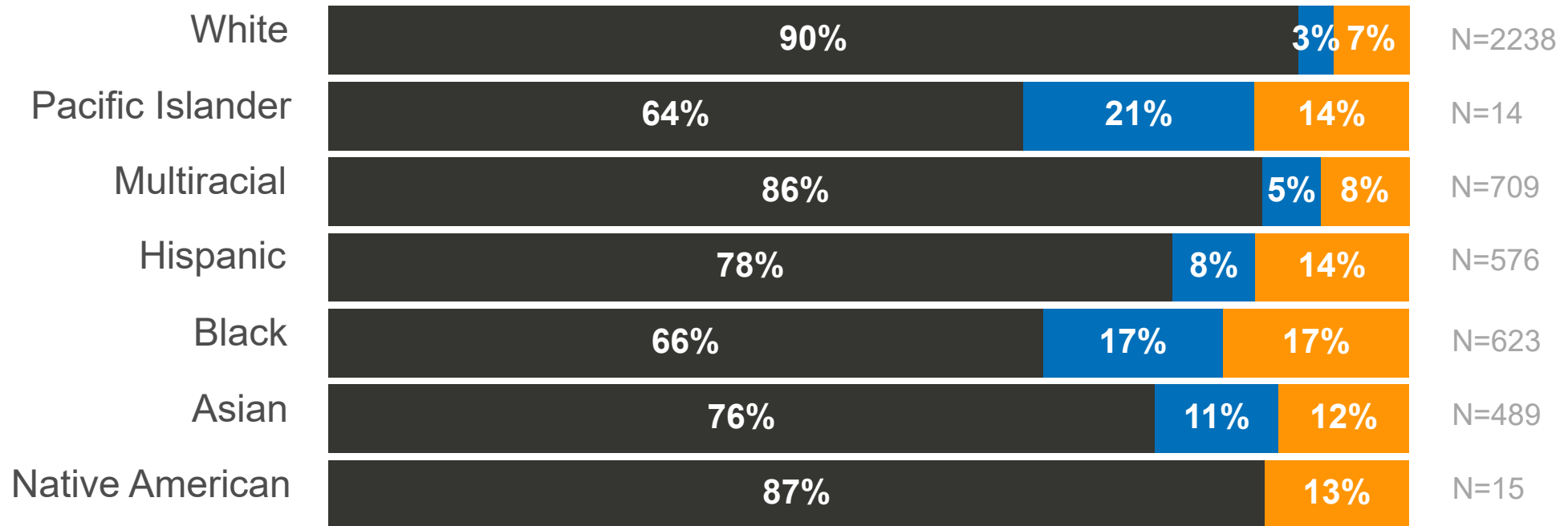
Location of SPS Kindergarten Student Preschool Enrollment, 2016-2019

District



Location of SPS Kindergarten Student Preschool Enrollment, 2019

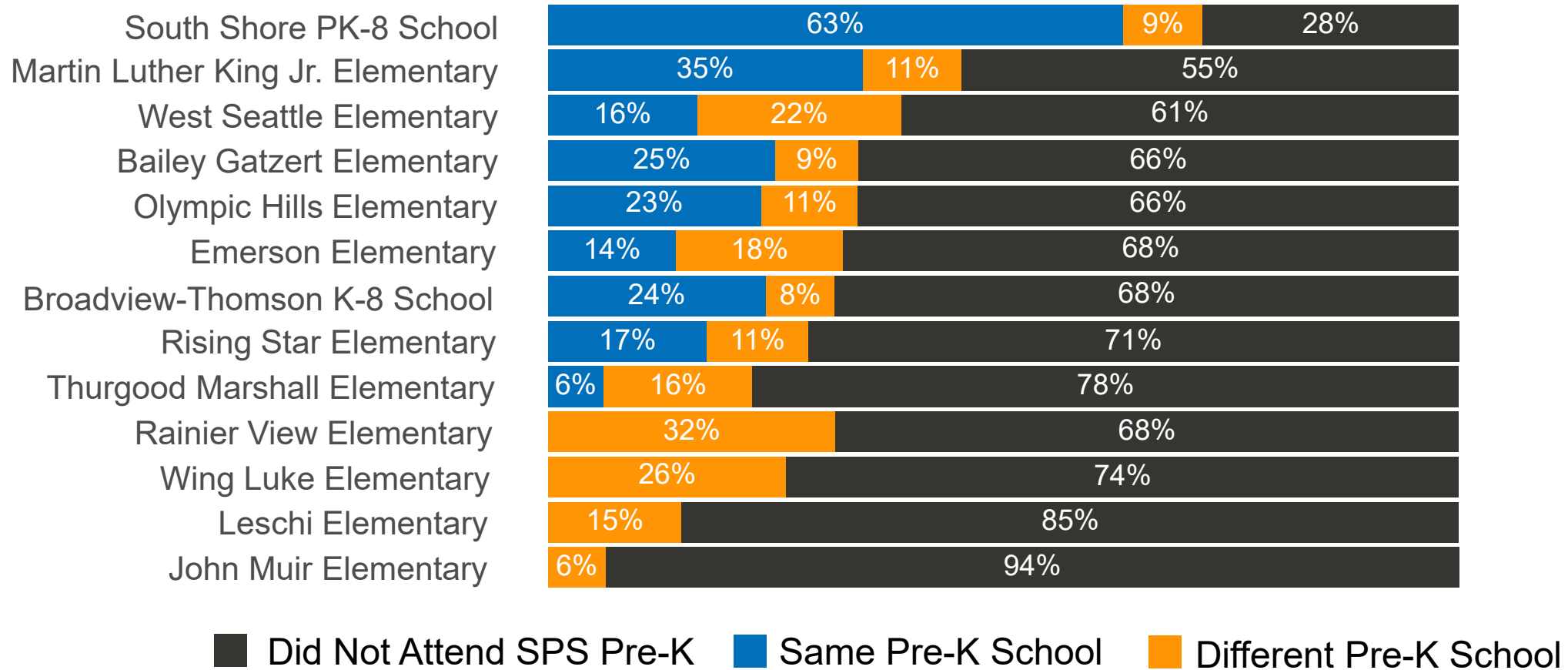
Race/Ethnicity



■ Did Not Attend SPS Pre-K ■ Same Pre-K School ■ Different Pre-K School

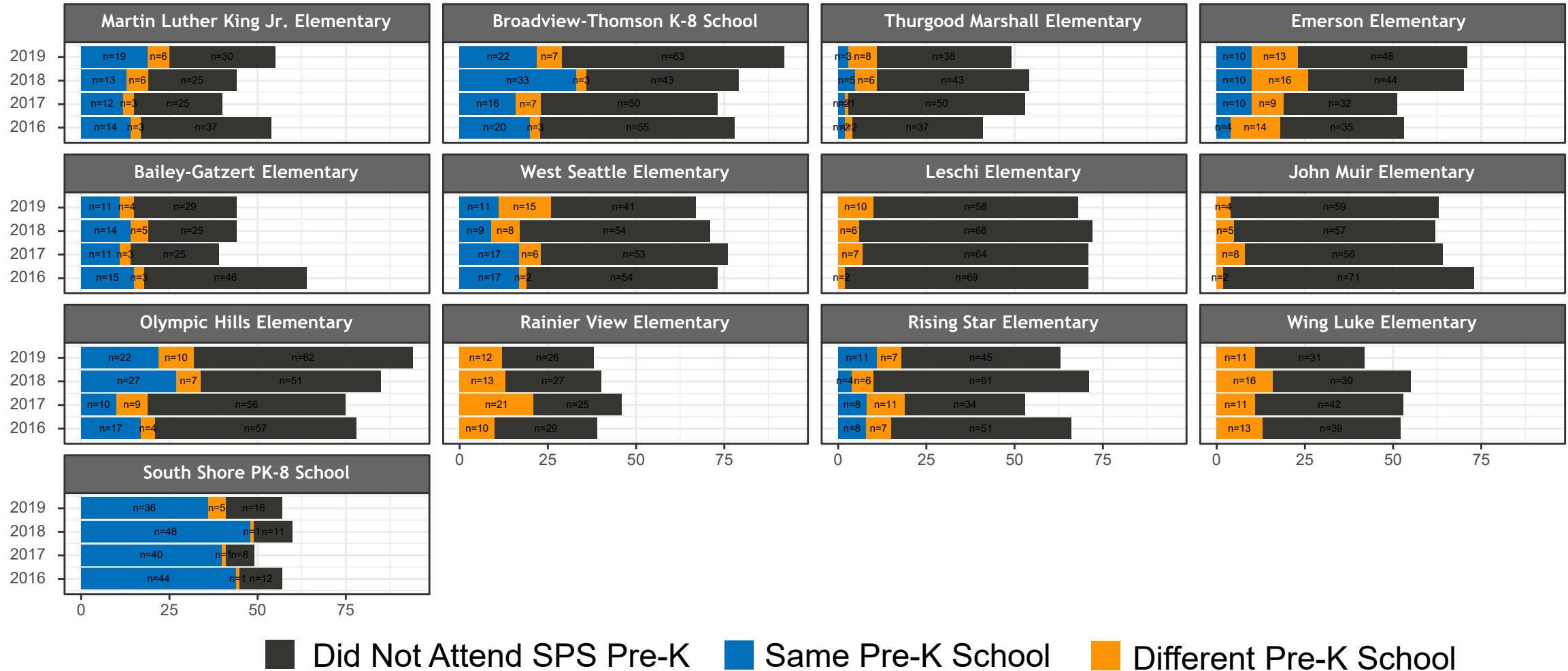
Location of SPS Kindergarten Student Preschool Enrollment, 2019

13 Schools of Focus



Location of SPS Kindergarten Student Preschool Enrollment, 2016-2019

13 Schools of Focus



Proportion of Enrolled K Students Transitioning from Pre-K Classroom at Same Site

Based on
October 2019
Enrollment

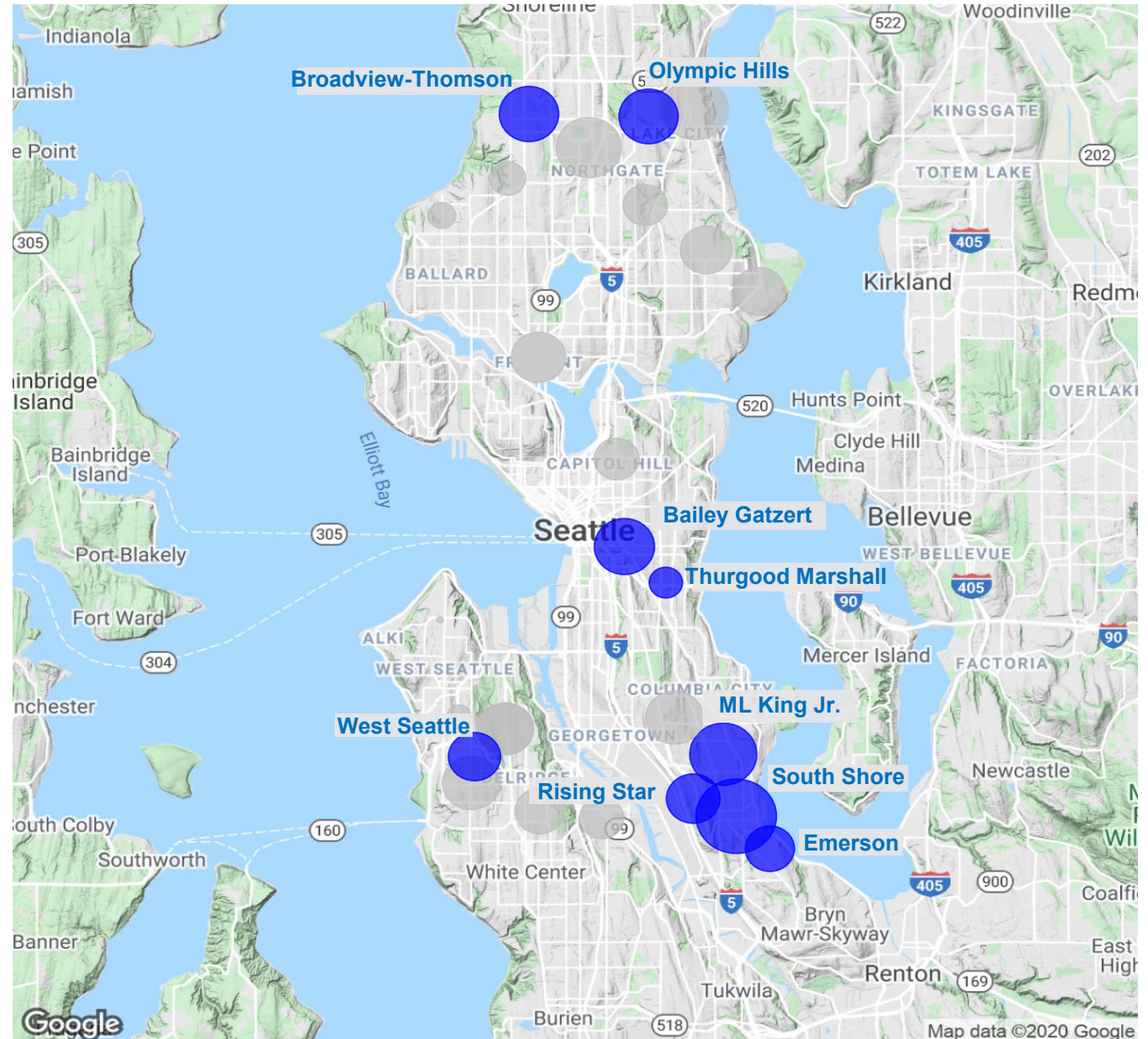
● 13 Schools

● Other

5%

15%

60%



Regional Trends: Movement from SPS Preschool Sites to K Enrollment Schools

Based on
October 2019
Enrollment

*Proportion of
Students from
Sending Pre-K Site
Attending K Site*

