

C.S. 300 F&P State of Reading Report.

It behooves every principal to review throughout the year and at the end of the year how well teachers performed at teaching and developing reading. Principals need detailed information if they are to properly support and develop their teachers. Teachers need this information to reflect on their practices and understand how successful they were with each student. Everyone needs this information to reflect and plan for the next school year.

School leaders must spot check and verify the accuracy of each teacher's reading measures. Use the class sheets to spot check the students that made the most and the least amount of progress. If you verify as correct, two or three students, the remainder in the class will be accurate.

Warning: Not all teachers are able to correctly level their students.

Few things that can happen in school are as harmful to students, as not being leveled correctly. Being leveled too high or low will severely stunt a student's reading progress.

If you find a teacher that is having trouble measuring students reading levels, a coach should model how to level one or two students and then supervise the teacher until s/he can level correctly. This is the **only** effective method of instruction for teachers who cannot level.

All Schools: Correlation between Reading Levels and the New York State ELA Assessments.

There is a correlation between the New York State ELA Levels and Reading Levels.

- Between 25% - 45% of students, who test at **Level 1 on the ELA**, are incorrectly assessed to be reading at F&P Levels 3 & 4. The lower the number, the better a school is able to correctly level students.
- Almost all, >90% students who test at **Level 3** or **Level 4** on the ELA, are reading at a F&P Level 3 or a Level 4.

C.S. 300 Kindergarten

83 Students were tested in December and in May.

55 out of 83 tested Kindergarten Students were entered at a Level A in December 2012. – 66%

Of these students

- 8 or 15% Remained at an A in May, 2013.
- 15 or 27% improved slightly to a B in May, 2013.
- 13 or 24% improved to a C in May, 2013.
- 25 or 45% were on or Above Level D or higher in May, 2013.

28 out of 83 tested Kindergarten Students were Level B or higher in December 2012 – 33%

Of these students

- 27 out of 28 (96%) - were on or Above Level D in May, 2013. One student tested at Level C.

Intermediate Target

In Kindergarten at C.S. 300 one of the targets should be getting as many students as possible to a B by December, as almost all of these students are on level by the end of the school year.

Key Teacher Measure

In judging the effectiveness of Kindergarten teachers, the critical measure should be how many students who were reading at an F&P Level A or below in December, were reading at a C or higher in May.

Heroine

By this measure, Geraldine Caneja, Class 103 was the most effective teacher. She only had 9 students at level A in December, but 7 or 78% of them were at C or higher by May.

The other three teachers in Kindergarten were all between 54% and 59%.

C.S. 300 F&P Observations

C.S. 300 First Grade

89 Students were tested in October and in May.

- 27 out of 89 - started at Level A. – 30%. Of these 27 students, only two – 7% were on or above level by the end of first grade.
- 21 out of 89 - started at Level B. – 24%. Of these 21 students, 10 – 37% were on or above level by the end of first grade.
- 9 out of 89 – started at Level C – 10%. Of these 9 students, 6 – 66% were on or above level by the end of first grade.
- The remaining 32 students started the year reading at Levels D or Higher. All 32 students = 100% - were reading on or above level by the end of first grade.

Key Teacher Measure

In judging the effectiveness of First Grade Teacher one key measure is to calculate the percentage of students reading at Levels A, B & C at the beginning of the year, that are reading on or above level I by the end of first grade.

Since there is a big difference between A, B and C readers, points will be assigned as follows:

First Grade Points System

- 5 Points if the student starts at an **A** and moves to an I or higher.
- 4 Points if the student starts at an **A** and moves to a G or an H.
- 4 Points if a student starts at a **B** and moves to an I or higher.
- 3 Points if a student starts at a **B** and moves to a G or an H.
- 1 Point if a student starts at a **C** and moves to an I or higher.

Heroines

- Using the Points system, Elizabeth Claudio performed best with 28 points.
- Close behind in second place was Danielle Bazemore with 26 Points

Assessing Teacher Performance in Reading for Grades Two to Five.

Measuring Level Changes for Students in Grades Two through Five.

It is extremely hard to move students from Level 1 to Level 2; or from Level 2 to Level 3. But this has to be one of the most important targets or objectives for the elementary school teacher.

For all students in second grade through fifth grade, there were 94 students who were at Level 1 in October. Of these students 54 or 57% stayed at Level 1. 23 students – 24% moved up to Level 2. 17 students – 18% - moved to Levels 3 or 4.

For all students in second grade through fifth grade, there were 74 students who were at Level 2 in October. Of these students 35 or 47% stayed at Level 2. 34 students – 47% - moved to Levels 3 or 4.

Five students slipped back to Level 1. 

Measuring GLE (Grade Level Equivalency) Gains for Students in Grades Two through Five.

Every F&P Level has a Grade Level Equivalent. There is no court ruling as to what the grade level is for each reading level, but most of the arguments are in Kindergarten through First Grade.

I use the chart right for the purposes of my analysis. Each student that is measured receives a GLE (Grade Level Equivalent). At the end of the year, the starting GLE is subtracted from the final GLE to get a reading GLE Gain for the year. Teachers can then be compared to each other based on whose students average the most GLE Gains.

The highest verified Average I have seen has been 1.53 which is equivalent to a year and a half worth of reading progress.

This analysis tends to break down for special education classes as they don't have enough students, and the students they have rarely make the same gains as gain as General Education students. The highest special education class I have measured been 1.03.

The analysis also breaks down when large numbers of students start the year, reading at X or higher. For this reason these students are excluded from the analysis.

F&P	GLE
Pre-Em.	0.1
AA	0.2
A	0.3
B	0.5
C	0.8
D	1.2
E	1.4
F	1.6
G	1.7
H	1.8
I	1.9
J	2.3
K	2.5
L	3.0
M	3.2
N	3.3
O	3.5
P	3.7
Q	4.1
R	4.5
S	4.7
T	5.0
U	5.2
V	5.8
W	6.0
X	6.4
Y	6.7
Z	7.0

C.S. 300 Second Grade Level Changes

In second Grade there were 88 Students who were assessed in October and in May

Of these students 32 or 36% were at Level 1; and 13 or 15% were at Level 2.

Of the Level 1 students, **17 or 53% stayed at Level 1**; **7 or 22% moved up to Level 2** and **8 or 25% moved to Levels 3 or 4**.

Of the Level 2 students, 12 moved **to Levels 3 or 4**. (One student stayed at Level 2).

Heroines

Jennifer Nybro moved 9 of her Level 1 and 2 students – 75%

Kathleen Schwartz moved 8 of her Level 1 and 2 students – 73%.

C.S. 300 Second Grade GLE Gains

In second Grade there were 88 Students who were assessed in October and in May and who had GLE Gains numbers for the year.

- 12 or 14% made less than $\frac{3}{4}$ of a year's progress.
- 22 or 25% made between $\frac{3}{4}$ and 1 Year of progress.
- 37 or 42% made between a Year and 1 $\frac{1}{2}$ years worth of progress.
- 17 students made more than a 1 $\frac{1}{2}$ years worth of progress.

Heroines

- Kathleen Schwartz averaged 1.3 years of Reading Progress.
- Jennifer Nybro averaged 1.22 years of Reading Progress.

C.S. 300 Third Grade Level Changes

In Third Grade there were 92 Students who were assessed in October and in May

Of these students 92 students, **23 or 25% were at Level 1**; and **9 or 10% were at Level 2**.

Of the Level 1 students, 13 or 57% stayed at Level 1; **3 or 13% moved up to Level 2**, and **7 or 30% moved to Levels 3 or 4**.

Of the 9 Level 2 students, 4 students remained at Level 2, and **5 students moved up to Levels 3 or 4**.

Heroine

Perina Holmes started the year with 10 Level 1 & Level 2 students. 9 or 90% of these students moved up one or more levels.

C.S. 300 Third Grade GLE Gains

In third Grade there were 92 Students who were assessed in October and in May and who had GLE Gains numbers for the year.

- 29 or 32% made less than $\frac{3}{4}$ of a year's progress.
- 21 or 23% made between $\frac{3}{4}$ and 1 Year of progress.
- 32 or 35% made between a Year and 1 $\frac{1}{2}$ years worth of progress.
- 10 students made more than a 1 $\frac{1}{2}$ years worth of progress.

Heroine

Perina Holmes averaged 1.46 years of Reading Progress. If this is verified, she would rank amongst the top third grade teachers in the city.

C.S. 300 Fourth Grade Level Changes

In Fourth Grade there were 65 Students who were assessed in October and in May

Of these students 65 students, **18 or 28% were at Level 1**; and **7 or 11% were at Level 2**.

Of the Level 1 students, 10 or 56% stayed at Level 1; **6 or 33% moved up to Level 2**, and **2 or 11% moved to Levels 3 or 4**.

Of the 7 Level 2 students, 1 student slipped to a Level 1, **1 student remained at Level 2**, and **5 students moved up to Levels 3 or 4**.

Heroines

- Bevene Ivey started the year with 5 Level 1 & Level 2 students All 5 of these students moved up one or more levels.
- Tangenika Mcneil started the year with 7 Level 1 & Level 2 students. Six of these students moved up one or more levels.

C.S. 300 Fourth Grade GLE Gains

In fourth Grade there were 65 Students who were assessed in October and in May and who had GLE Gains numbers for the year.

- 29 or 32% made less than $\frac{3}{4}$ of a year's progress.
- 21 or 23% made between $\frac{3}{4}$ and 1 Year of progress.
- 32 or 35% made between a Year and 1 $\frac{1}{2}$ years worth of progress.
- 10 students made more than a 1 $\frac{1}{2}$ years worth of progress.

Heroine

Tangenika Mcneil averaged 1.06 years of Reading Progress.

C.S. 300 Fifth Grade Level Changes

In Fifth Grade there were 109 Students who were assessed in October and in May

Of these students 65 students, **21 or 19% were at Level 1**; and **45 or 41% were at Level 2**.

Of the Level 1 students, 14 or 67% stayed at Level 1; **7 or 33% moved up to Level 2**.

Of the 45 Level 2 students, 4 students, 9% slipped to a Level 1, **29 students, 64% remained at Level 2**, and **12 students, 27% moved up to Levels 3 or 4**.

Heroines

Amy Noe was able to move 5 out of her 7 Level 1 and Level 2 students up one or more levels.

C.S. 300 Fifth Grade GLE Gains

In fifth Grade there were 65 Students who were assessed in October and in May and who had GLE Gains numbers for the year.

- 40 or 37% made less than $\frac{3}{4}$ of a year's progress.
- 29 or 27% made between $\frac{3}{4}$ and 1 Year of progress.
- 35 or 32% made between a Year and 1 $\frac{1}{2}$ years worth of progress.
- 6 students made more than a 1 $\frac{1}{2}$ years worth of progress.

Heroine

Amy Noe averaged 0.98 years of Reading Progress.