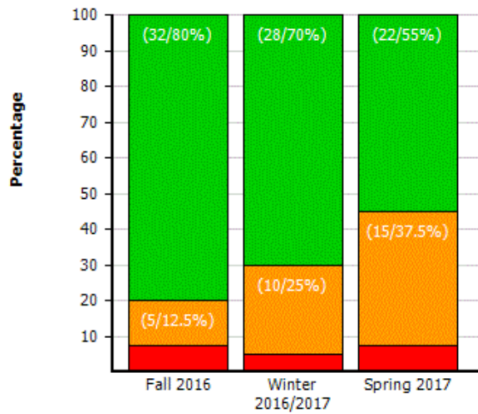


ELY PUBLIC SCHOOLS

THE FIRST GRADE “PROBLEM”

Fall 2016 to Spring 2017

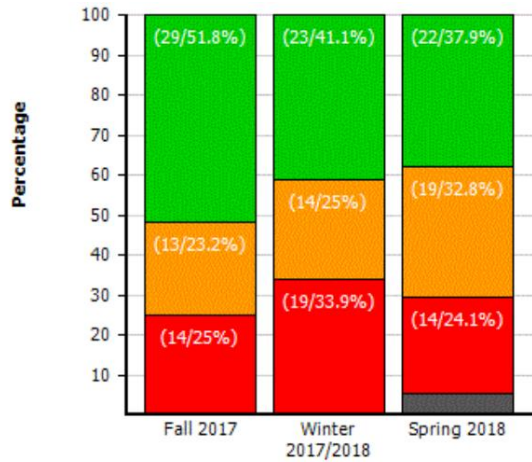


2016-2017 – Adoption of FastBridge early reading subtests

Decline in proficiency from 80% to 70% fall to winter

Further decline 55% proficiency by the end of the year

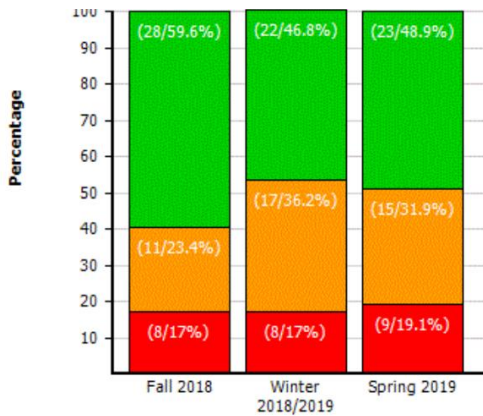
Fall 2017 to Spring 2018



2017-2018 Fall to winter decline in proficiency from 52% to 41%

Further decline to 38% by the end of the year

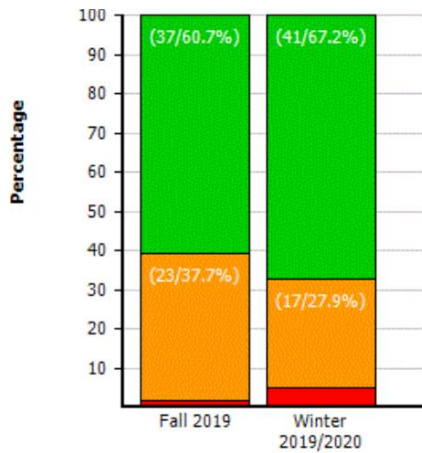
Fall 2018 to Spring 2019



Decline in proficiency from 60% to 47%

Implementation of teacher training through **modeled instruction – Winter 2019 – results in slight increase in proficiency from winter to spring – end of year proficiency 49%

Fall 2019 to Winter 2020



2019-2020

Teacher training in structured literacy intervention

Implementation of teacher coaching and independent instruction in phonics

Fall to winter **increase** from 61% to 67%

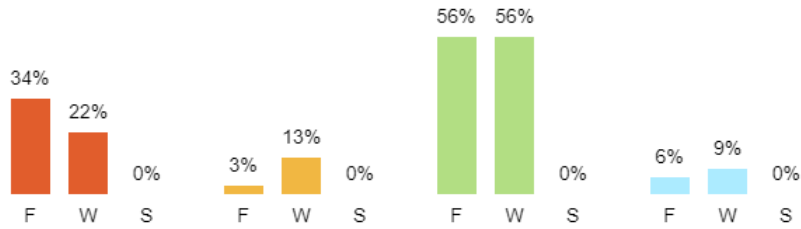
(no spring data due to school closure)

Fall 2020 to Winter 2021

2020-2021 Implementation of LETRS and teacher phonics instruction

Winter testing **immediately post-distance learning** – increase in proficiency from 62% to 65% despite COVID obstacles

Scores Of Students In Group By Normative Categories: ?



Fall 2020 to Winter 2021

Fall Proficiency: 62%

Winter Proficiency: 65%

ELY COHORT TAKEAWAYS

- Universal consensus: **This needs to be taught in college**
- LETRS provides a counterbalance to good professional development
- Balancing the scales of HOW AND WHY
- Provide access to coaching to balance the HOW
- Informs assessment and helps make better use of assessment
- Time consuming – teachers appreciate two year timeline
- Curricula and standards are obstacles
- Administrators need this education to support their teachers
- Funding needs for new materials – especially decodables