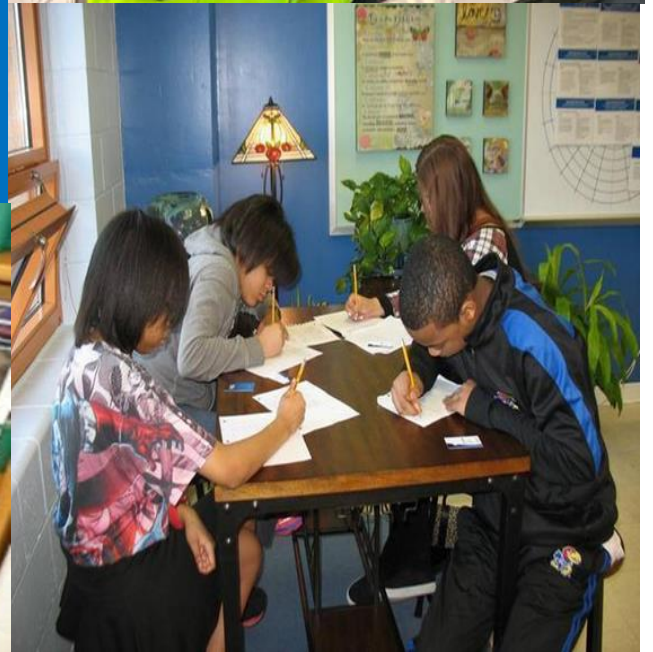




Arlington
Public
Schools

English Language Arts Program Evaluation

May 2019



Executive Summary

About the Evaluation

The evaluation of the APS English Language Arts (ELA) program began in 2016-17, during which a planning committee met regularly to develop the questions that would guide data collection. Committee members included staff from Planning and Evaluation, the ELA Office, other offices within the Department of Teaching and Learning, ELA teachers including special education and ESOL/HILT teachers, school administrators, and parents. Data for this evaluation was collected over the course of the 2017-18 school year.

The evaluation centered on two overarching questions: 1) How effectively was the ELA program implemented and 2) What were the outcomes?

Highlights from this study of the ELA program include:

- Students at all levels are engaged and interested in their ELA coursework, and find relevance to their own lives in the literature used in their classes.
- Observations indicate high levels of emotional support, classroom organization, and student engagement across grade levels, as well a high level of effectiveness in practices specific to quality ELA instruction.
- High school students are showing increasing levels of success in advanced ELA coursework, and over the past three years, former English learners have been enrolled in advanced ELA coursework at rates very similar to their overall high school enrollment.
- APS has seen a steady decrease (from 40 to 28 percentage points for grade 6, 52 to 28 percentage points for grade 7, and 46 to 41 for grade 8) in the gap between English learners and non-English learners on the middle school Reading SOL tests, and the gap between white students and students of other races/ethnicities on the grade 8 Writing SOL test.
- Teachers have a wide variety of professional learning opportunities available to them in the area of English Language Arts, and they are positive about the impact this professional learning has had on their practice as they continue to build strategies to support students' success.

About the English Language Arts Program

The APS ELA program seeks to develop students who are strategic readers, effective writers, engaging speakers, and critical thinkers. Literacy—the ability to read, write, and use language proficiently—is at the center of the ELA program. Students should be taught to become literate citizens, with the ability to think analytically, solve problems, communicate effectively, as well collaborate with diverse groups in their communities and workplaces.

Hundreds of APS teachers provide ELA instruction at the elementary and secondary levels. Elementary classroom teachers, middle and high school ELA teachers, other content area teachers, special education teachers, ESOL/HILT teachers, and reading specialists/interventionists are all responsible for the education of students in the areas of English Language Arts.

2018-24 Strategic Plan Alignment

In addition to the specific recommendations described below, APS should carefully consider this report's findings and recommendations in light of the 2018-24 Strategic Plan and the overarching processes, initiatives, and resources that must be considered when implementing the plan. Fundamental and systematic coordination is needed so that we can share, learn from, and build upon both our challenges and successes in a concerted manner.

In the fall of 2018, the School Board adopted performance objectives for the 2018-24 Strategic Plan. The ELA Office is particularly focused on the goal of **Multiple Pathways to Success for All Students**: *Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.*

The ELA Office's response to the evaluation focuses on the performance objectives aligned with this goal:

- Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap.
- All students will make at least one year's worth of growth as measured by federal, state, and/or district assessments.
- Historically over-represented and under-represented groups accessing services will be aligned with student need and proportionate with demographics.
- All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shadowing, etc.).
- At least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.

Strategies to achieve these performance objectives will include:

- Embedding global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction.
- Adapting curriculum and instruction to the needs of each student. Increasing meaningful inclusive learning environments for students.
- Providing learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.
- Increasing high-quality options for PreK-12 instructional models within and beyond neighborhood schools.
- Ensuring equity of access and opportunity across all school programs.
- Addressing unconscious racial bias throughout APS.

Additionally, the ELA's Office response to the findings are aligned to the strategic plan goal focused on an **Engaged Workforce** in which APS is committed to *recruiting, hiring, and investing in a high-quality*

and diverse workforce. Specifically, the recommendations will strengthen professional learning by providing growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities.

Findings

Quality of Instruction

Finding 1: Observations show areas of high quality instruction while pointing to areas of focus for program improvement.

- Observations using the Classroom Assessment Scoring System (CLASS) indicated high levels of **emotional support, classroom organization, and student engagement** across grade levels. Variation in scores shows some differences between grade levels: **Student engagement** scores decrease as the grade level increases, and **classroom organization** scores increase as the grade level increases. Average **instructional support** scores were the highest in the middle grades – upper elementary (4.5) and middle school (4.1) – and lower in lower elementary (3.7) and high school (3.8). Similar to national and APS districtwide trends, areas for improvement within instructional support include **concept development** and **analysis and inquiry**.
- An APS-developed observation tool focusing on best practices in ELA instruction found **high levels of effectiveness** across grade levels. The tool measured both the occurrence and the effectiveness of instructional practices, and in most cases, if a practice occurred, it was rated effective. Across levels, observers frequently noted practices within the overarching category of **oral language**. At the elementary and middle school levels, observers noted frequent occurrence of **independent reading and conferring**. Practices related to **vocabulary** and **reading and writing workshop** were seen more frequently at the middle and high school levels.

Finding 2: ELA teachers are engaging in a variety of strategies to differentiate instruction for their students. Areas of focus for professional learning include extension at all grade levels and use of multi-level texts at the secondary level.

- Survey responses indicate that teachers regularly refer to various sources of student data in order to plan their ELA instruction to target the needs of diverse learners. They most frequently refer to **student work** and **formative assessments** for this purpose, and are most likely to use student data to **adjust instruction** and to **arrange interventions for students**. Elementary teachers were generally the most likely to report using any data source to **put students into groups based on needs**.
- Almost all teachers are confident about their ability to **remediate** and **extend** ELA content, and elementary and middle school teachers feel stronger levels of confidence regarding their ability to remediate, both in comparison to high school teachers, and in comparison to their ability to provide extensions.
- Teachers at all levels were most likely to report that they frequently use **varying questions** and **flexible grouping** to differentiate instruction for students who need **extra challenge**.
- Both survey responses and observations indicate that teachers with **English learners** or **students with disabilities** in their general education ELA classes frequently use **visuals, modified time,**

and **varying questions** to differentiate ELA instruction for these students. While **multi-level texts** were observed in 20% of elementary observations, they were seen in just 11% of middle school observations and 1% of high school observations.

- Among students, most **English learners** indicated either that their ELA teachers help them with their English proficiency needs *always* or *most of the time*, or that they *don't need help*. In comparison, a smaller proportion of secondary **students with disabilities** indicated their English or Reading teacher supports their IEP or 504 plan needs, and a larger proportion selected *I don't know*.
- Across levels, more than half of observations noted that teachers provide **multiple opportunities to engage students in discourse through the use of specific strategies**. Other differentiation strategies that were observed in at least half of observed classrooms include **evidence of self-selection, multi-leveled, diverse genre, and/or interests in text** and **independent reading with self-selected texts** at the elementary level, as well as **small groups formed for a specific purpose based on data** at the high school level.

Student Access and Participation

Finding 3: Students at all levels are engaged and interested in their ELA coursework, and find relevance to their own lives in the literature used in their classes.

- More than 90% of elementary students said that they were *really* or *sort of excited* to read and write in class, while around three-quarters of middle and high school students said that they talk about ideas from their English and/or reading class *frequently, sometimes, or once in awhile* when they are not in school.
- The overall percentage of students reporting high rates of participation (all the time, a lot, or sometimes) remains high from elementary to high school, with the percentage of students reporting that they participate *all the time* or *a lot* declining by grade level.
- The percentage of students reporting they are *extremely, quite, or somewhat interested* in their English/reading class is high across grade levels.
- Most secondary students (76% Middle School students and 79% High School Students) expressed agreement with the statement, **"My English and/or Reading class challenges me to think at a higher level or solve problems creatively."**
- Teachers and students agree that the literature they read in class has diverse authors and characters, and that it is relevant to students' lives. Responses were positive across levels and student groups, though secondary student responses were more aligned to teacher responses in the area of diversity, and less so in the area of relevance to their lives.

Finding 4: While APS high school students have a variety of opportunities to participate in advanced ELA coursework and generally feel that previous English/Reading classes prepared them well for their current classes, representation of student groups in these classes has not seen much change over the past three years.

At the **high school** level, students can choose from a variety of ELA courses including **regular, intensified, Advanced Placement, and dual enrollment** at all comprehensive high schools, as well as **International Baccalaureate** courses at Washington-Lee.

- In 2017-18, the proportion of high school ELA class sections offered that were **regular or advanced** was similar from 9th through 12th grade, with a slightly higher percentage of 9th grade sections at the regular level, and a slightly higher percentage of sections in grades 10-12 at the advanced level. Between 9%-12% of class sections were self-contained special education classes at each grade level. Between 16%-20% of class sections were co-taught with a special education teacher.
- Representation of student groups in advanced high school ELA coursework has seen little change between 2015-16 and 2017-18. During that time, students who were **male, economically disadvantaged, had disabilities, or who were Hispanic**, made up a smaller proportion of students in advanced coursework in comparison to their overall APS enrollment.
- Over the past three years, former **English learners** have been enrolled in advanced ELA coursework at rates very similar to their overall high school enrollment; in 2017-18, they represented 16% of the total high school population and 15% of the population of students enrolled in advanced ELA coursework.
- Generally, secondary students were positive about how well their previous English/Reading class had **prepared them for their current class**. This was true for students enrolled in regular classes and advanced classes.

Professional Learning Opportunities

Finding 5: Teachers have a wide variety of professional learning opportunities available to them in the area of English language arts, and they are positive about the impact this professional learning has had. An area for improvement includes cohesiveness of opportunities.

Every school year, the ELA Office offers professional learning opportunities that cover a variety of topics.

- One of the most common professional learning focuses from year to year is **content area instructional best practices**. In 2017-18, there was a heavy focus on **curriculum** due to new standards of learning mandated by VDOE that year.
- Teachers are most likely to have participated in professional learning opportunities for ELA offered by their **school/department**, or by a **central content office**. **Coaching** is most prevalent at the elementary level and decreases at each subsequent level.
- Across levels, most teachers were positive about the impact that ELA professional learning has had on their knowledge (82%-86%), their perceived effectiveness as a teacher (75%-84%), their career goals (73%-79%), and their ability to contribute to their school's ELA instructional program (68%-76%).
- Teachers were less positive when asked about characteristics of their ELA professional learning opportunities such as **cohesiveness, time to think carefully, and opportunities to work with colleagues**.

Use of Resources

Finding 8: Curricular resources provided by the ELA Office are used to varying degrees across levels.

- Survey responses indicate that more than half of elementary teachers use the following core curriculum resources either *daily* or *weekly*: **Words Their Way word sorts, TCRWP: Units of Study in Reading, TCRWP: Units of Study in Writing, independent reading trade books, and guided reading books.** On the other end of the spectrum, around a third of teachers in relevant grade levels reported *never* using the following resources: **Growing Words, Handwriting Without Tears, and Step Up To Writing.**
- The most frequently used core curriculum resources at the middle school level are **independent trade books**, used by 64% of teachers *daily* or *weekly*, and **small group trade books**, used *daily* or *weekly* by a third of middle school teachers.
- Around 40% of high school teachers report using **independent trade books, whole class trade books, and digital texts** *daily* or *weekly*.

Finding 7: Teachers rate classroom libraries highly in terms of quality and variety, while expressing concern about funding for keeping them up to date.

A classroom library is a defined space that students may use to independently browse books. While classroom libraries are present at the elementary, middle, and high school levels in APS, they are more commonly found in elementary and middle school classrooms, where students are still spanning the boundaries of learning to read, reading to learn, and developing as discerning readers. High school classroom libraries may consist of text sets based on different genres and topics, books for independent reading, and/or reference materials.

- Over half of elementary and middle school classroom teachers selected ratings of *excellent* or *good* to describe the **variety of levels, the number of books, how current the titles are, and the diversity of genres** in their classroom libraries. Middle school teachers were more likely than elementary teachers to describe the **diversity of authors/protagonists** as *excellent/good*.
- While teachers at both levels were least likely to rate the **number of books updated annually** positively, most reported that their classroom library was last updated either **one to two years ago or less than one year ago.**
- At both levels, the most commonly cited source of funding for classroom libraries was **personal funds**, followed by **school funds**.

Student Outcomes

Finding 8: The largest percent of students, to make a full year of growth as measured by the Reading Inventory, are those students initially in the below basic proficiency group at any grade level and basic, proficient and advanced proficiency groups in grade 6.

The **Reading Inventory (RI)** is a computer-adaptive reading assessment that measures a student's reading level. It is administered in grades six through nine in the fall and spring to match students with appropriate text resources. Scores are categorized in one of four proficiency groups: below basic, basic, proficient and advanced. The expected growth within a school year is 75 lexiles.

- Between 53% and 65% of students in the fall below basic proficiency group demonstrate a full year of growth across grades and three years of data.
- Across three years of data, basic, proficient and advanced proficiency groups in grade 6 obtain one year of growth at a higher percent (53%-68%, 60 -70%, 38%-46%) compared to other grade levels.
- The percentage of students making a year's worth of growth has increased over the past three years in grades 6 and 7 across all fall proficiency levels. This pattern does not hold true for grades 8 and 9.

Finding 9: Over 80% of APS students are passing the Reading SOL assessments. Recent trends in reading proficiency assessment results vary, and changes in state testing requirements had an impact on trends in 2017-18.

Students in Virginia take the Reading Standards of Learning (SOL) exam each year between 3rd and 8th grade, and as an end of course assessment in high school, typically in 11th grade. Prior to 2017-18, **English learners** at beginning levels of English proficiency, as well as a small number of students with disabilities, were able to take a portfolio assessment, the **Virginia Grade Level Alternative Assessment (VGLA)**, in lieu of the SOL reading test in grades 3-8. The VGLA option was eliminated in 2017-18.

- Across grade levels, over 80% of students passed the Reading SOL test in 2017-18.
- Changes in statewide testing requirements in 2017-18 appear to have had an impact on elementary **Reading SOL** pass rates, both in APS and statewide. The impact of the elimination of the VGLA is strongest at the **elementary level**, as most students who participated in the VGLA in the past were in grades 3-5. Pass rates for English learners at those grade levels declined from 2016-17 to 2017-18, in APS as well as across Virginia. The largest drop in pass rates was among students at beginning levels of English proficiency (i.e. those who were previously eligible to take the VGLA).
- As a result of the above changes, overall APS elementary reading SOL pass rates declined slightly in 2017-18 after a steady increase over several years. This mirrors statewide trends.
- **Middle school** reading pass rates tended to increase each year from 2013-14 through 2015-16. This was followed by a decline in the grade 7 pass rate in 2016-17 and a decline in the grade 8 pass rate in 2017-18. Grade 6 pass rates remained steady from 2016-17 to 2017-18.
- **High school end of course** reading pass rates have declined slightly from 2014-15 to 2017-18.
- Data from the last three school years show that almost all students in grades K-2 meet the fall and spring benchmarks on the **Phonological Awareness Literacy Screening (PALS)**.

Finding 10: Over 80% of APS students are passing the Writing SOL assessments. Recent trends in writing proficiency assessment results vary, and the state is in a period of transition in terms of how writing is assessed at the 5th grade level.

Students in Virginia participate in state-mandated writing assessments three times (5th, 8th, and 11th grades). Starting in 2016-17, writing proficiency is assessed at the 5th grade level through a locally developed **performance assessment task** rated by APS teacher teams who engage in blind scoring using

an APS-approved rubric that aligns to the 5th grade Standards of Learning in writing. Teachers do not rate their own student's assessments. Starting in spring 2019, all Virginia school divisions will use a common rubric provided by VDOE. Secondary students take the statewide Writing Standards of Learning (SOL) exam in 8th grade and as an end of course exam in high school, typically in 11th grade.

- Over 80% of secondary students passed the Writing SOL test in 2017-18. Trends for the two secondary writing tests reversed in 2017-18 as the pass rate on the 8th grade test dipped for the first time in five years and the pass rate on the end of course test increased slightly after years of small declines.
- In the first two years APS has used the local writing task, 44% of 5th grade students scored on or above target. Changes are anticipated in spring 2019 as APS will begin using the statewide rubric.

Finding 11: With one exception, high school students are showing increasing levels of success in advanced ELA coursework.

- Most high school students who are enrolled in advanced ELA coursework **continue on an advanced pathway** the following year, and this has generally been on an upward trend between 2014-15 and 2017-18.
- While the number of APS students participating in the **AP English Language & Composition** exam increased in the last couple of years, the pass rate has remained relatively stable at around 70% each year from 2013-14 through 2017-18, surpassing state and national pass rates.
- Results on the **AP English Literature & Composition** exam have fluctuated over the past five years and dropped to their lowest point in 2017-18 (46%), a decrease reflected in state and national pass rates as well.
- Between 78 and 106 students at Washington-Lee participated in the **IB Higher Level (HL) Literature** exam in each of the past five years. Each year, the pass rate was between 98%-100%.

Finding 12: Across grade levels and measures, there is variation in performance when disaggregating results for different student groups.

- Starting with the PALS in kindergarten and continuing through assessments and other measures of achievement at the high school level, **English learners, economically disadvantaged students, students with disabilities, and Hispanic students** show success at rates lower than their peers.
- In later years, variation in performance on the PALS, 5th grade writing task, Reading and Writing SOL, Reading Inventory, and AP assessments becomes evident for **male students, black students**, and to a lesser extent, **Asian students**.
- Changes to testing requirements at the state level have had an impact on progress made in reducing these variations on the **elementary reading SOL**. From 2013-14 through 2016-17, progress was made in reducing gaps in the pass rate on the grade 3, grade 4, and grade 5 tests for **English learners, economically disadvantaged students, and black and Hispanic students**. In 2017-18, gaps for these groups increased in comparison to prior years.
- On the other hand, APS has seen a steady decrease in the gap between **English learners and non-English learners** on the **middle school Reading SOL tests**, and that trend continued in 2017-

18. Gaps in the pass rate have decreased from 40 to 28 percentage points on the 6th grade test, from 52 to 28 percentage points on the 7th grade test, and from 46 to 41 percentage points on the 8th grade test.

- At the **elementary** level, **Asian** students tend to pass the Reading SOL at rates similar to their white peers, though there was a small gap in 2017-18 ranging from four to six percentage points. At the **middle** and **high school** levels, there has persistently been a gap of between four to 11 percentage points from 2014-15 through 2017-18.
- Over the past five years, APS has seen a steady decrease in the gap in pass rates between **white** students and students of other races/ethnicities on the **grade 8** Writing SOL test.

Recommendations and Staff Action Plan

Recommendation #1: Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities in order to support retaining and advancing high-quality employees (Strategic Plan Engaged Workforce Goal, Implementation Strategy). This includes developing focused and sustained professional learning with an eye to the PreK-12 literacy progression:

- Increasing the level of teachers’ content knowledge as it applies to the area of foundational reading development.
- Creating a universal professional learning plan for new hires to APS.
- Creating a focused and sustained professional learning plan for teachers in the area of literacy.
- Increasing the level of teachers’ content knowledge as it applies to the area of best practices and personalized reading instruction.
- Increasing the level of teachers’ content knowledge as it applies to differentiation of ELA strands.

Action Plan for Recommendation #1			
Goals	Measures of Success	Action Steps	Timeline
<ul style="list-style-type: none"> • Improve general literacy awareness for teachers in grades K-8 (with regards to phonemic awareness, phonics, vocabulary, fluency, comprehension) • Improve general literacy awareness for ESOL/HILT and special education teachers (with regards to phonemic awareness, phonics, vocabulary, fluency, comprehension) • Provide a teacher leadership pathway for 	<ul style="list-style-type: none"> • Consistent instructional approach across schools (division-wide training and support for literacy coaches based on established model) • Consistency in use of curricular materials and resources, particularly for struggling students (fidelity should be expected) • Improve instruction and use of resources • Consistency in the time being spent on ELA instruction across schools and grade levels 	<p>Redefine the position description of the K-8 reading specialist to serve as a literacy coach to support teacher development and the consistent implementation of ELA instruction, curriculum, and assessment. This position will not constitute new staffing, but rather a redefinition of the current reading specialist position across schools. The position will:</p> <ul style="list-style-type: none"> • Dedicate the majority of time to embedded professional learning 	SY 2019-20

<p>teachers that does not currently exist in APS.</p>	<p>(dedicated, daily activities regarding both phonological and phonemic awareness)</p> <ul style="list-style-type: none"> • At least 95% of teacher will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (Performance Objective XX) 	<p>with the goal of improving teachers’ pedagogy and content knowledge in literacy best practices</p> <ul style="list-style-type: none"> • Provide direct student support (administer or coordinate assessments, teach small groups, etc.) • Monitor use of resources • Utilize APS resources to provide professional learning opportunities for literacy coaches <p>Create an ELA content academy for administrators</p> <p>Create a Literacy Academy for all teachers (K-12). Content will include:</p> <ul style="list-style-type: none"> • Focus on early literacy development and teaching students to read • Interventions for struggling readers • Content-specific courses for secondary teachers involving English content and instructional strategies <p>Collaborate with offices and ESOL/HILT, special education, gifted services and ATSS regarding professional learning on co-</p>	<p>Summer 2019</p> <p>SY 2019-20</p> <p>On-going</p>
---	---	--	--

		<p>teaching models and collaboration</p> <p>Collaborate with content area offices in DTL to provide professional learning in content area literacy and disciplinary literacy</p>	On-going
<p>Increase the level of teachers' content knowledge as it applies to the area of foundational reading development, specifically for primary elementary teachers as well as secondary ESOL/HILT and special education teachers.</p>	<ul style="list-style-type: none"> • Completion of early literacy training for members of DTL cohort (to become Trainers of Teachers) to include ATSS, ESOL/HILT, Special Education, and Office of Equity and Excellence staff • Targeted training for teachers that reflects a professional learning plan 	<p>Create a professional learning plan for teachers regarding an increase of content knowledge in the area of reading.</p> <p>Engage in coaching and monitoring cycles with teachers</p>	<p>SY 2019-20</p> <p>On-going</p>
<p>Create a universal professional learning plan for new hires to APS focusing on content knowledge.</p>	<ul style="list-style-type: none"> • A long-term professional learning plan for new hires that outlines a sequencing of courses and training (online, face to face, and blended) regarding literacy and English content knowledge as applicable. • Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap (Performance Objective 1). 	<p>Continue to offer a variety of learning opportunities in professional learning and expand the catalog of choices offered by ELA based upon need and feedback from DTL, teachers, principals, and parent advisory committees. Opportunities will align with the APS Teaching and Learning Framework.</p> <p>Train new hires in the use of the following:</p> <ul style="list-style-type: none"> • APS curriculum as it aligns to the 2017 Standards of Learning 	<p>On-going</p> <p>August 2019 and on-going</p>

	<ul style="list-style-type: none"> All students will make at least one year’s worth of growth as measured by federal, state, and/or district assessments (Performance Objective 2). At least 95% of teacher will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (Performance Objective XX) 	<ul style="list-style-type: none"> APS assessments and screeners as they relate to ELA, and how the results of screeners may be used to plan, modify, monitor, and/or structure instruction. The use of resources (for core and intervention) to meet the needs of students. Pedagogy of ELA 	
Increase the level of teachers’ content knowledge as it applies to the area of best practices and personalized reading instruction.	<ul style="list-style-type: none"> Monitoring and walkthroughs (observations) 	<ul style="list-style-type: none"> Align the work of the ELA Office to the APS Teaching and Learning Framework Continue and create professional learning opportunities regarding personalized reading instruction 	On-going On-going
Increase the level of teachers’ content knowledge as it applies to differentiation of ELA strands.	<p>Observations of differentiation in content, process, product, and learning environment.</p> <ul style="list-style-type: none"> Level of implementation of gifted resources 	<p>Expand ELA professional learning opportunities to include a focus on differentiation of ELA strands.</p> <p>Revise and expand curriculum documents to include a focus on extension.</p> <p>Work in collaboration with gifted office regarding teachers’ content</p>	On-going June-August 2019 and on-going On-going

		knowledge and instructional practice with regards to differentiation.	
--	--	---	--

Recommendation #2: Adapt curriculum and instruction to the needs of each student through an increase in access to reading specialists for high school students (Strategic Plan Student Success Goal, Implementation Strategy).

Action Plan for Recommendation #2			
Goals	Measures of Success	Action Steps	Timeline
To improve reading skills of students who need additional support (with regards to phonemic awareness, phonics, vocabulary, fluency, comprehension) through an extra class period for students to develop and refine foundational literacy skills with a reading specialist.	<ul style="list-style-type: none"> Increased achievement for all reporting groups on district and state assessments shows progress toward eliminating the opportunity gap (Performance Objective 1). All students will make at least one year’s worth of growth as measured by federal, state, and or district assessments (Performance Objective 2). 	Allocate staffing for a dedicated Reading Specialist position in grades 9-12 for the general student population to access.	SY 2019-20
		Utilize APS resources to provide professional learning opportunities for secondary reading specialists.	SY 2020-21
		Work with school leadership teams regarding the role and positions of reading specialists to meet the specific needs of schools.	SY 2020-21

Recommendation #3: Manage available resources to ensure that students are provided with access to high-quality texts within ELA classrooms.

Action Plan for Recommendation #3			
Goal	Measures of Success	Action Steps	Timeline
<ul style="list-style-type: none"> Provide a budget line item for the purchase of authentic texts as part of yearly updates to K-12 classroom libraries. This would allow teachers to differentiate texts for students based upon the full spectrum of reading developmental continuums, levels, and interests within one classroom and for students to see themselves within the texts. This is outside of the instructional resource allocation process, which provides funding for the purchase of teacher resources every 7-10 years. 	<ul style="list-style-type: none"> Equitable access to texts across grade levels and schools Feedback and information collected from members of DTL, school administrators, specialists, and teachers 	<p>Update elementary and middle school classroom libraries regularly in order to have them maintain relevance. (Previously, they have been updated on an every seven year adoption cycle.)</p> <ul style="list-style-type: none"> Update by purchasing books every year to meet the needs of students. Consult with Library Services with regard to purchasing and recommendations. 	SY 2019-2020