

York County School Division  
*Military Connected Academic and  
Support Program: Balanced Literacy*  
Final Evaluation Report  
HE1254-15-0050



## Table of Contents

Executive Summary .....	2
Methodology and Evaluation Questions .....	3
Purpose of Study .....	3
Evaluation Questions .....	3
Evaluation Research Design .....	3
Outputs, Outcomes, Impacts, and Transformative Results .....	4
Background .....	4
Outputs: Fidelity of Implementation .....	6
Outcomes: Summative Evaluation .....	8
Lessons Learned .....	10
Challenges and Data Collection Issues .....	11
Data Collection Issues .....	11
What will be Sustained and How? .....	12
Current Status of Funded Activities .....	12
Sustainability Plans .....	12
Recommendations for Future Grantees and/or DoDEA .....	12
Appendix A: Evaluation Matrix .....	14
Appendix B: Instruments .....	25
Appendix C .....	50

## Executive Summary

York County School Division's (YCSD) *Military Connected Academic and Support Program (MCASP): Balanced Literacy* project focused on the reading and writing needs of kindergarten through 12th grade students in 19 schools. The project used two primary strategies: in-class supports and tutoring. In-class supports consisted of professional development for teachers to implement various components of a Balanced Literacy model developed and adopted by the division. The professional development aimed to equip teachers with the tools to provide direct instruction and personalized feedback to improve students' reading and writing skills. The school system used a train-the-trainer model to help sustain professional development efforts through the life of the grant and beyond. Tutoring strategies included a summer enrichment program focused on improving reading and writing for students K-12.

*Balanced Literacy* served an average of 5,456 military-dependent students annually since 2015; many grant activities also benefit their approximately 7,600 non-military-dependent peers. Key project accomplishments included:

- Built capacity for K-12 teachers through literacy professional development offerings
- Developed a bank of Writer's Workshop professional development video modules
- Provided and expanded on the division's foundation for a comprehensive Balanced Literacy curriculum with vertical articulation for Grades K-8

The overarching project goal was for military-dependent students to improve their writing skills (K-5) and strategic reading skills (6-12). The project had two goals. Goal 1 was met; Goal 2 was not met. The summative indicator for each goal was:

- Goal 1: By June 2020, 90% of military-dependent students in Grades 2-5 will meet or exceed proficiency on the YCSD Rubric aligned to the division's writing curriculum. Goal 1 was met: elementary military-dependent students' writing scores exceeded the target, reaching 95%.
- Goal 2: By June 2020, the number military-dependent earning advanced scores on the Grades 6-8 Reading SOL will increase by 8 percentage points over the baseline. Goal 2 was not met: secondary military-dependent students demonstrated an increase in reading scores, but not to the degree specified in the goal.

The grant resulted in other benefits for military-dependent students and their families, providing a Summer Enrichment Academy for military-dependent elementary and secondary students; funding numerous resources to support students' reading and writing skills, including library materials and literature anthologies to expose students to different genres; dry erase markers and white boards; and materials used for word sorts. The investment in professional development led to 100% of K-12 military-dependent students enrolled in classes taught by a *Balanced Literacy*-trained teacher.

## **Methodology and Evaluation Questions**

### ***Purpose of Study***

The purpose of this evaluation study was to conduct an external evaluation of the YCSD MCASP: *Balanced Literacy* (HE1254-15-1-0050) project. This plan supported the evaluation of this MCASP initiative across the 5-year funding period. The external evaluation was required as a condition of Department of Defense Education Activity funding. Per the original funding solicitation document (CFDA: 12.556):

[Each project evaluation should] include (1) the fidelity of program implementation, (2) formative or process evaluation activities that provide information to guide program improvement, and (3) a summative evaluation to assess how the outcomes have addressed the academic needs. The evaluation should help shape the project from inception... (p. 13-14).

### ***Evaluation Questions***

Three categories of questions focused the evaluation and appear below. Please see the evaluation matrix (Appendix A) for additional detail.

The fidelity of implementation research questions were as follows:

- Has the strategy been implemented according to plan?
- To what extent were activities implemented with fidelity and quality?

The formative evaluation research questions were as follows:

- What proportion of eligible military-dependent students are being served?
- Did delivery of the services improve?
- What factors have positively or negatively affected the implementation of strategies and activities?
- What challenges have been faced in implementing professional development?
- What steps have been taken to ensure the sustainability of strategies/activities?

The summative evaluation research question and outcome measures were as follows:

- To what degree did the percentage of military-dependent students in YCSD proficient in writing and strategic reading increase?
  - Summative Outcome Measure: By June 2020, 90% of military-dependent students in Grades 2-5 will meet or exceed proficiency on YCSD Writing Rubric aligned to the division's writing curriculum (Goal 1). By June 2020, the number of military-dependent students earning advanced scores on the Grades 6-8 Reading SOL will increase by 8 percentage points over the baseline (Goal 2).

### ***Evaluation Research Design***

As noted in the previous section, this evaluation study consisted of three components: 1) a fidelity of implementation study; 2) a process monitoring/formative study; and 3) a summative evaluation study. Each of these components is described below.

### **Fidelity of Implementation Study**

The purpose of the fidelity of implementation study was to ensure that the initiative's strategies were conducted as planned and as approved by the funding agency. It also checked to ensure that targeted audiences were engaged. The fidelity of implementation study used one primary evaluation method: a comparative analysis between the project plan as originally described in the funding application and review of the activities and the project implementation records as represented by the project director's implementation log and related project documentation (e.g., course enrollment data, meeting minutes, training schedules, training handouts, event attendance logs, parent feedback, and workshop deliverables). Additionally, evaluator observations of professional development and summer enrichment/tutoring events, lesson plan analysis, and analysis of data from classroom observations conducted by district staff provided data on the degree of fidelity and quality of grant activities being implemented. Gaps between planned and actual implementation, including deviations in timeline, were noted in interim and annual reports provided to the district.

### **Formative Evaluation Study**

The purpose of the formative evaluation study was to provide information to the district to inform improvements to program implementation. The formative evaluation study used a mixed methods approach to collect information that identified barriers or challenges that impeded implementation and successes that facilitated implementation. It also identified actions taken by project staff to ensure the sustainability of strategies/activities beyond the grant funding period. Overall, this study also identified factors, either internal or external, that affected project implementation and plans for sustainability. The formative evaluation study used data collected through the division-administered professional development evaluation forms, attendance records, administrator and project staff focus groups, annual staff survey, and staff and parent event feedback. Using a mixed methods analysis of these data, barriers, successes, and sustainability-related factors were identified, the proportion of the eligible population served was calculated, and actions supporting sustainability were described.

### **Summative Evaluation Study**

The purpose of the summative evaluation was to assess the degree to which the initiative met its intended outcomes as described in the project plan. The summative evaluation study utilized a primarily quantitative approach to respond to the key research questions; primary sources of data were YCSD's existing SOL assessment scores in reading (Grades 6-8) and a YCSD-modified version of the Lucy Calkins writing rubric.

## **Outputs, Outcomes, Impacts, and Transformative Results**

### ***Background***

Approximately 40% of YCSD students are affiliated with the military. Children of service members working at Armed Forces Experimental Training Activity-Camp Perry, Coast Guard Training Center Yorktown, Langley Air Force Base, Naval Weapons Station Skiffe's Creek Annex, and Cheatham Annex attend the district's schools.

The transient nature of the military family can influence the general self-efficacy of these students. The aim of *Balanced Literacy* was to develop confident and literate students while

preparing them for the demands of the mobile, diverse, military lifestyle. This project was based on the belief that self-efficacy will increase when students experience growth and mastery of literacy skills through the attainment of self-determined goals within a Balanced Literacy model. The project focused on increasing student self-efficacy and academic achievement through the implementation of the YCSD Balanced Literacy model, which focused on writer's workshop, fluency and word study at the elementary level and strategic reading at the secondary level.

*Balanced Literacy* sought to build the capacity of YCSD teachers by equipping them with the skills and knowledge to teach the components of a well-balanced literacy curriculum effectively. Through professional development, the grant established a common literacy language among K-12 teachers and provided them with rich resources to use with students. This grant prepared school staff in 19 schools (Table 1).

Table 1. *Balanced Literacy* Student Enrollment by School, SY2020

<b>School</b>	<b>Military-Dependent</b>	<b>Non-Military-Dependent</b>	<b>Total</b>
Bethel Manor ES	669	15	684
Bruton HS	171	401	572
Coventry ES	307	458	765
Dare ES	93	310	403
Grafton Bethel ES	240	432	672
Grafton HS	450	721	1,171
Grafton MS	392	536	928
Magruder ES	242	396	638
Mt. Vernon ES	269	350	619
Queens Lake MS	181	332	513
Seaford ES	153	406	559
Tabb ES	404	321	725
Tabb HS	524	589	1,113
Tabb MS	495	397	892
Waller Mill ES	149	228	377
York HS	305	807	1,112
York River Academy	23	47	70
Yorktown ES	216	386	602
Yorktown MS	199	504	703
<b>TOTAL</b>	<b>5,482</b>	<b>7,636</b>	<b>13,118</b>

### ***Outputs: Fidelity of Implementation and Process Data***

The project was implemented according to plan. To assess fidelity of implementation, implementation log data, complemented by professional development observations, project staff interviews, and project documentation, were reviewed and compared to the project plan presented in the grant narrative. A gap analysis was conducted by project goal and strategy/activity using a simple crosswalk method. Table 2 contains highlights of aggregated results across the 5-year grant period.

Table 2. Highlights of Goal-related Actions Across the Grant Term

<b>Goal 1: Improve elementary writing skills of military-dependent students.</b>		
Strategy	Actions	Highlights
1. In-Class Supports	1.1 Provide training to teachers in Writer's Workshop/Strategic reading utilizing a train-the-trainer model. (Year 1)	<p><i>Across the 5-year term of this grant:</i></p> <p>20 teachers were trained as trainers in Writer's Workshop/Strategic Reading</p> <p>150 teachers trained in Writer's Workshop/Strategic Reading</p> <p>Approximately 6,000 students received classroom instruction in Writer's Workshop each year</p> <p>Teachers piloted and then fully implemented the adapted Lucy Calkins Writer's Workshop assessment rubric to assess student learning. This rubric was eventually replaced with a YCSD developed rubric.</p>
	1.2 Trainers will pilot the adapted Lucy Calkins Writer's Workshop assessment rubric for alignment with YCSD's Writer's Workshop. (Year 1)	
	1.3 Trainers will provide professional development for teachers to implement Writer's Workshop at the classroom level at full implementation of the Writing Workshop structure (mini-lesson, independent writing, share). (Year 2)	
	1.4 Teachers provide direct instruction and personalized feedback to students in an effort to improve their writing and promote publishing in a variety of forms. (Years 2-5)	
	1.5 Teachers monitor student progress in writing by utilizing the adapted Lucy Calkins Writer's Workshop assessment rubric. (Years 2-5)	
2. Tutoring	2.1 Provide additional student support through summer enrichment activities focused on improving writing and promoting various forms of publishing. (Years 2-5)	<p><i>Across the 5-year term of this grant:</i></p> <p>33 military-dependent students participated in summer writing enrichment</p> <p>Students had various opportunities to draft and publish their writing</p> <p>Students were provided additional opportunities to receive feedback on their writing</p>
	2.2 Students will set goals for their writing and have frequent opportunities to write in a variety of modes for a variety of audiences. (Years 2-5)	
	2.3 Students will receive additional time and assistance in editing and revising their work. (Years 2-5)	
	2.4 Provide additional opportunities for students to receive feedback on their writing. (Years 2-5)	

<b>Goal 2: Improve secondary strategic reading skills of military-dependent students.</b>		
1. In-class supports	1.1 Provide training and ongoing support to instructional trainers on the Seven Strategies of Highly Effective Readers (McEwan, 2007) utilizing the train-the-trainer model. (Years 1-2)	<p><i>Across the 5-year term of this grant:</i></p> <p>Over 20 instructional trainers were trained on the Seven Strategies of Highly Effective Readers and trained cohorts of teachers at 5 schools</p> <p>All middle school English teachers participated in content-specific training</p> <p>Instructional trainers attended strategic reading training to help provide support for teachers at the school level</p> <p>A classroom walkthrough rubric was developed and focused on literacy “looks fors,” resulting in approximately 100 classroom observations</p> <p>34 reading specialists received training focused specifically on coaching</p>
	1.2 Instructional trainers provide strategic reading professional development to a cohort of identified teachers in their buildings. (Year 2)	
	1.3 Provide advanced professional development and content specific strategies in strategic reading to instructional trainers. (Word Study was added to the model in Year 4)	
	1.4 Teachers provide direct instruction and personalized feedback to students in an effort to improve their strategic reading skills. (Years 2-5)	
	1.5 Provide targeted professional development and/or coaching to teachers through support visits. (Added to the model in Year 4)	
2. Tutoring	2.1 Provide additional student support through summer enrichment activities designed to assist students with becoming strategic readers who can apply appropriate strategies to a variety of texts across all content areas. (Years 2-5)	<p><i>Across the 5-year term of this grant:</i></p> <p>57 military-dependent middle school students participated in reading summer enrichment</p> <p>Students were provided additional opportunities to receive feedback on their reading through conferencing</p>
	2.2 Provide additional opportunities for students to receive immediate and meaningful feedback on their progress. (Years 2-5).	

## Process Data

Project staff worked collaboratively with district leaders, district personnel, principals, and teachers to review formative data, identify ongoing needs, and address several challenges to improve implementation. Process data highlights from across the grant term are presented in the following sections.

### *Teacher Feedback*

Across the grant term, the project staff demonstrated responsiveness to stakeholder feedback collected in focus groups and surveys. Overall, elementary teachers expressed satisfaction with the various professional development opportunities provided by the grant. In Year 4, elementary teachers’ main concerns was prioritizing the different facets of the Balanced Literacy elements. Over the course of the grant they had received professional development related to Writer’s Workshop, word study, and fluency and felt unclear what their main focus should be during the literacy block. Secondary teachers expressed less satisfaction related to the professional development offerings. Across numerous professional development offerings, they felt they received conflicting information, with each year presenting new ways of doing things. In general,



elementary and secondary teachers discussed time as being a major challenge in successfully implementing all the components of *Balanced Literacy*. Project staff commented that Year 5 focused on the integration of the Balanced Literacy model, including how the various components complement each other and can be seamlessly integrated at all levels.

#### *Parent Feedback Survey*

Parent feedback was used to inform the implementation of the Summer Enrichment Academy. Elementary (Goal 1) and secondary (Goal 2) parents expressed satisfaction with the Summer Enrichment Academy; however, relatively few parents completed the online survey.

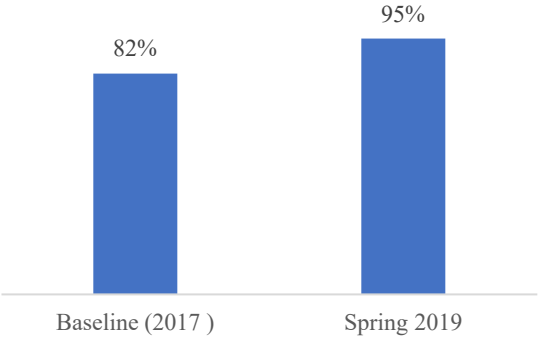

#### *Lesson Plans*

Secondary lesson plans (Goal 2) reviewed in 2019 using criteria related to strategy instruction (i.e., teacher actions) and strategic reading (i.e., student actions) showed a 30-percentage-point increase from baseline of average strategy use. Notably, students were exposed to more nonfiction, and both teachers and students made connections between the texts and themselves. The use of scaffolded silent reading was also more evident in the lesson plans along with planned active reading strategies.

### ***Outcomes: Summative Evaluation***

This grant had two goals. The summative indicator for Goal 1 was met, but the summative indicator for Goal 2 was not met (Table 3). The goals of the grant were to improve elementary (Grades K-5) writing skills (Goal 1) and improve secondary (Grades 6-12) strategic reading skills (Goal 2) of military-dependent students. A supplemental measure for Goal 2, an end-of-course (EOC) Grade 11 Reading assessment, was also documented. The final planned assessments did not occur due to the COVID-19 school closures. Instead, SY2019 data was used for the summative evaluation. A detailed breakdown of data for Goals 1 and 2 can be found in Appendix C.

Table 3: Summative Indicators by Goal

<b>Goal 1</b>	<b>Goal 2</b>
Summative Indicator: By June 2020, 90% of military-dependent students Grades 2-5 will meet or exceed proficient on the YCSD Writing Rubric aligned to the division's writing curriculum.	Summative Indicator: By June 2020, the number military-dependent earning advanced scores on the Grades 6-8 Reading SOL will increase by 8 percentage points over the baseline.
<b>Met.</b>	<b>Not Met.</b>
 <p>95% of students in Grades 2-5 met or exceeded proficiency on the YCSD Writing Rubric. The baseline was 82% (2017); on the last assessment (2019), a 13-percentage-point increase from baseline was</p>	 <p>There was a 1.40 percentage point decrease from baseline</p> <p>The YCSD military-dependent students' baseline for advanced scores was 21.90%. In SY2019, the Grade 7 percentage increased; however, both Grades 6 and 8 decreased. This trend was observed statewide.</p> <p>Supplemental Measure: Military-dependent students' advanced score percentage on the Reading SOL has been consistently higher than the state average in Grades 6-8. Significant differences include: in 2017 (baseline) Grade 6 military-dependent students'</p>

documented.	<p>advanced score percentage was 5% greater than the state average and in SY2019, Grade 7 military-dependent students' advanced score percentage was 8% greater than the state average. (See Appendix C for detailed graph)</p> <p>Supplemental Measure: Grade 11 EOC Reading advanced scores are documented. The percentage has remained the same from the baseline (2017) through the last administration (2019) at 9% of military-dependent students earning advanced scores.</p>
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### Unplanned Benefits or Auxiliary Goals

The school system's pursuit of successful implementation of this project yielded several unplanned benefits or auxiliary goals. The following benefits were a direct result of the grant support.

#### *Development of Teacher Leaders*

To help sustain the numerous professional development offerings provided by the grant, YCSD employed the train-the-trainer model. Although not necessarily a planned outcome, this approach nurtured a group of teachers—known as Instructional Trainers—to serve as building-level experts in implementing the Balanced Literacy model. Instructional Trainers provided support to their colleagues to help implement the reading and writing strategies. Professional development that is delivered by a colleague has the potential to be enormously powerful because training is delivered by individuals who have in-depth understanding of the culture of the school and the student population.<sup>1</sup> According to the project director, teachers who served as Instructional Trainers emerged as school-level leaders in their ability to train, coach, and support teachers during the implementation process. In commenting on this approach one principal stated, “*The students learn best from one another. Why wouldn't the teachers learn that way as well?*”

#### *Individualized Support*

YCSD developed many large-scale professional development opportunities that included all elementary school teachers or all secondary English and Special Education teachers, but based on feedback from teachers, project staff realized that different grade levels needed different support. The school system hired literacy consultants to work with individual grade levels. The grade levels were able to dictate the focus of these training sessions for more individualized support. According to the project director, knowledge gained in professional development helped build teachers' self-efficacy related to different literacy skills. In discussing the individualized support, an elementary principal commented, “*It was sort of a cycle within each school. You have the division focus, but you're able to really address individual needs, or the grade level needs within your building.*”

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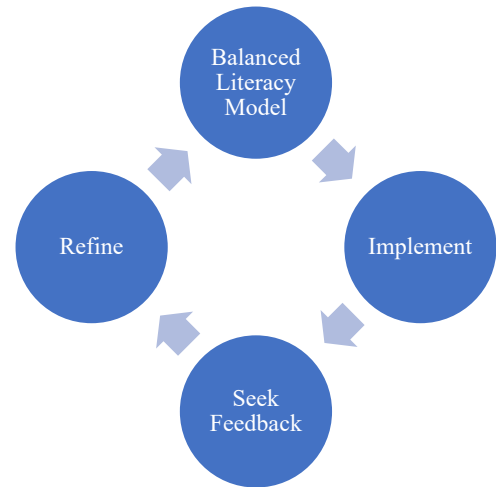
<sup>1</sup> Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8, 381-291.

## Lessons Learned

YCSD sought to increase students' literacy skills by developing and adopting a Balanced Literacy model. Project staff used a participatory and cyclical approach to develop the model. This iterative process included having lead teachers contribute to the design and decision-making process. Including teachers in the process allowed for a sense of ownership for the model and linked to positive impacts on student learning<sup>2</sup> and sustainability of implementation. YCSD effectively used Year 1 to plan and develop a comprehensive K-8 literacy model. In addition to the model, curriculum was written to align with resources and plans for teacher professional development. Classroom

implementation of the model began in the fall of Year 2. Throughout the year project staff sought teacher and administrator feedback to revise and refine the model based on implementation. The initial model focused on strategic reading and Writer's Workshop, but after Year 2, beliefs about what Balanced Literacy entails and how to effectively teach literacy became more expansive. This led to the inclusion of word study, which was first implemented at the elementary level in Year 2 and then implemented in middle school in Year 4. Small group instruction became a part of the model at the secondary level in Year 2. Co-teaching was added in Year 4 and coaching and fluency in Year 5. The iterative process has developed a strong model grounded in research and specific student needs. With each addition, YCSD provided teachers with implementation support through professional development and the train-the-trainer model. This has helped develop common language and training for teachers and administrators. Professional development satisfaction ratings remained consistently positive through the course of the grant, suggesting that teachers were satisfied with the new information and skills provided. In discussing the effect the Balanced Literacy model had on students and teachers, one principal stated, *"students feel more empowered because they have more choices. And that's because teachers understand how to offer more choices, whether it's with Writer's Workshop, whether it's with word study, [or] what a reading conference would look like. I think students feel empowered more."*

Changes to the model sometimes frustrated teachers who felt as though conflicting information was presented. One participant summarized this problem, sharing that teachers are told that *this* is the process and at the next session they hear, "we are no longer doing this, do *this* instead." Many teachers echoed this contradiction; during one focus group discussion, a secondary administrator asked, *"Now that we've got all these great pieces, how does it all fit together?"* The project director was aware that this was a concern across participating schools and discussed that Year 5 was the year to *"tie everything together."*



The Iterative Process Used to Develop the Balanced Literacy Model

<sup>2</sup> Vogt, J. M., Pieters, J. M., & Handolzalts, A. (2016). Teacher collaboration in curriculum design teams: Effects, mechanism, and conditions. *Educational Research and Evaluation*, 22, 121-140.

## **Challenges and Data Collection Issues**

### ***Program Challenges***

The Summer Enrichment Academy had low and inconsistent enrollment over the life of the grant. The goal was to enroll 25 elementary (Goal 1) and 25 secondary students (Goal 2) each summer, for a total of 200 students across the term of the grant. Enrollment lagged in Years 2-4, with a maximum enrollment of 24 students and a minimum of 9. In total, 90 elementary and secondary students attended the Summer Enrichment Academy in Years 2-4. According to the project director, competition with family vacations and other camps offered at similar times contributed to low enrollment. The Summer Enrichment Academy was not held in Year 5.

### ***Data Collection Issues***

The most notable data collection issue occurred in Spring 2020 directly related to mandated statewide school closures related to COVID-19. This affected the summative data collection of the student reading SOL scores as well as other formative measures (e.g., lesson plans). In addition, the following data collection issues occurred during the grant term:

- **Parent Feedback Survey:** Throughout the life of the grant, there were low response rates in the parent feedback survey related to Summer Enrichment. For example, the response rate for secondary parents one year was 20%.
- **Annual Staff Survey:** In February 2020, an electrical fire at the Grafton Complex forced two grant-sponsored schools to close (Grafton High School and Grafton Middle School). Students were diverted to two other YCSD schools, resulting in four grant-sponsored schools sharing two buildings on an alternating day schedule, 6 days a week. This unexpected event caused stress for teachers and students and taxed the resources of the schools. Because of these challenges, the annual teacher survey was not deployed to teachers at Grafton High School, Grafton Middle School, York High School, and Tabb Middle School. This led to a decrease in the total number of responses during Year 5.
- **Writing rubrics:** In Year 4, YCSD revised writing rubrics, resulting in a change in measurement that contributed to the significant increase in score. The revised rubrics consolidated several categories, reducing the total number of categories from 8 to 5. During a site visit, teachers stated that the revised rubrics were “too easy.” The baseline data and Year 4 evaluation data are based on a cut-score for grade-level proficiency established by YCSD and used with teachers to determine levels of performance. Year 4 data were normalized to the baseline data by adjusting the cut-score assigned by YCSD.

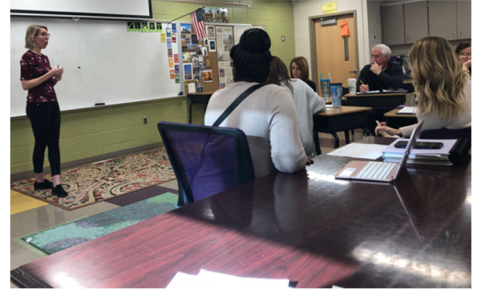
## What will be Sustained and How?

### ***Current Status of Funded Activities***

Overall, grant-related actions were implemented as planned with fidelity and quality. Targeted professional development and coaching continued in Year 5 as YCSD continued implementing the Balanced Literacy model.

### ***Sustainability Plans***

Since its inception, the *Balanced Literacy* grant has been purposeful in sustaining grant-related actions. These characteristics include a train-the-trainer model, provision of teacher professional development, and investment in resources (e.g., word sorts, student dry erase boards, books) that support the implementation of the strategies presented in training.



Elementary Teachers receiving targeted professional development.

Finally, the commitment of school and district-level leadership to the Balanced Literacy model has ensured its continued use. Three examples illustrate this commitment:

- *Leadership:* All administrators were encouraged to attend professional development sponsored by the grant. At the elementary level, district leaders required building principals to attend so that administrators would share the same knowledge as the teachers who were implementing the model. In Year 5, the decision was made to provide elementary and middle school reading specialists with training on coaching, including how to ask effective questions and provide feedback.
- *Policy Change/Funding:* The Balanced Literacy model has been formally adopted by YCSD and the district has adapted curriculum and materials to align with the program. This adoption has provided consistency and continuity.
- *In-house resources:* The grant contracted a series of video modules to be developed for use in future training sessions to support sustaining the Writer's Workshop. In addition to the videos, elementary (Goal 1) activities can be sustained through re-usable classroom supplies, and teachers can be supported by the Instructional Trainers.

### **Recommendations for Future Grantees and/or DoDEA**

Recommendations for future grantees and/or DoDEA were provided by the project director who managed the grant for all 5 years.

### ***Think Long-term***

The project director discussed the importance of forward thinking. The entire 5-year span of the grant needed to be considered when planning and making decisions. The project director described this as not “*putting all your eggs in one basket*” and felt as though the project team needed to think beyond YCSD’s strategic plan and imagine where the district would be at the end of the 5-year grant cycle.

### ***Involve School-level Leadership***

According to the project director, elementary schools had better success with grant-related actions, implementation, and data collection. Elementary principals were required to attend the same professional development as teachers. Secondary administrators were encouraged, but not required, to attend. Because elementary principals attended professional development sessions, they had a clear understanding of the purpose of the grant, the goals, how to support it, and how to advocate for it. In addition, elementary principals did a better job collecting grant-related data, including conducting classroom walkthroughs and lesson plans, than their secondary colleagues.

### ***Maintain a Relationship with Your Evaluator***

The project director valued consistent and frequent communication with the external evaluator, SEG. Each year, SEG and YCSD discussed the data collection process, which helped project staff plan different data collection events that needed to occur for the year.

## **Appendix A: Evaluation Matrix**

The evaluation matrix has been refined during the five-year grant. Revisions are documented by striking through the text that is being revised, and the revision is in red text.

**Goal 1: Improve elementary (grades K-5) writing skills of military dependent students.***Strategy 1: In-class supports*

1.1 Provide training and ongoing support to instructional trainers on the Seven Strategies of Highly Effective Readers (McEwan, 2007) utilizing a train the trainer model. (Years 1-2)

1.2 Instructional trainers provide strategic reading professional development to a cohort of identified teachers in their buildings (Year 2).

1.3 Provide advanced professional development and content specific strategies in strategic reading to instructional trainers. (Year 2)

1.4 Teachers provide direct instruction and personalized feedback to students in an effort to improve their strategic reading skills. (Years 2-5)

*Strategy 2: Tutoring*

2.1 Provide additional student support through summer enrichment activities focused on improving writing and promoting various forms of publishing.

2.2 Students will set goals for their writing and have frequent opportunities to write in a variety of modes for a variety of audiences.

2.3 Students will receive additional time and assistance in editing and revising their work.

2.4 Provide additional opportunities for students to receive feedback on their writing.

*Strategy 1: In-class supports**Fidelity of Strategy Implementation*

<b>Evaluation Question(s)</b>	<b>Data Collection Activities</b>	<b>Data Collection Instruments</b>	<b>Benchmark Indicators</b>	<b>Data Collection Schedule</b>
<b>Has the strategy been implemented according to plan?</b>	Project director and co-coordinator (project staff) maintain implementation logs, which are compared against project plan and timeline. Project deliverables reviewed for completion and consistency with project plan (i.e., training agendas, implementation plans)	Staff implementation logs Shared online folder of project documentation collected by project director	1, 2 90% implementation alignment with project plan at each semester collection time.	1, 2. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester
To what extent were strategies/activities implemented with fidelity and quality?	Evaluator's observations of related professional development <del>Evaluator's review of sample of lesson plans</del> <b>Annual Teacher Survey</b> Classroom observations by project staff	Local Systemic Change through Teacher Enhancement Professional Development Observation Protocol (Horizon Research, 2000) Lesson plan rubric developed by evaluator YCSD classroom observation protocol	1. Average rating of 3.5 or higher across quality indicators for teacher professional development 2, 3. By Year 5, 85% implementation alignment at the classroom level with Writer's Workshop instructional model. Indicators will demonstrate increasing fidelity from Year 2 baseline; target: 30% incremental increases from the baseline.	1. Annually, 1 per semester 2,3. Annually, Years 2-5

*Strategy 2: Tutoring (Years 2-5)*



Has the strategy been implemented according to plan?	Project director and co-coordinator (project staff) maintain implementation logs, which are compared against project plan and timeline. Project deliverables reviewed for completion and consistency with project plan (i.e., training agendas, implementation plans)	Staff implementation logs Shared online folder of project documentation collected by project director	1, 2. 90% implementation alignment with project plan at each semester collection time.	1-2. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester
To what extent were strategies/ activities implemented with fidelity and quality?	External evaluator observes a minimum of 1 summer enrichment and/or exhibitions  Parents rate the degree of satisfaction with summer enrichment activities and exhibitions	Observation protocol developed by evaluator  Parent online feedback form developed by the evaluator	1. By year 5, 85% enrichment implementation alignment with Writer's Workshop instructional model. Indicators will demonstrate increasing fidelity from the baseline. Indicators included in the observation protocol developed by the evaluation team will representative of the Writer's Workshop model implemented by the division. 2. Minimum of 70% of parents express satisfaction with exhibition/enrichment.	1. Annually, June-August, beginning Year 2 2. Ongoing administration at point of service, beginning Year 2
<b>Process Monitoring of Ongoing Implementation</b>				
<i>Strategy 1: In-class supports</i>				
<b>Evaluation Question(s)</b>	<b>Data Collection Activities</b>	<b>Data Collection Instruments</b>	<b>Benchmark Indicators</b>	<b>Data Collection Schedule</b>
What proportion of eligible military students being served?	Project staff submits training attendance records for professional development sessions to assess the degree to reach the target audience was reached. Teacher feedback form assesses the reach of professional development Count of military-dependent students in classrooms of teachers participating in the professional development.	Attendance records placed in shared online folder by project director. YCSD Professional development training evaluation form Division student information system	1-2. Indicator of count of teachers trained/total count of teachers with a goal of reaching 85% of classroom teachers. 3. Indicator of count of military-dependent students in classrooms led by trained teachers/total count of military-dependent students with a goal of reaching 85% of military-dependent students in general education classrooms.	1,2. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 3, collect annually at the end of the school year (Spring semester-July

				reporting).
Did delivery of the service improve?	Teachers and leaders rate the degree of satisfaction with the training and implementation of Writer's Workshop	YCSD Professional development training evaluation form	1. 85% of participants satisfied with teacher professional development on Writer's Workshop	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester
What factors have positively or negatively affected the implementation of strategies/activities? What challenges have been faced in implementing professional development?	Ongoing monitoring of implementation to assess for factors affecting implementation, including barriers and successes. External evaluator conducts focus group discussions with project staff and building administrators to assess challenges to and successes with implementation. Annual teacher survey assesses degree of efficacy with the Writer's Workshop model and challenges to and successes with implementation.	Staff implementation logs Interview and focus group protocols developed by evaluator Annual teacher survey developed by evaluator	1-3. By the third benchmark there will be more success factors affecting implementation compared to challenges	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 2-3. Annually, Years 2-5, project staff begins Year 1
What steps have been taken to ensure the sustainability of strategies/activities?	Ongoing monitoring of implementation to assess for steps taken to ensure sustainability. External evaluator conducts interview with project staff and focus group discussion with administrators to collect information on practices associated with sustainability.	Staff implementation logs Interview and focus group protocols developed by evaluator	By the third benchmark there will be at least two steps taken (with new steps or deepening of steps each year) that involve factors/practices promoting sustainability such as other sources of funding, systemic policy/or procedural changes, continuation of professional development, evidence of curriculum changes/alignment with instructional model.	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 2. Annually, Years 2-5; project staff begins Year 1.
<i>Strategy 2: Tutoring</i>				
What proportion of eligible military students being served?	Project staff submits training attendance records for tutoring and enrichment sessions to assess the degree to reach	Attendance records placed in shared online folder by project director.	Indicator of count of participating military-dependent students/total count of military-dependent	Collect annually: end of summer semester

	the target audience was reached.		students with a goal of reaching 25 students per year x 4 years.	
Did delivery of the service improve?	Parents rate the degree of satisfaction with tutoring/enrichment	Parent online feedback form collecting feedback on services	70% of parents expressing satisfaction with tutoring and enrichment	1.Ongoing collection at point of service
What factors have positively or negatively affected the implementation of strategies/activities?	Ongoing monitoring of implementation to assess for factors affecting implementation, including barriers and successes. External evaluator conducts focus group discussions with project staff and building administrators to collect information on successes and challenges associated with implementation. Parent feedback form assesses challenges to and successes with implementation.	Staff implementation logs Interview and focus group protocols developed by evaluator Parent online feedback form developed by evaluator	1-3. By the third benchmark there will be more success factors affecting implementation compared to challenges	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 2. Annually, Years 2-5 during the spring semester; project staff begins year 1. 3. Ongoing collection at point of service
What steps have been taken to ensure the sustainability of strategies/activities?	Ongoing monitoring of implementation to assess for steps taken to ensure sustainability. External evaluator conducts focus group discussions with project staff and administrators to collect information on practices associated with sustainability.	Staff implementation logs Interview and focus group protocols developed by evaluator	1-2. By the third benchmark there will be at least two steps taken (with new steps or deepening of steps each year) that involve factors/practices that promote sustainability as other sources of funding, systemic policy/or procedural changes, continued and/or additional student enrichment/remediation opportunities.	Collect three times annually: End of fall semester, end of spring semester, and end of summer semester Annually, Years 2-5; project staff begins Year 1.
Annual Summative Measures By June 2020, the 90% of military-dependent students in grades <del>2-5</del> <del>K-5</del> will meet or exceed proficiency on the <del>Lucy Calkins</del> <del>Lucy</del> Writing Rubric aligned to the division's writing curriculum.				
Goal 1	Improve elementary (grades K-5) writing skills of military dependent students. <i>Specify what group will be tracked, what is the comparison, what is target in question.</i>			
By November 2016:	Establish baseline and interim targets for military-dependent students using data from on Lucy Calkins Writing Rubric* aligned to the division's writing curriculum. Instrument piloted SY2015-16.			
By June 2017:	By June 2017, 84% of military-dependent students in grades <del>2-5</del> <del>K-5</del> will meet or exceed			

	proficiency on Lucy Calkins Writing Rubric* aligned to the division's writing curriculum.
By June 2018:	By June 2018, 86% of military-dependent students in grades <del>2-5</del> <del>K-5</del> will meet or exceed proficiency on Lucy Calkins Writing Rubric* aligned to the division's writing curriculum.
By June 2019:	By June 2019, 88% of military-dependent students in grades <del>2-5</del> <del>K-5</del> will meet or exceed proficiency on <del>the YCSD Lucy Calkins Writing</del> Rubric aligned to the division's writing curriculum.
By June 2020:	By June 2020, the 90% of military-dependent students in grades <del>2-5</del> <del>K-5</del> will meet or exceed proficiency on <del>the YCSD Lucy Calkins Writing</del> Rubric aligned to the division's writing curriculum.

\* © 2013 by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project from Units of Study in Opinion, Information, and Narrative Writing (*firsthand*: Portsmouth, NH). Rubric will be adapted for alignment to the Virginia Standards of Learning.

**Goal 1: Improve secondary (grades 6-12) strategic reading skills of military-dependent students.*****Strategy 1: In-class supports***

1.1 Provide training and ongoing support to instructional trainers on the Seven Strategies of Highly Effective Readers (McEwan, 2007) utilizing a train the trainer model. (Years 1-2)

1.2 Instructional trainers provide strategic reading professional development to a cohort of identified teachers in their buildings (Year 2).

1.3 Provide advanced professional development and content specific strategies in strategic reading to instructional trainers. (Year 2)

1.4 Teachers provide direct instruction and personalized feedback to students in an effort to improve their strategic reading skills. (Years 2-5)

***Strategy 2: Tutoring***

2.1 Provide additional student support through summer enrichment activities designed to assist students with becoming strategic readers who can apply appropriate strategies to a variety of texts across all content areas.

2.2 Provide additional opportunities for students to receive immediate and meaningful feedback on their progress.

***Strategy 1: In-class supports******Fidelity of Strategy Implementation***

<b>Evaluation Question(s)</b>	<b>Data Collection Activities</b>	<b>Data Collection Instruments</b>	<b>Benchmark Indicators</b>	<b>Data Collection Schedule</b>
Has the strategy been implemented according to plan?	Project director and co-coordinator maintain implementation logs, which are compared against project plan and timeline. Project deliverables reviewed for completion and consistency with project plan (i.e., training agendas, implementation plans)	Staff implementation logs Shared online folder of project documentation collected by project director	1, 2 90% implementation alignment with project plan at each semester collection time.	1, 2. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester
To what extent were strategies/ activities implemented with fidelity and quality?	Evaluator's observations of related professional development Evaluator's review of sample of lesson plans Classroom observations by project staff	Local Systemic Change through Teacher Enhancement Professional Development Observation Protocol (Horizon Research, 2000) Lesson plan rubric developed by evaluator YCSD classroom observation protocol	1. Average rating of 3.5 or higher across quality indicators for teacher professional development 2, 3. By Year 5, 85% implementation alignment at the classroom level with strategic reading strategies. Indicators will demonstrate increasing fidelity from Year 2 baseline; target: 30% incremental increases from the baseline.	1. Annually, 1 per semester 2,3. Annually, Years 2-5

***Strategy 2: Tutoring***

Has the strategy been implemented according to plan?	Project director and co-coordinator maintain implementation logs, which are compared against project plan and timeline. Project deliverables reviewed for completion and consistency with project plan (i.e., training agendas, implementation plans	Staff implementation logs Shared online folder of project documentation collected by project director	1, 2. 90% implementation alignment with project plan at each semester collection time.	1, 2. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester
To what extent were strategies/ activities implemented with fidelity and quality?	External evaluator observes a minimum of 1 summer enrichment and/or exhibitions  Parents rate the degree of satisfaction with summer enrichment activities and exhibitions	Observation protocol developed by evaluator  Parent online feedback form developed by the evaluator	1. By year 5, 85% enrichment implementation alignment with strategic reading strategies. Indicators will demonstrate increasing fidelity from the baseline. Indicators included in the observation protocol developed by the evaluation team will be representative of the strategic reading strategies implemented by the division.  2. Minimum of 70% of parents express satisfaction with exhibition/enrichment.	1. Annually, June-August 2. Ongoing administration at point of service
<b>Process Monitoring of Ongoing Implementation</b>				
<i>Strategy 1: In-class supports</i>				
<b>Evaluation Question(s)</b>	<b>Data Collection Activities</b>	<b>Data Collection Instruments</b>	<b>Benchmark Indicators</b>	<b>Data Collection Schedule</b>
What proportion of eligible military students being served?	Project director and co-coordinator submits training attendance records for professional development sessions to assess the degree to reach the target audience was reached. Teacher feedback form assesses the reach of professional development Count of military-dependent students in classrooms of teachers participating in the professional development.	Attendance records placed in shared online folder by project director. YCSD Professional development training evaluation form Division student information system	1-2. Indicator of count of teachers trained/total count of teachers with a goal of reaching 85% of classroom teachers 3. Indicator of count of military-dependent students in classrooms led by trained teachers/total count of military-dependent students with a goal of reaching 85% of military-dependent students in general education classrooms.	Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 3, collect annually at the end of the school year (Spring semester).

Did delivery of the service improve?	Teachers and leaders rate the degree of satisfaction with the training and implementation of strategic reading.	YCSD Professional development training evaluation form	1. 85% of participants satisfied with teacher professional development on strategic reading.	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester
What factors have positively or negatively affected the implementation of strategies/activities? What challenges have been faced in implementing professional development?	Ongoing monitoring of implementation to assess for factors affecting implementation, including barriers and successes. External evaluator conducts interview with project staff and focus group discussion with building administrators to assess challenges to and successes with implementation. Annual teacher survey assesses degree of efficacy with the Writer's Workshop model and challenges to and successes with implementation.	Staff implementation logs Interview and focus group protocols developed by evaluator Annual teacher survey developed by evaluator	1-3. By the third benchmark there will be more success factors affecting implementation compared to challenges	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 2-3. Annually, Years 2-5, project staff begins Year 1.
What steps have been taken to ensure the sustainability of strategies/activities?	Ongoing monitoring of implementation to assess for steps taken to ensure sustainability. External evaluator conducts interview with project director and co-coordinator and focus group discussion with administrators to collect information on practices associated with sustainability.	Staff implementation logs Interview and focus group protocols developed by evaluator	1-2. By the third benchmark there will be at least two steps taken (with new steps or deepening of steps each year) that involve factors/practices promoting sustainability such as other sources of funding, systemic policy/or procedural changes, continuation of professional development, evidence of curriculum changes/alignment with instructional model.	Collect three times annually: End of fall semester, end of spring semester, and end of summer semester Annually, Years 2-5; project staff begins Year 1.
<i>Strategy 2: Tutoring</i>				
What proportion of eligible military students being served?	Project director and co-coordinator submit attendance records for tutoring and enrichment sessions to assess the degree to reach the target	Attendance records placed in shared online folder by project director.	Indicator of count of participating military-dependent students/total count of military-dependent students with a goal of	Collect three times annually: end of summer semester.

	audience was reached.		reaching 25 students per year x 4 years.	
Did delivery of the service improve?	Parents rate the degree of satisfaction with tutoring/enrichment	Parent online feedback form collecting feedback on services	70% of parents expressing satisfaction with tutoring and enrichment	1.Ongoing collection at point of service
What factors have positively or negatively affected the implementation of strategies/activities?	Ongoing monitoring of implementation to assess for factors affecting implementation, including barriers and successes. External evaluator conducts focus group discussions with project staff and building administrators to collect information on successes and challenges associated with implementation. Parent feedback form assesses challenges to and successes with implementation.	Staff implementation logs Interview and focus group protocols developed by evaluator Parent online feedback form developed by evaluator	1-3. By the third benchmark there will be more success factors affecting implementation compared to challenges	1. Collect three times annually: End of fall semester, end of spring semester, and end of summer semester 2. Annually, Years 2-5 during the spring semester; project staff begins year 1. 3. Ongoing collection at point of service
What steps have been taken to ensure the sustainability of strategies/activities?	Ongoing monitoring of implementation to assess for steps taken to ensure sustainability. External evaluator conducts interview with project director and co-coordinator and focus group discussion with administrators to collect information on practices associated with sustainability.	Staff implementation logs Interview and focus group protocols developed by evaluator	1-2. By the third benchmark there will be at least two steps taken (with new steps or deepening of steps each year) that involve factors/practices promoting sustainability such as other sources of funding, systemic policy/or procedural changes, additional and/or continued opportunities for student enrichment/remediation related to strategic reading.	Collect three times annually: End of fall semester, end of spring semester, and end of summer semester Annually, Years 2-5; project staff begins Year 1.
Annual Summative Measures By June 2020, the number military-dependent earning advanced scores on the grades 6-8 Reading SOL will increase by 8 percentage points over the baseline.				
Goal 1	Improve secondary (grades 6-12) reading skills of military dependent students.			
By June 2016:	Targets for June 2017-2019 will be adjusted once SY2016 data are available; new targets reflect the focus on advanced scores.			
By June 2017:	By June 2017, the number military-dependent earning advanced scores on the grades 6-8 Reading SOL will increase by 2 percentage points over the baseline.			



By June 2018:	By June 2018, the number military-dependent earning advanced scores on the grades 6-8 Reading SOL will increase by 4 percentage points over the baseline.
By June 2019:	By June 2019, the number military-dependent earning advanced scores on the grades 6-8 Reading SOL will increase by 6 percentage points over the baseline.
By June 2020:	By June 2020, the number military-dependent earning advanced scores on the grades 6-8 Reading SOL will increase by 8 percentage points over the baseline.

\*Per ETAC request, Grades 6-8 will be reported via the ETAC website and Grade 11 EOC data will be included in the annual report.

## Appendix B: Instruments

### *Lesson Plan Rubric*

#### Secondary Strategic Reading

SOLs: 6.5, 6.6, 7.5, 7.6, 8.5, 8.6, 9.4, 9.5, 10.4, 10.5, 11.4, 11.5, 12.4, 12.5

Grade Level/Course

School

<b>Reading: Strategy Instruction</b>	<b>Evidence (0,1)</b>
Active Reading Strategies such as: predicting, clarifying, visualizing, questioning, and summarizing	
Teacher Models Text Annotation Skills	
Teacher Models Making Connections & Self-Monitoring	
Teacher Modeling Using the Think Aloud Model	
Shared Inquiry	
<b>Reading: Strategic Reading</b>	
Active Reading Strategies such as: predicting, clarifying, visualizing, questioning, and summarizing	
Text Annotation	
Making Connections & Self-Monitoring	
Student Think Aloud	
Scaffolded Silent Reading	
Literature Circles	
Shared Inquiry	
Students have the opportunity to select texts when appropriate	
Students routinely exposed to nonfiction works	

## ***Parent Feedback Survey***

Please help the school division assess the quality of the event you attended. YCSD wants to learn more about your opinions as part of our effort to assess our support and services for parents in order to improve what we offer to students and their families in the future. This form should take no more than 5 minutes to complete. Your participation in this survey is voluntary and confidential. Thank you very much for your help!

1. Please select the school in which your child who is participating in the summer enrichment is enrolled.

- ☐ Beth Manor Elementary
- ☐ Coventry Elementary
- ☐ Dare Elementary
- ☐ Grafton Bethel Elementary
- ☐ Magruder Elementary
- ☐ Mt Vernon Elementary
- ☐ Seaford Elementary
- ☐ Tabb Elementary
- ☐ Waller Mill Elementary
- ☐ Yorktown Elementary
- ☐ Grafton Middle
- ☐ Tabb Middle
- ☐ Queens Lake Middle
- ☐ Yorktown Middle

2. What type of program activity did your child attend?

- ☐ Writer's Workshop (K-5)
- ☐ Strategic Reading (6-8)

3. Please rate each statement from "strong disagree" to "strongly agree." If the statement is not applicable, please mark N/A.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
1. I would encourage my child to attend the summer enrichment program again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am pleased with how staff worked with my child during the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My child benefitted from the program in the area of writing (K-5) or strategic reading (6-8).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Program teachers provided engaging learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child had an opportunity to share or exhibit his/her work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, I am satisfied with the summer enrichment program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What were the strengths of the summer enrichment program?

5. What changes or improvements would you suggest to program facilitators?

***Revised Writing Rubrics and Elementary Literacy Assessments Proficiency Ranges***

# Narrative Writing Rubric

## Grade 2



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In each row, indicate the total score in the column that matches the student work.

	1 Not yet approaching expectations	2 Approaching expectations	3 Meeting expectations	4 Exceeding expectations	Total
Establishes a situation and uses transition words to unfold a sequence of events (Organization)	<ul style="list-style-type: none"> <li>The writing is in the wrong genre (All About Baseball) or</li> <li>The writing does not recount a clear sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to recount a situation, but at times the event sequence is unclear/may lack an opening, closing, and/or transitions making it slightly hard to follow what happened in the beginning, middle, and/or end</li> <li>Some unimportant/unrelated events or details may be present</li> </ul>	<ul style="list-style-type: none"> <li>Recounts a situation with clear transition words to help the reader follow what happened in the beginning, middle, and end</li> <li>Includes few to no unimportant/unrelated events or details</li> </ul>	<p>In addition to the previous column, the student:</p> <ul style="list-style-type: none"> <li>Includes a climax, problem, or main event</li> </ul>	
Elaborates by including actions, reactions, dialogue, and thoughts (Elaboration)	<ul style="list-style-type: none"> <li>The writer does not include any dialogue, actions/reactions, or thoughts/feelings in their story.</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, or thoughts/feelings in 1 part of their story to elaborate on what happened</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, or thoughts/feelings in 2 parts of their story to elaborate on what happened</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, or thoughts/feelings in 3 or more parts of their story to elaborate on what happened</li> <li>Attempts narrative craft technique/word choice</li> </ul>	
Uses capital letters, end punctuation, and grade appropriate punctuation (commas, apostrophes) correctly	<p>In general, the student usually:</p> <ul style="list-style-type: none"> <li>Requires teacher support to use correct capitalization, or punctuation in their writing</li> </ul>	<p>The student inconsistently includes:</p> <ul style="list-style-type: none"> <li>Capital letters at the beginning of sentences</li> <li>Capital letter for the names of people and places (proper nouns)</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives)</li> </ul>	<p>The student consistently includes:</p> <ul style="list-style-type: none"> <li>Capital letters at the beginning of sentences</li> <li>Capital letter for the names of people and places (proper nouns)</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives)</li> </ul>	<p>In addition to the previous column, the student:</p> <ul style="list-style-type: none"> <li>Uses commas when listing items in a series</li> <li>Uses quotation marks for dialogue</li> </ul>	
Applies grade appropriate spelling	<p>In general, the student usually:</p> <ul style="list-style-type: none"> <li>Requires consistent teacher prompting and support to spell unknown and conventionally spelled words</li> </ul>	<p>The student inconsistently:</p> <ul style="list-style-type: none"> <li>Uses correct spelling for commonly used sight words, including compound words and plurals</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	<p>The student consistently:</p> <ul style="list-style-type: none"> <li>Uses correct spelling for commonly used sight words, including compound words and plurals</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	<p>In addition to the previous column, the student:</p> <ul style="list-style-type: none"> <li>Uses correct spelling including irregular plurals</li> <li>Attempts to use and spell above grade level vocabulary/word choice</li> </ul>	
Uses correct grammar	<ul style="list-style-type: none"> <li>Requires consistent teacher support to read own writing</li> </ul>	<p>The student inconsistently:</p> <ul style="list-style-type: none"> <li>Uses complete sentences</li> <li>Uses declarative, interrogative, and/or exclamatory sentences (?,!,.)</li> <li>Creates sentences that are easy to read/understand</li> </ul>	<p>The student consistently:</p> <ul style="list-style-type: none"> <li>Uses complete sentences</li> <li>Uses declarative, interrogative, and/or exclamatory sentences (?,!,.)</li> <li>Creates sentences that are easy to read/understand</li> </ul>	<p>In addition to the previous column, the student:</p> <ul style="list-style-type: none"> <li>Uses declarative, interrogative, and exclamatory sentences (?,!,.)</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	

# Narrative Writing Rubric

## Grade 3



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In each row, indicate the total score in the column that matches the student work. Award half points (ex 2.5) for mid level between two columns.

	1 Not yet approaching expectations	2 Approaching expectations	3 Meeting expectations	4 Exceeding expectations	Total
Establishes a situation and uses transition words to unfold a sequence of events (Organization)	<ul style="list-style-type: none"> <li>The writing is in the wrong genre</li> <li>OR</li> <li>The writing does not recount a clear sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to recount a situation, but at times the event sequence is unclear/may lack an opening, closing, and/or transitions making it slightly hard to follow what happened in the beginning, middle, and/or end</li> <li>Some unimportant/unrelated events or details may be present</li> </ul>	<ul style="list-style-type: none"> <li>Recounts a situation with clear transition words to help the reader follow what happened in the beginning, middle, and end</li> <li>Includes a climax, problem, or main event</li> <li>Few to no unimportant/unrelated events or details are included</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a clear situation by explaining small extra details to the reader so it is easy to envision what was happening in each step of the sequence</li> <li>Uses sophisticated transitions and narrative craft technique in the writing</li> </ul>	
Elaborates by including actions, reactions, dialogue, and thoughts (Elaboration)	<ul style="list-style-type: none"> <li>Requires teacher support to include any dialogue, actions/reactions, or thoughts/feelings in their story.</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, or thoughts/feelings in only 1 part of their story to elaborate on what happened or elaborates on several unimportant events or elaborates inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, or thoughts/feelings in several (2-3+) parts of their story to elaborate on what happened. A single unimportant event may be included/elaborated upon.</li> </ul>	<ul style="list-style-type: none"> <li>Uses dialogue, actions/reactions, or thoughts/feelings consistently throughout their story to elaborate on the important parts</li> </ul>	
Applies grade appropriate punctuation	In general, the student usually: <ul style="list-style-type: none"> <li>Requires teacher support to use correct capitalization, or punctuation in their writing</li> </ul>	The student inconsistently includes: <ul style="list-style-type: none"> <li>Capital letters at the beginning of sentences and for the names of people and places (proper nouns)</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives, commas when listing items in a series)</li> </ul>	The student consistently includes: <ul style="list-style-type: none"> <li>Capital letters at the beginning of sentences and for the names of people and places (proper nouns)</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives, commas when listing items in a series)</li> </ul>	In addition to the previous column, the student includes one or more of the following: <ul style="list-style-type: none"> <li>Commas after interrupters (transition words, etc.)</li> <li>Parenthesis to interject information to the reader</li> <li>Quotation marks for dialogue</li> </ul>	
Applies grade appropriate spelling	In general, the student usually: <ul style="list-style-type: none"> <li>Requires consistent teacher prompting and support to spell unknown and conventionally spelled words</li> </ul>	The student inconsistently: <ul style="list-style-type: none"> <li>Uses correct spelling for commonly used sight words, including compound words and irregular plurals</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	The student consistently: <ul style="list-style-type: none"> <li>Uses correct spelling for commonly used sight words, including compound words and irregular plurals</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	In addition to the previous column, the student: <ul style="list-style-type: none"> <li>Attempts to use and spell above grade level vocabulary/word choice</li> </ul>	
Applies grade appropriate grammar	<ul style="list-style-type: none"> <li>Requires consistent teacher support to read own writing</li> </ul>	The student inconsistently: <ul style="list-style-type: none"> <li>Creates complete sentences that are easy to read/understand</li> <li>Uses declarative, interrogative, and/or exclamatory sentences (?, !, .)</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	The student consistently: <ul style="list-style-type: none"> <li>Creates complete sentences that are easy to read/understand</li> <li>Uses declarative, interrogative, and/or exclamatory sentences (?, !, .)</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	In addition to the previous column, the student: <ul style="list-style-type: none"> <li>Uses sentence variety (declarative, interrogative, and exclamatory sentences (?, !, .))</li> <li>Eliminates double negatives</li> <li>Has noun-pronoun agreement</li> </ul>	

## Narrative Writing Rubric

### Grade 4



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In each row, indicate the total score in the column that matches the student work.

	1 Not yet approaching expectations	2 Approaching expectations	3 Meeting expectations	4 Exceeding expectations	Total
Establishes a situation and uses transition words to unfold a sequence of events (Organization)	<ul style="list-style-type: none"> <li>The writing is in the wrong genre</li> </ul> OR <ul style="list-style-type: none"> <li>The writing does not recount an important or problematic situation</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to recount a situation, but at times the event sequence is unclear/may lack an opening, closing, and/or transitions making it slightly hard to follow what happened in the beginning, middle, and/or end</li> <li>Some unimportant/unrelated events or details may be present</li> </ul>	<ul style="list-style-type: none"> <li>Recounts an interesting, compelling or problematic situation with clear event sequences</li> <li>Includes the establishment of the situation (5Ws) and transition words to manage the sequence of events</li> <li>Does not lack an opening or closing</li> <li>Few to no unimportant/unrelated events or details are included</li> </ul>	<ul style="list-style-type: none"> <li>The writer establishes a clear compelling or problematic situation by explaining small extra details to the reader so it is easy to envision what was happening in each step of the sequence</li> <li>The writer uses sophisticated transitions and narrative craft technique in the writing</li> </ul>	
Elaborates by including actions, reactions, dialogue, and thoughts (Elaboration)	<ul style="list-style-type: none"> <li>The writer does not include any dialogue, actions/reactions, or thoughts/feelings in their story.</li> </ul>	<ul style="list-style-type: none"> <li>The writer attempts to use dialogue, actions/reactions, or thoughts/feelings in their story, but does not use at least one technique at all (ex-no thoughts or reactions in the story at all)</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, and thoughts/feelings at least once in their story to elaborate on what happened, but may overuse one technique (ex-mostly dialogue) more than others</li> </ul>	<ul style="list-style-type: none"> <li>The writer balances the use of dialogue, actions/reactions, and thoughts/feelings throughout their piece, not overusing any one technique</li> </ul>	
Applies grade appropriate punctuation	In general, the student usually: <ul style="list-style-type: none"> <li>Requires teacher support to use correct capitalization, or punctuation in their writing</li> </ul>	The student inconsistently includes: <ul style="list-style-type: none"> <li>Capital letters for pronouns and starting sentences</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives, commas when listing items in a series)</li> <li>Quotation marks for dialogue</li> </ul>	The student consistently includes: <ul style="list-style-type: none"> <li>Capital letters for pronouns and starting sentences</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives, commas when listing items in a series)</li> <li>Quotation marks for dialogue</li> </ul>	In addition to the previous column, the student includes one or more of the following: <ul style="list-style-type: none"> <li>Commas after interrupters (transition words, etc.)</li> <li>Parenthesis or hyphens to interject information to the reader</li> </ul>	
Applies grade appropriate spelling	In general, the student usually: <ul style="list-style-type: none"> <li>Requires consistent teacher prompting and support to spell unknown and conventionally spelled words</li> </ul>	The student inconsistently: <ul style="list-style-type: none"> <li>Uses correct spelling including common homophones</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	The student consistently: <ul style="list-style-type: none"> <li>Uses correct spelling including common homophones</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	In addition to the previous column, the student: <ul style="list-style-type: none"> <li>Attempts to use and spell above grade level vocabulary/word choice</li> </ul>	
Applies grade appropriate grammar	<ul style="list-style-type: none"> <li>Requires consistent teacher support to read own writing</li> </ul>	The student inconsistently: <ul style="list-style-type: none"> <li>Creates complete and varied (simple, compound, complex) sentences that are easy to read/understand</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	The student consistently: <ul style="list-style-type: none"> <li>Creates complete and varied (simple, compound, complex) sentences that are easy to read/understand</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	In addition to the previous column, the student: <ul style="list-style-type: none"> <li>Eliminates double negatives</li> <li>Has noun-pronoun agreement</li> <li>Correctly uses adjectives and adverbs</li> <li>Uses singular possessives</li> </ul>	



## Narrative Writing Rubric

### Grade 5



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: In each row, indicate the total score in the column that matches the student work.

	1 Not yet approaching expectations	2 Approaching expectations	3 Meeting expectations	4 Exceeding expectations	Total
Establishes a situation and uses transition words to unfold a sequence of events (Organization)	<ul style="list-style-type: none"> <li>The writing is in the wrong genre</li> </ul> OR <ul style="list-style-type: none"> <li>The writing does not recount an important or problematic situation</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to recount a situation, but at times the event sequence is unclear/may lack an opening, closing, and/or transitions making it slightly hard to follow what happened in the beginning, middle, and/or end</li> <li>Some unimportant/unrelated events or details may be present</li> </ul>	<ul style="list-style-type: none"> <li>Recounts an interesting, compelling or problematic situation with clear event sequences</li> <li>Includes the establishment of the situation (SWs) and transition words to manage the sequence of events</li> <li>Does not lack an opening or closing</li> <li>Few to no unimportant/unrelated events or details are included</li> </ul>	<ul style="list-style-type: none"> <li>The writer establishes a clear compelling or problematic situation by explaining small extra details to the reader so it is easy to envision what was happening in each step of the sequence</li> <li>The writer uses sophisticated transitions and narrative craft technique in the writing</li> </ul>	
Elaborates by including actions, reactions, dialogue, and thoughts (Elaboration)	<ul style="list-style-type: none"> <li>Lacks dialogue, actions/reactions, or thoughts/feelings in their story (Just "tells" the story instead of "shows" events unfolding)</li> </ul>	<ul style="list-style-type: none"> <li>The writer attempts to use dialogue, actions/reactions, or thoughts/feelings in their story, but lacks at least one of these critical narrative techniques</li> <li>The writer elaborates inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses dialogue, actions/reactions, and thoughts/feelings several times in their story to elaborate on what happened, but may overuse one technique (ex-mostly dialogue) or elaborate in an unimportant place</li> </ul>	<ul style="list-style-type: none"> <li>The writer balances the use of dialogue, actions/reactions, and thoughts/feelings throughout their piece, not overusing any one technique, and developing the most important parts of the story</li> </ul>	
Applies grade appropriate punctuation	In general, the student usually: <ul style="list-style-type: none"> <li>Requires teacher support to use correct capitalization or punctuation in their writing</li> </ul>	The student inconsistently includes: <ul style="list-style-type: none"> <li>Capital letters for pronouns and starting sentences</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives, commas when listing items in a series)</li> <li>Quotation marks for dialogue</li> </ul>	The student consistently includes: <ul style="list-style-type: none"> <li>Capital letters for pronouns and starting sentences</li> <li>Appropriate punctuation (end marks, apostrophes for contractions and possessives, commas when listing items in a series and interrupters, etc)</li> <li>Quotation marks for dialogue</li> </ul>	In addition to the previous column, the student includes one or more of the following: <ul style="list-style-type: none"> <li>Parenthesis or hyphens to interject information to the reader</li> <li>Uses hyphens to divide words at the end of a line</li> </ul>	
Applies grade appropriate spelling	In general, the student usually: <ul style="list-style-type: none"> <li>Requires consistent teacher prompting and support to spell unknown and conventionally spelled words</li> </ul>	The student inconsistently: <ul style="list-style-type: none"> <li>Uses correct spelling including common homophones</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	The student consistently: <ul style="list-style-type: none"> <li>Uses correct spelling including common homophones</li> <li>Applies logical phonetic spelling patterns to spell unknown words</li> </ul>	In addition to the previous column, the student: <ul style="list-style-type: none"> <li>Attempts to use and spell above grade level vocabulary/word choice</li> </ul>	
Applies grade appropriate grammar	<ul style="list-style-type: none"> <li>Requires consistent teacher support to read own writing</li> </ul>	The student inconsistently: <ul style="list-style-type: none"> <li>Creates complete and varied (simple, compound, complex) sentences that are easy to read/understand</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	The student consistently: <ul style="list-style-type: none"> <li>Creates complete and varied (simple, compound, complex) sentences that are easy to read/understand</li> <li>Indicates paragraphing by indenting or skipping a line</li> </ul>	In addition to the previous column, the student: <ul style="list-style-type: none"> <li>Edits for fragments and run-ons</li> <li>Correctly uses adverbs</li> <li>Uses plural possessives</li> </ul>	



# Elementary Literacy Assessments Proficiency Ranges 2018-19



Grade 2				
Use the ranges below to identify students' proficiency based on the following literacy assessments.				
Q	Above Grade Level	On Grade Level	Below Grade Level	Well Below Grade Level
Q1	<b>PALS: 56-68</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Spelling Feature: I</b>	<b>PALS: 35-55</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>GR Inst'Level: J and above</b> <b>Writing Rubric Scaled Score: 9-20</b> <b>Spelling Feature: F-H</b>	<b>PALS: 17-34</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>GR Inst'Level: G, H, I</b> <b>Writing Rubric Scaled Score: 6.5-8.5</b> <b>Spelling Feature: D-E</b>	<b>PALS: 0-16</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>GR Inst'Level: F or below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: A-C</b>
Q2	<b>PALS: 59-76</b> <b>ORR: M or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Spelling Feature: I</b>	<b>PALS: 40-58</b> <b>ORR: K, L</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 9-20</b> <b>Spelling Feature: G-H</b>	<b>PALS: 20-39</b> <b>ORR: F-J</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-8.5</b> <b>Spelling Feature: F</b>	<b>PALS: 0-19</b> <b>ORR: E or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: A-E</b>
Q3	<b>ORR: O or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Spelling Feature: J</b>	<b>ORR: L-N</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 9-20</b> <b>Spelling Feature: H-I</b>	<b>ORR: H-K</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-8.5</b> <b>Spelling Feature: F-G</b>	<b>ORR: G or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: A-E</b>
Q4	<b>PALS: 66-76</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>ORR: P or above</b> <b>Spelling Feature: J</b>	<b>PALS: 54-65</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>ORR: M, N, O</b> <b>Writing Rubric Scaled Score: 9-20</b> <b>Spelling Feature: I</b>	<b>PALS: 27-53</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>ORR: I, J, K, L</b> <b>Writing Rubric Scaled Score: 6.5-8.5</b> <b>Spelling Feature: G-H</b>	<b>PALS: 0-26</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>ORR: H or below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: F &amp; below</b>

DSA levels are the students' current instructional level

Updated November 6, 2018

# Elementary Literacy Assessments Proficiency Ranges 2018-19



Grade 3				
Use the ranges below to identify students' proficiency based on the following literacy assessments.				
Q	Above Grade Level	On Grade Level	Below Grade Level	Well Below Grade Level
Q1	ORR: P or above Unit Assessment Average: 85-100% PALS: 66 -76 Writing Rubric Scaled Score: 15-20 Spelling Feature: L	ORR: M -O Unit Assessment Average: 70-84% PALS: 54 – 65 Writing Rubric Scaled Score: 8-14.5 Spelling Feature: I-K	ORR: K – L Unit Assessment Average: 60-69% PALS: 27 – 53 Writing Rubric Scaled Score: 6.5-7.5 Spelling Feature: F-H	ORR: J and below Unit Assessment Average: 59% and below PALS: 0 – 26 Writing Rubric Scaled Score: 0-6 Spelling Feature: A-E
Q2	ORR: Q or above Unit Assessment Average: 85-100% PALS: 70 - 84 Writing Rubric Scaled Score: 15-20 Spelling Feature: M	ORR: N - P Unit Assessment Average: 70-84% PALS: 59-69 Writing Rubric Scaled Score: 8-14.5 Spelling Feature: I-L	ORR: L - M Unit Assessment Average: 60-69% PALS: 28 - 58 Writing Rubric Scaled Score: 6.5-7.5 Spelling Feature: G-H	ORR: K and below Unit Assessment Average: 59% and below PALS: 0 - 27 Writing Rubric Scaled Score: 0-6 Spelling Feature: F & below
Q3	ORR: Q or above Unit Assessment Average: 85-100% Writing Rubric Scaled Score: 15-20 Spelling Feature: M	ORR: O – P Unit Assessment Average: 70-84% Writing Rubric Scaled Score: 8-14.5 Spelling Feature: I-L	ORR: M - N Unit Assessment Average: 60-69% Writing Rubric Scaled Score: 6.5-7.5 Spelling Feature: G-H	ORR: L and below Unit Assessment Average: 59% and below Writing Rubric Scaled Score: 0-6 Spelling Feature: F & below
Q4	ORR: S or above Unit Assessment Average: 85-100% PALS: 76 - 84 Writing Rubric Scaled Score: 15-20 Spelling Feature: N	ORR: P – R Unit Assessment Average: 70-84% PALS: 65 - 75 Writing Rubric Scaled Score: 8-14.5 Spelling Feature: K-M	ORR: N – O Unit Assessment Average: 60-69% PALS: 33 - 64 Writing Rubric Scaled Score: 6.5-7.5 Spelling Feature: I-J	ORR: M and below Unit Assessment Average: 59% and below PALS: 0 - 32 Writing Rubric Scaled Score: 0-6 Spelling Feature: G-H& below

DSA levels are the students' current instructional level

Updated November 6, 2018

# Elementary Literacy Assessments Proficiency Ranges 2018-19



Grade 4				
Use the ranges below to identify students' proficiency based on the following literacy assessments.				
Q	Above Grade Level	On Grade Level	Below Grade Level	Well Below Grade Level
Q1	<b>ORR: S or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: N</b>	<b>ORR: P, Q, R</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: K-M</b>	<b>ORR: O</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: I-J</b>	<b>ORR: N or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: G-H &amp; below</b>
Q2	<b>ORR: U or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: O</b>	<b>ORR: Q- T</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: K-N</b>	<b>ORR: P</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: I-J</b>	<b>ORR: O or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: G-H &amp; below</b>
Q3	<b>ORR: U or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: O</b>	<b>ORR: Q- T</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: M-N</b>	<b>ORR: P</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: K-L</b>	<b>ORR: O or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: J &amp; below</b>
Q4	<b>ORR: V or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: O+</b>	<b>ORR: S-U</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: M-N</b>	<b>ORR: Q- R</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: K-L</b>	<b>ORR: P or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: J &amp; below</b>

DSA levels are the students' current instructional level

Updated November 6, 2018



# Elementary Literacy Assessments Proficiency Ranges 2018-19



Grade 5				
Use the ranges below to identify students' proficiency based on the following literacy assessments.				
Q	Above Grade Level	On Grade Level	Below Grade Level	Well Below Grade Level
Q1	<b>ORR: V or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: P-T</b>	<b>ORR: S-U</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: M-O</b>	<b>ORR: Q-R</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: K-L</b>	<b>ORR: P or below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: J &amp; below</b>
Q2	<b>ORR: V or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: P-T</b>	<b>ORR: U</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: N-O</b>	<b>ORR: R, S, T</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: K-M</b>	<b>ORR: Q and below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: J &amp; below</b>
Q3	<b>ORR: W or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: P-T</b>	<b>ORR: U, V</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: O</b>	<b>ORR: R, S, T</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: M-N</b>	<b>ORR: Q and below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: L &amp; below</b>
Q4	<b>ORR: X or above</b> <b>Unit Assessment</b> <b>Average: 85-100%</b> <b>Writing Rubric Scaled Score: 15-20</b> <b>Spelling Feature: P-T</b>	<b>ORR: V, W</b> <b>Unit Assessment</b> <b>Average: 70-84%</b> <b>Writing Rubric Scaled Score: 8-14.5</b> <b>Spelling Feature: O</b>	<b>ORR: T, U</b> <b>Unit Assessment</b> <b>Average: 60-69%</b> <b>Writing Rubric Scaled Score: 6.5-7.5</b> <b>Spelling Feature: M-N</b>	<b>ORR: S and below</b> <b>Unit Assessment</b> <b>Average: 59% and below</b> <b>Writing Rubric Scaled Score: 0-6</b> <b>Spelling Feature: L &amp; below</b>

DSA levels are the students' current instructional level

Updated November 6, 2018

**York County School Division**  
**YCSD Literacy Project MCASP 2015**  
**Focus Group Protocol —Administrators**  
**Elementary**

Thank you for taking time today to speak with us today about your involvement with the YCSD Literacy project funded by a DoDEA MCASP 2015 grant.

My name is \_\_\_\_\_, and I am a researcher associate with the Shaffer Evaluation Group, which was contracted by the York County Schools to evaluate this project. Today, we would like to ask you several questions about your participation in this professional development program. These will help, in part, with the development of the grant's annual evaluation report.

Please know that there is no "right" answer, and we encourage you to respond to each question. We deeply appreciate your time. Our conversation today will last no longer than 45 minutes.

We are audio-recording today's discussion for the purpose of transcribing your comments for analysis. Please know that all responses will remain confidential. This means that your responses will only be shared with other members of the evaluation team, and we will ensure that any information we include in our report does not identify you as the respondent. You are free to withdraw from this discussion at any time without penalty.

This focus group is different than previous one's conducted with this grant. Since this is the final year of funding, we are asking you to reflect on the total experience with the grant (up to all 5 years).

Before we begin our conversation, I have some group norms that I am asking each of you observe:

1. First, please do not identify other people (students, teachers or administrators) by name when you talk. You might say instead, for example, "a teacher" or "a central office administrator."
2. Secondly, respect everyone's point of view. No one expects you to agree with one another about everything, and there are no right or wrong answers to our questions. Everyone's contributions are valuable.
3. Because your comments are being recorded, we need one person to speak at a time.
4. Finally, please do not repeat or discuss comments made during this session with others. Please do not repeat or discuss with other parents or staff what members of your group may

say. If you are asked, you might say that the group talked about ways to improve student learning, but please keep specific remarks confidential.

Before we begin, do you have any questions?

1. Please introduce yourself.
  - a. School, how long have you served your current school
  - b. Level of participation in the initiative
2. Let's talk for a few minutes about the effectiveness of the Writer's Workshop/Word Study/Fluency professional development activities:
  - a. What were the strengths of the professional development?
  - b. Was any part of the professional development less successful?
  - c. What recommendations could you offer to improve the program?
3. Based on your observations and work with teachers, what components or strategies associated with Writer's Workshop/Word Study/Fluency have teachers effectively implemented with their students?
  - a. Probe: Please describe any factors that have positively impacted implementation.
4. From your perspective, what barriers or challenges have teachers in your school faced in implementing the Writer's Workshop/Word Study/Fluency reading model?
  - a. Probe: Please describe any factors that have negatively impacted implementation.
5. We have been talking about three distinct items in the earlier questions, as grant funding is no longer available, please consider each item individually in terms of if and how the instructional practices will be sustained.
  - a. Probe: What aspects of Writer's Workshop are sustainable in your school?
  - b. Probe: What aspects of Word Study will continue in your school?
  - c. Probe: What aspects of the Fluency work have become institutionalized in your school?
  - d. Probe: What suggestions do you have to promote implementation and sustainability?
6. What advice would you give to another school district or division attempting to implement a similar grant?
7. Has anyone been a part of this grant for at least 2 years? (If yes, then direct the questions toward these individuals).

- a. What did you find to be the most valuable aspect of this grant?
- b. Where did you see teacher change and growth?
- c. What was most noticeable in terms of student benefits?
- d. What work still needs to be done?

**York County School Division**  
**YCSD Literacy Project MCASP 2015**  
**Focus Group Protocol —Administrators**  
**Secondary**

Thank you for taking time today to speak with us today about your involvement with the YCSD Literacy project funded by a DODEA MCASP 2015 grant.

My name is \_\_\_\_\_, and I am a researcher associate with the Shaffer Evaluation Group, which was contracted by the York County Schools to evaluate this project. Today, we would like to ask you several questions about your participation in this professional development program. These will help, in part, with the development of the grant's annual evaluation report.

Please know that there is no "right" answer, and we encourage you to respond to each question. We deeply appreciate your time. Our conversation today will last no longer than 45 minutes.

We are audio-recording today's discussion for the purpose of transcribing your comments for analysis. Please know that all responses will remain confidential. This means that your responses will only be shared with other members of the evaluation team, and we will ensure that any information we include in our report does not identify you as the respondent. You are free to withdraw from this discussion at any time without penalty.

This discussion is different from previous focus groups associated with this grant in that I encourage you to reflect over your total involvement with the grant which may be up to five years.

Before we begin our conversation, I have some group norms that I am asking each of you observe:

- First, please do not identify other people (students, teachers or administrators) by name when you talk. You might say instead, for example, "a teacher" or "a central office administrator."

- Secondly, respect everyone's point of view. No one expects you to agree with one another about everything, and there are no right or wrong answers to our questions. Everyone's contributions are valuable.
- Because your comments are being recorded, we need one person to speak at a time.
- Finally, please do not repeat or discuss comments made during this session with others. Please do not repeat or discuss with other parents or staff what members of your group may say. If you are asked, you might say that the group talked about ways to improve student learning, but please keep specific remarks confidential.

Before we begin, do you have any questions

1. Please introduce yourself.
  - a. School, years of involvement with the grant and where as there has been some school movement this year
  - b. Level of participation in the initiative
2. Let's talk for a few minutes about the effectiveness of the Strategic Reading training professional development activities. These include: Coaching training, Literacy co-teaching training, secondary literacy training)
  - a. What were the strengths of the professional development?
  - b. Was any part of the professional development less successful?
  - c. What recommendations could you offer to improve the program?
3. Based on your observations and work with teachers, what components or strategies associated with strategic reading (or other strategies associated with the grant (e.g., co-teaching, coaching, small group) have teachers effectively implemented with their students?
  - a. Probe: Please describe any factors that have positively impacted implementation.
4. From your perspective, what barriers or challenges have teachers in your school faced in implementing the strategic reading model?
  - a. Probe: Please describe any factors that have negatively impacted implementation.
5. What new instructional practices associated with the grant will be sustained, we will discuss them separately as you consider which ones have become institutionalized (part



of toolbox) and how they will be continued as well as what may not be viable without the grant funding and focus?

- a. Probe: How will coaching training be sustained?
  - b. Probe: How will literacy co-teaching (SPED/GenED) continue?
  - c. Probe: What topics of the secondary literacy training will continue (e.g., Words their Way was a focus this year)
  - d. Probe: What suggestions do you have to promote implementation and sustainability?
6. What advice would you give to another school district or division attempting to implement a similar grant?
7. Has anyone been a part of this grant for at least 2 years? (If yes, then direct the questions toward these individuals).
- a. What did you find to be the most valuable aspect of this grant?
  - b. Where did you see teacher change and growth?
  - c. What was most noticeable in terms of student benefits?
  - d. What work still needs to be done?

### **Project Staff Focus Group Protocol**

Thank you for taking time today to speak to us today...

My name is \_\_\_\_\_ and I am the external evaluator for the school division's DoDEA MCASP 2015 grant. During today's discussion, I am collecting data on how the project is being implemented.

I deeply appreciate your time. Our conversation today will last no longer than one hour.

I am audio-recording today's discussion for the purpose of note-taking. Please know that all responses to evaluation questions will remain confidential. This means that your responses will only be shared with other members of my evaluation team, and we will ensure that any information we include in our report does not identify you as the respondent. You are free to withdraw from this discussion at any time without penalty.

1. Let's first review the action plan that was published in the evaluation matrix. Looking at each strategy area in turn:
  - a. In your own words, describe what actions were taken to implement each strategy.
  - b. Looking at the action, are there any changes to the action items in the final year of the grant? If yes, how have the actions been modified and why?

2. In your own words, how has the grant evolved over the course of the five years?
  - a. Probe: YCSD quickly achieved its Goal 2 targets and shifted the focus to increasing the number of students who scored “pass advanced” on the SOL. How did that shift in focus impact the grant?
  - b. Reflecting on the past five years, what are facets of the grant that made the greatest impacts?
  - c. Reflecting on the past five years, what aspects of the grant did not produce the anticipated change?
  - d. Probe: How did the work at the schools impacted by the fire this year alter their work related to the grant (GMS/TMS; GHS/YHS)?
3. Across the life span of the grant, what factors have positively or negatively affected the implementation of actions? [Discuss by strategy]
4. What is unique to your grant project that would be helpful to share with other future grantees?
5. Provide an overview of project activities for year five that still remain? Even though the grant is closing out May 31st, are there things planned for the summer? (What will your final semester look like?)
6. Thinking about the various aspects of the grant, what will be sustained and how? [Discuss by strategy]
7. Based on the work accomplished with this grant, what should be focused upon next?
8. I want to obtain feedback from you about the evaluation design.
  - a. Thinking across the five years of the grant, what issues or challenges did you have related to data collection? Please explain.
9. What recommendations, if any, do you have for Future Grantees and/or DoDEA?
  - a. What would be replicable or helpful for other grantees to know?
10. What did you find to be the most valuable aspect of this grant?
11. Where did you see teacher change? Leadership growth? Student Impact?
  - a. Probe: ETAC requested reporting of EOC 11. What anecdotal evidence do you have that the work done in middle school has impacted last year’s and this year’s 11<sup>th</sup> graders?
  - b. Probe: What have you observed about the work done in the elementary school that positively impacted students in either upper elementary or middle school?

## *Annual Staff Survey*

### Introduction

The Department of Defense Education Activity (DoDEA) Educational Partnership awarded a grant to the York County School Division to support the implementation of Writer's Workshop and Strategic Reading.

As a teacher working in one of the schools benefiting from the grant, we invite you to participate in this annual survey. Your responses will help the division leadership continue to improve these initiatives. The survey should take about 15 minutes to complete. There are no "right" or "wrong" answers to any of the questions. You will be guided through the survey so that you will only complete questions related to the activities you or your school have participated in associated with the grant.

This survey collects information anonymously. Your participation in the study is voluntary and non-participation will have no negative impact on you or your organization. However, it may help us improve the work to better serve the students and staff. You can stop the survey at any time.

If you wish to participate in this study, please continue.

### Tell us about yourself

1. Please select your primary teaching subject/area of responsibility.

\* 2. At which school do you work?

## Fluency

\* 3. Have you attended fluency training?

- ☐ No, I have not attend training.
- ☐ Yes, I have attended training and am implementing fluency instruction in my classroom.
- ☐ Yes, I have attended training but I am not in a classroom setting to implement strategies for fluency instruction.

## Fluency Training

4. As a result of the training, please rate your level of confidence in implementing the following fluency strategies.

	Not at all confident	Somewhat confident	Confident	Very confident
Understanding the components of fluency (expression, automatic word recognition, rhythm and phrasing, smoothness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing fluency using a measure such as the Multidimensional Fluency Scale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using assessments to develop instructional next steps based on student need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating fluency practice into small group instruction and independent practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please briefly describe how you have implemented fluency instruction in your classroom this year.

6. What challenges, if any, have you faced in implementing fluency instruction in your classroom?

## Word Study

\* 7. Have you attended Word Study training?

- ☐ No, I did not attend training.
- ☐ Yes, I attended training and am implementing Word Study.
- ☐ Yes, but I am not in a classroom setting to implement Word Study.

## Word Study

8. As a result of the training, please rate your level of confidence in implementing the following Word Study components.

	Not at all confident	Somewhat confident	Confident	Very confident
Understanding the types of literacy learners (emergent, beginning, & transitional) and the primary focus of each learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing student word study to inform instruction and group students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the components of the small group learner plans to design and deliver small group instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching small group lessons differentiated by types of literacy learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating word study, guided reading, and writing according to learner needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please briefly describe how you have implemented Word Study in your classroom this year.

10. What challenges, if any, have you faced in implementing Word Study in your classroom?

## Coaching Training

\* 11. Did you attend Results Coaching Global coaching training?

- ☐ No, I did not attend training.
- ☐ Yes, I have attended training and am implementing the coaching skills learned.
- ☐ Yes, I have attended training but I am not in a setting or role to implement the coaching strategies.

## Coaching Training

12. As a result of the training, please rate your level of confidence in implementing the following coaching principles.

	Not at all confident	Somewhat confident	Confident	Very confident
Committed listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paraphrasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking open-ended questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing reflective feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please briefly describe how you have implemented strategies from the coaching training in your work this year.

14. What challenges, if any, have you faced in implementing strategies from the coaching training in your work this year?

## Literacy Co-Teaching

\* 15. Did you attend the Middle School Literacy Co-Teaching (2Teach LLC) Professional Development?

- ☐ No  
☐ Yes



## Literacy Co-Teaching

16. As a result of the training, please rate your level of confidence in implementing the following foundational co-teaching approaches.

	Not at all confident	Somewhat confident	Confident	Very confident
One teach, one support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parallel teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Station teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please briefly describe how you have implemented the literacy co-teaching approaches in your classroom as a result of the training.

18. What challenges, if any, have you faced in implementing literacy co-teaching instruction in your classroom?

## Secondary Literacy Training

19. Did you attend the secondary literacy training(s) led by your school's instructional trainer this year?

- ☐ No  
☐ Yes

## Secondary Literacy Training

20. As a result of the training, please rate your level of confidence in implementing the following instructional strategies.

	Not at all Confident	Somewhat Confident	Confident	Very Confident
Using technology and/or applications to support literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology and/or applications to increase student voice and choice in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please briefly describe how you plan to implement the literacy instructional strategies listed above in your classroom as a result of the training and information provided by the instructional trainers in your school.

22. What challenges, if any, have you faced in implementing the literacy instructional strategies listed above in your classroom?

## Appendix C: Summative Data Tables

### Goal 1

The summative indicator for Goal 1 was met. Student performance as measured on the writing rubric increased from baseline.

Table C1. Summative Outcome Indicator Findings

	% MC Proficient		
Grade	Baseline	Spring 2019	Change
2	56%	94%	37%
3	88%	96%	9%
4	92%	94%	2%
5	91%	96%	5%
<b>Total</b>	<b>82%</b>	<b>95%</b>	<b>13%</b>

The scores of non-military-dependent students are reported for informational purposes. Their scores also increased from baseline.

Table C2. Non-military Peers Writing Rubric Passing Percentages

	% Non-MC Proficient		
Grade	Baseline	Spring 2019	Change
2	47%	92%	45%
3	89%	90%	1%
4	87%	90%	3%
5	92%	95%	3%
<b>Total</b>	<b>79%</b>	<b>92%</b>	<b>13%</b>

## Goal 2

The summative indicator for Goal 2 was not met. Grade 7 increased over 5 percentage points from baseline; however, all grade levels fell short of the interim outcome target of 6 percentage points above baseline for military-dependent students earning advanced scores on the reading SOL.

Table C3. State Assessment Reading Advance Passing Scores for Military-Dependent Students

	Military-Dependent Students		
	% Earning Advanced Score		
Grade	SY2016	SY2019	Change
6	27.10%	23.35%	-3.75%
7	19.00%	24.56%	5.56%
8	19.60%	13.77%	-5.83%
<b>Total</b>	<b>21.90%</b>	<b>20.50%</b>	<b>-1.40%</b>

The scores of non-military-dependent students are provided for informational purposes. Non-military-dependent peers showed improvement from baseline across the grades; however, their performance is below their military-dependent peers.

Table C4. State Assessment Reading Advance Passing Scores for Non-military-dependent Students

	Non-Military-Dependent Students		
	% Earning Advanced Score		
Grade Level	SY2016	SY2019	Change
Grade 6	16.80%	17.96%	1.16%
Grade 7	12.80%	17.20%	4.40%
Grade 8	8.70%	11.16%	2.46%
<b>Total</b>	<b>12.70%</b>	<b>15.29%</b>	<b>2.59%</b>

## Supplemental Measure

Military-dependent students' advanced pass score percentage on the Reading SOL has been consistently higher than the state average in Grades 6-8. The graph below displays military-dependent students' advanced pass rates on the Reading SOL compared to the state average for the baseline year (2017) and 2019.

## Military-Dependent Students' Reading SOL Scores Compared to the State Average

