



STAR READING UPDATE

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AGENDA



- COVID-19 and Reading
- Our Priorities in 2020-2021
- STAR Reading Context
- STAR Reading Data
- Action Steps
- Next Steps



COVID-19 and READING

- ❑ Globally, the educational disruption caused by the pandemic is predicted to have had a negative impact on educational outcomes for many students.
- ❑ According to the NWEA, preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year.
- ❑ Researchers have found that some of the negative academic effects of disasters on students disappear after the first year when educational resources are appropriately allocated to students and families.



2020-2021 PRIORITIES

❑ Core Instructional Framework:

- ❑ Virtual Learning Playbook that provides resources and tools into exemplary and equitable practices to empower educators to facilitate learning
- ❑ Blended Instructional Learning with 1:1 technology

❑ Tier 2 Support:

- ❑ Guided Reading and Small Group Instruction

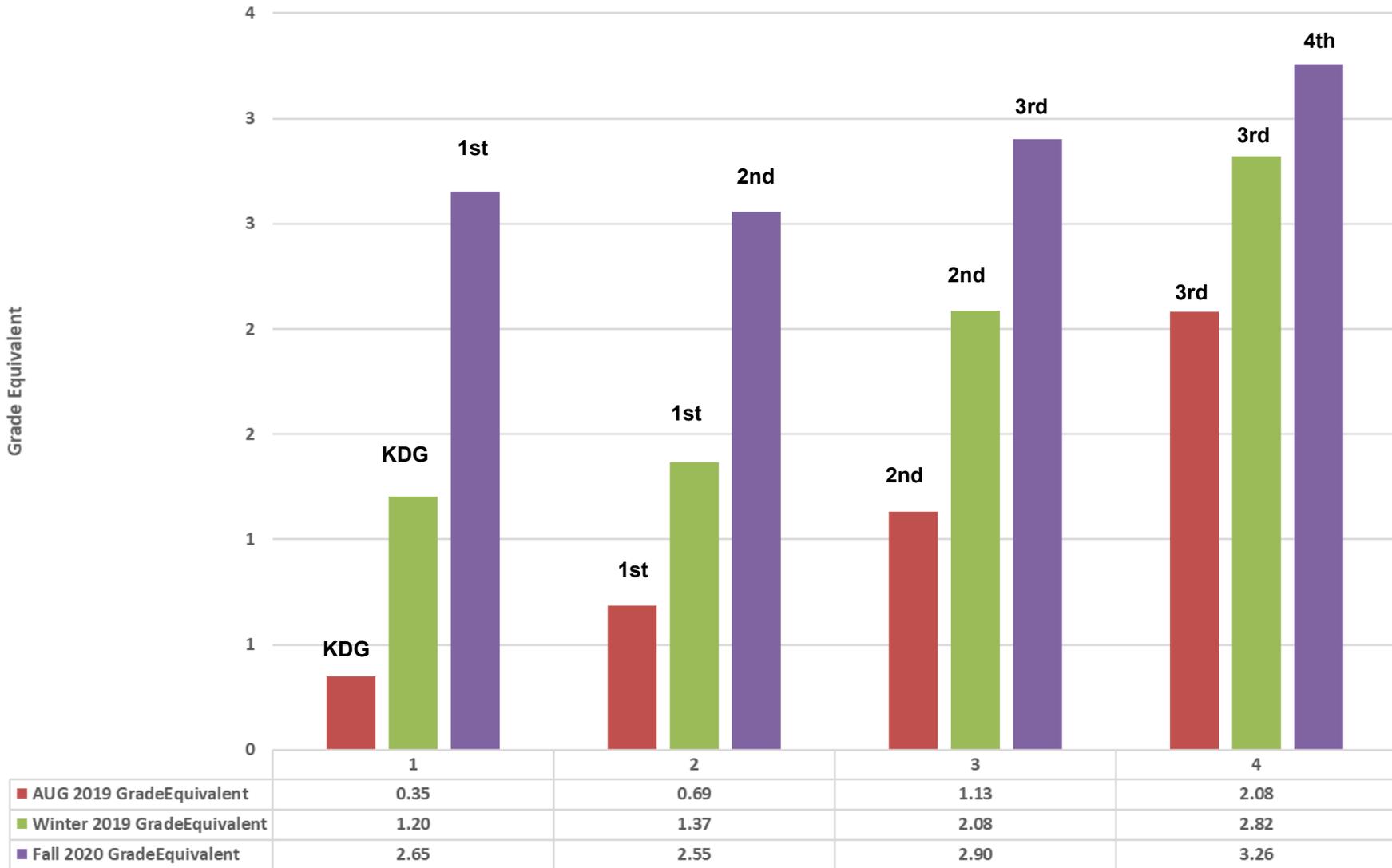
❑ Assessments for Learning:

- ❑ Teacher made assessments to provide teachers with an understanding of the standards that students have and have not mastered in a unit of study
- ❑ STAR assessments to provide literacy growth, reading growth placements and student readability

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Average Grade Equivalent over time



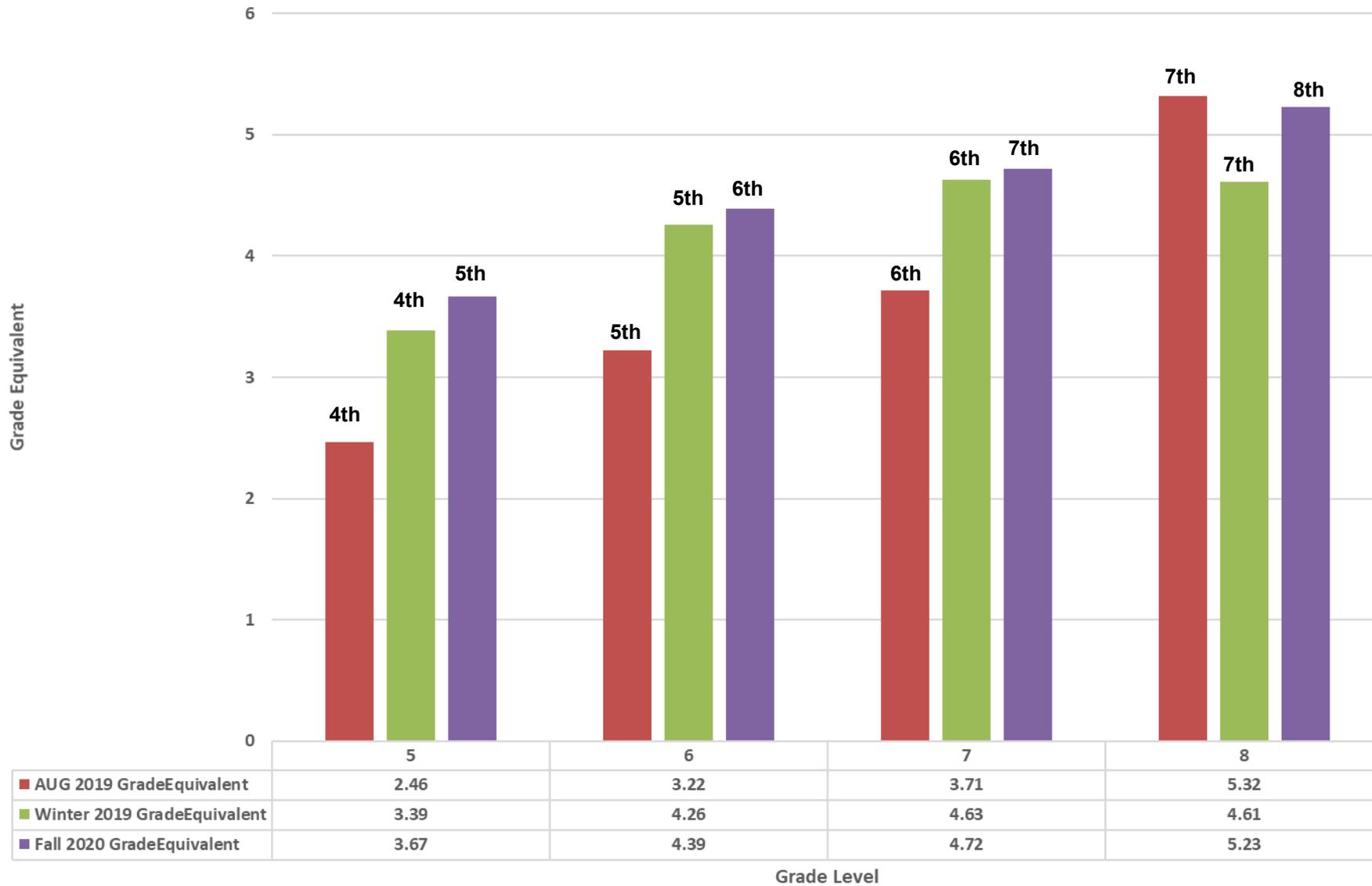
Grade Level

■ AUG 2019 GradeEquivalent ■ Winter 2019 GradeEquivalent ■ Fall 2020 GradeEquivalent

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Average Grade Equivalent over time

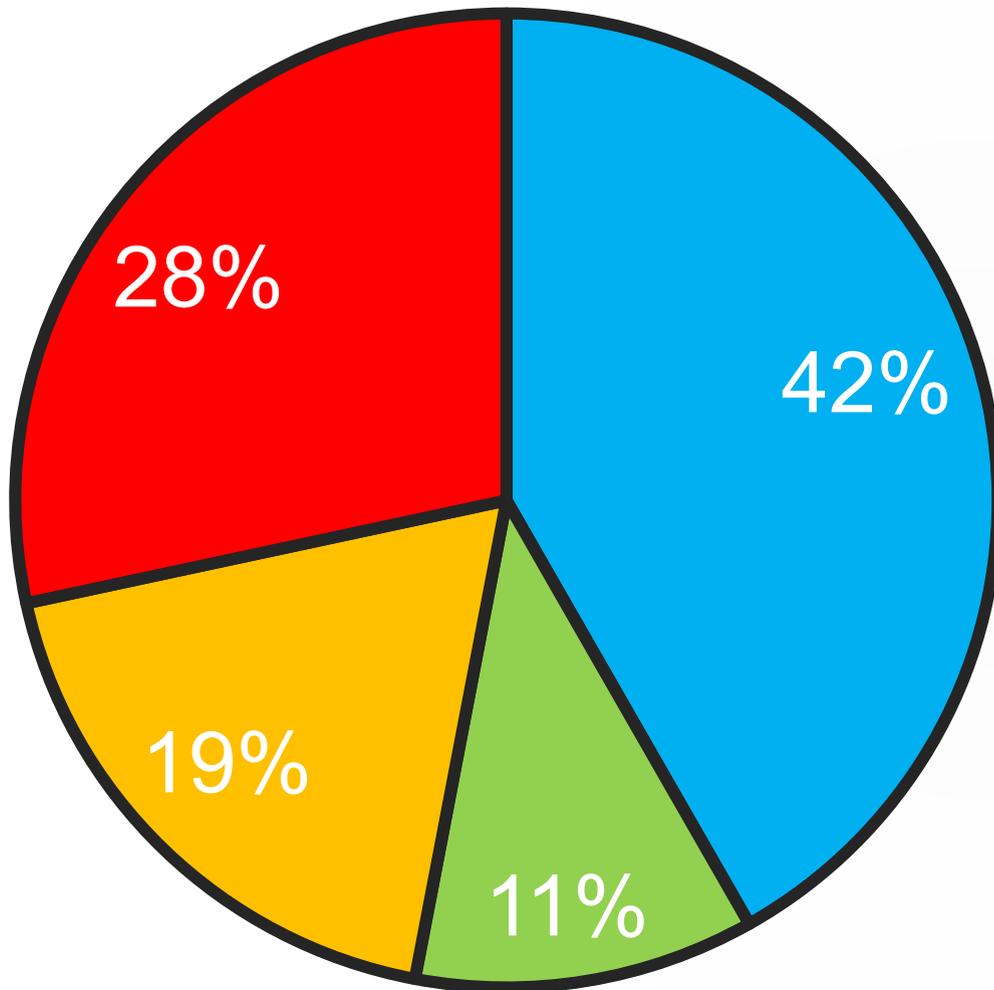


■ AUG 2019 GradeEquivalent ■ Winter 2019 GradeEquivalent ■ Fall 2020 GradeEquivalent

STAR READING



3rd GRADE READING RANGES- BOY 2020



- At/Above- 3rd Early or Higher
- Approaching- Mid-Late 2nd
- Intervention- Early-Mid 2nd
- Urgent Intervention- Late 1st Grade or Lower

ACTION STEPS



❑ Core Instructional Framework:

- ❑ 45 minute ELA live lessons daily for all virtual learners
- ❑ Increased use of individualized learning assignments for students as part of a student's independent work time
- ❑ Use of instructional videos to provide additional support to learners and support parents
- ❑ Weekly booster sessions focused on best practices in reading

❑ Tier 2 Support:

- ❑ Intentional support and professional development for academic instructional coaches on guided reading instruction
- ❑ Small group/guided reading during hybrid learning

❑ Assessments for Learning:

- ❑ Support teachers to set goals for students based upon student data on assessments.

NEXT STEPS



- ❑ Begin planning for summer learning sessions to ensure students have time and resources to make up unfinished learning
- ❑ Utilize teacher made assessment data to plan skill based lessons on skills that students have not mastered
- ❑ Train teachers on strategies to support students who have not mastered grade level skills



QUESTIONS?