

Presentation to Millburn

CCSD 24 BOE

December 5, 2011

Data Report on *Reading Plus*:  
A Response to Intervention  
Tool for Reading  
Comprehension Used in the  
Middle School

# MILLBURN DISTRICT

Millburn Central



Millburn West



12/9/11

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# District Assessment

## NWEA MAP: Measure of Academic Progress

<b>Description of Risk</b>	<b>Criteria</b>
Significantly at-risk	RiT Percentile (MAP) 25%ile and below
Moderately at-risk	RiT Percentile (MAP) 26%ile to 35%ile

# ESSENTIAL COMPONENTS FOR AN EFFECTIVE INTERVENTION

RP: Provides high quality, research-based instruction/intervention matched to student needs.

RP: Uses data regarding learning rate over time and level of performance

RP: Makes educational decisions based upon student's response to instruction/intervention

“Is technology rewiring the brains of young people?”

[iBrain: Surviving the Technological Alteration of the Modern Mind.](#) by Dr. Gary Small

This age group is used to multi-tasking, fast media, instant gratification, and results.

“Is the wired world changing the way we read, learn, and interact with others?”

“...students have... less interest in traditional classroom learning.”

# READING PLUS

- ✦ Helps students read independently
- ✦ Addresses silent reading fluency
- ✦ Uses visual and perceptual strategies
- ✦ Provides scaffolded silent reading practice

# GOALS FOR STUDENTS

Increase reading speed.

Increase comprehension

Expand vocabulary understanding

Learn and use reading strategies to increase comprehension in content-areas

Bring reading level up to or as-close-to grade level as possible in fluency and comprehension

# COACHING TASKS

- Coach monitors progress of students as they attempt to “level-up” based on comprehension level and skills
- Talks with students about goals: immediate and long-term
- Reminds students to reread, slow down, keep eye on their immediate goals to reach long-term goals.
- Celebrates with them as they succeed (awards, notes to teachers, notes home, picture of student with award...)



# Growth SY2010-2011

## **NOTE:**

**The following slides represent data for the middle school students in the Reading Plus RtI Intervention program only. The data does not reflect MAP results for the general student population.**

# SIXTH GRADERS

## Content Level

	<u>September 2010</u>	<u>May 2011</u>
<i>Below 5+ Levels:</i>	<b>22%</b>	<b>0%</b>
<i>Below 4 Levels:</i>	<b>77%</b>	<b>0%</b>
<i>Below 3 Levels:</i>	<b>0%</b>	<b>11%</b>
<i>Below 2 Levels:</i>	<b>0%</b>	<b>33%</b>
<i>Below 1 Level:</i>	<b>0%</b>	<b>11%</b>
<i>At or Above Level:</i>	<b>0%</b>	<b>44%</b>

Average Level Gain: 3 Grade Levels

# SEVENTH GRADERS

## Content Level

September 2010

May 2011

<i>Below 5+ Levels:</i>	<b>90%</b>	<b>0%</b>
<i>Below 4 Levels:</i>	<b>10%</b>	<b>0%</b>
<i>Below 3 Levels:</i>	<b>0%</b>	<b>0%</b>
<i>Below 2 Levels:</i>	<b>0%</b>	<b>10%</b>
<i>Below 1 Level:</i>	<b>0%</b>	<b>40%</b>
<i>At or Above Level:</i>	<b>0%</b>	<b>40%</b>

Average Level Gain: 4.2 Grade Levels

# EIGHTH GRADERS

## Content Level

September 2010

May 2011

<i>Below 5+ Levels:</i>	<b>89%</b>	<b>0%</b>
<i>Below 4 Levels:</i>	<b>0%</b>	<b>11%</b>
<i>Below 3 Levels:</i>	<b>11%</b>	<b>33%</b>
<i>Below 2 Levels:</i>	<b>0%</b>	<b>11%</b>
<i>Below 1 Level:</i>	<b>0%</b>	<b>22%</b>
<i>At or Above Level:</i>	<b>0%</b>	<b>22%</b>

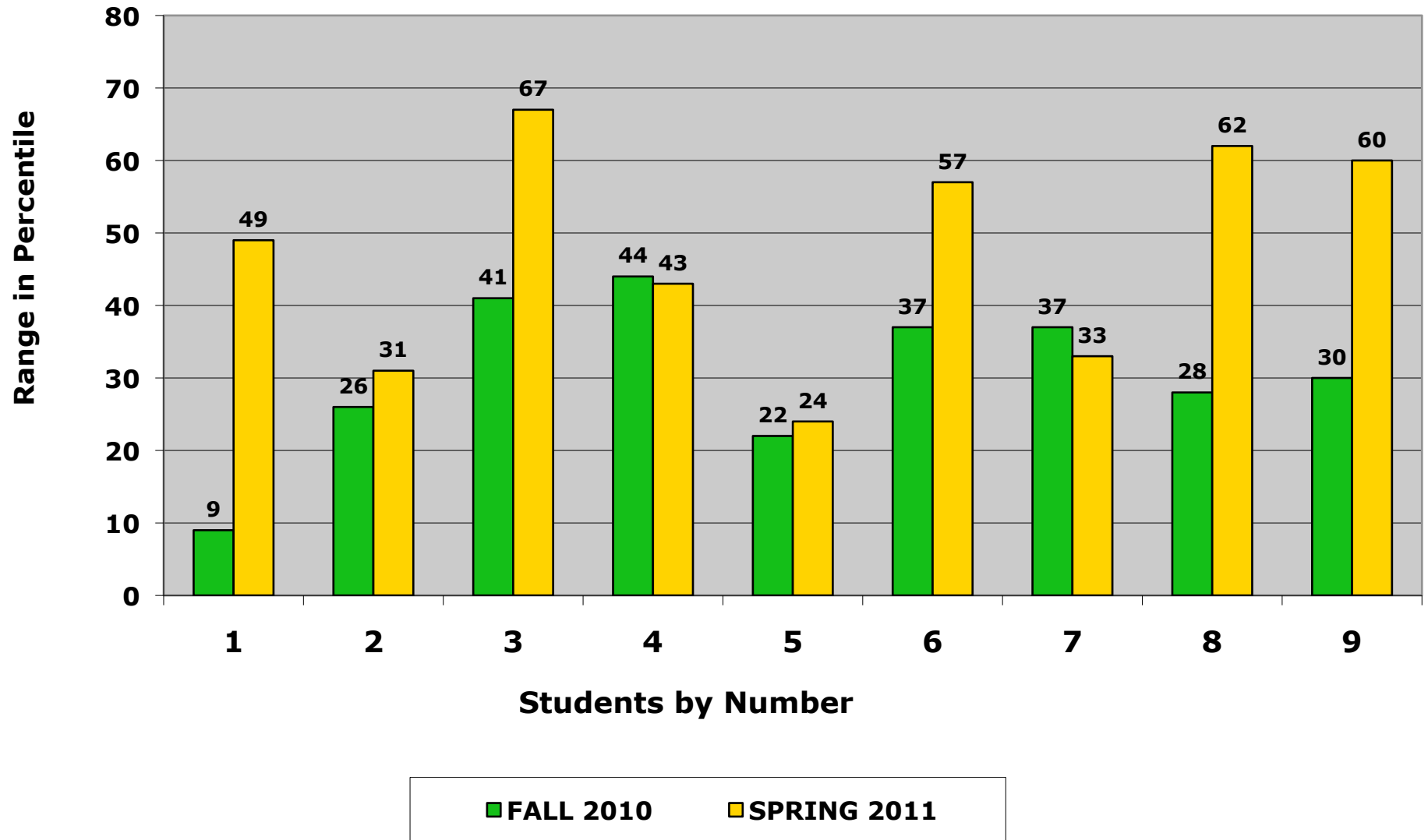
Average Level Gain: 4.4 Grade

12/9/11 Levels

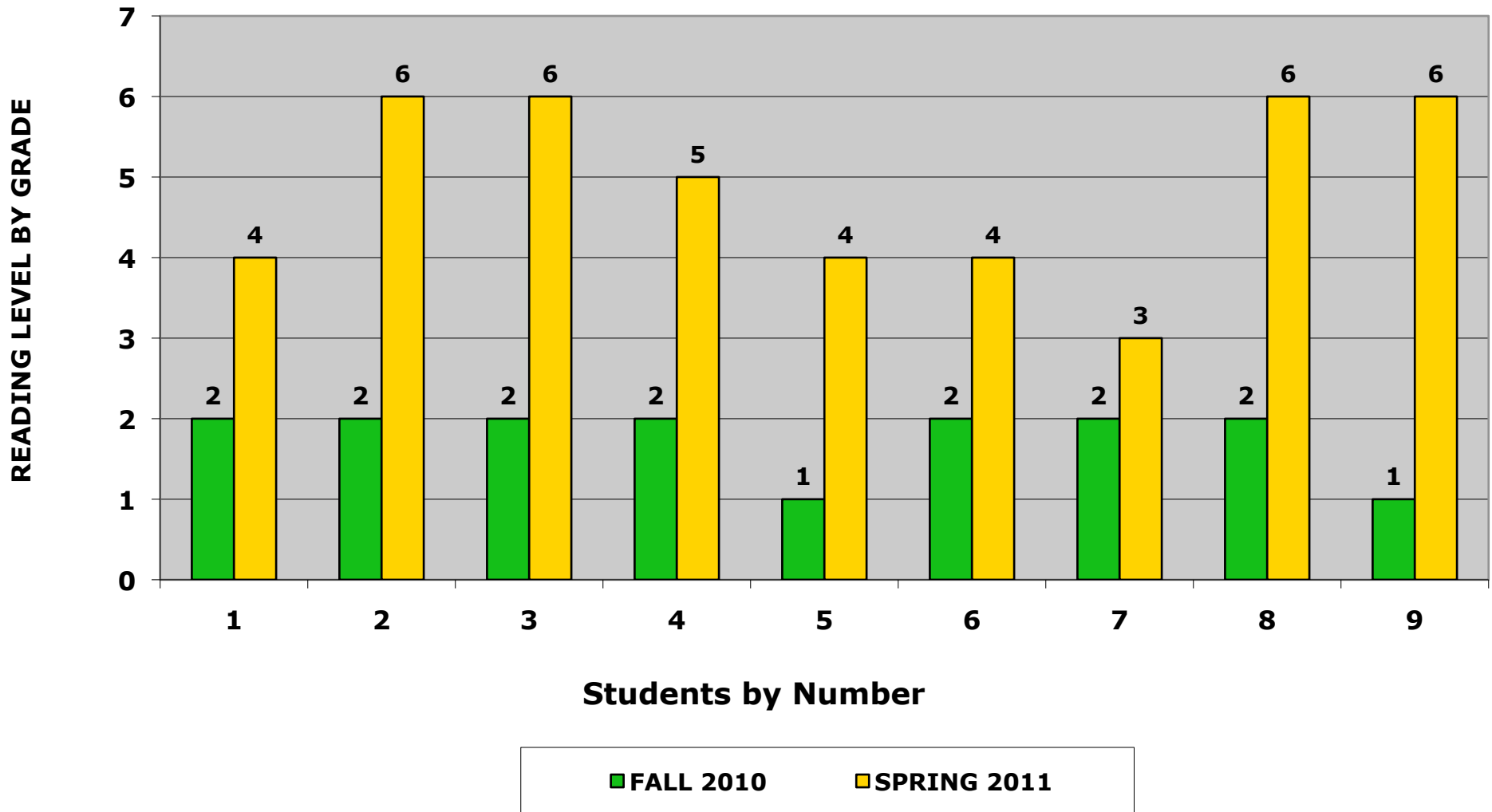
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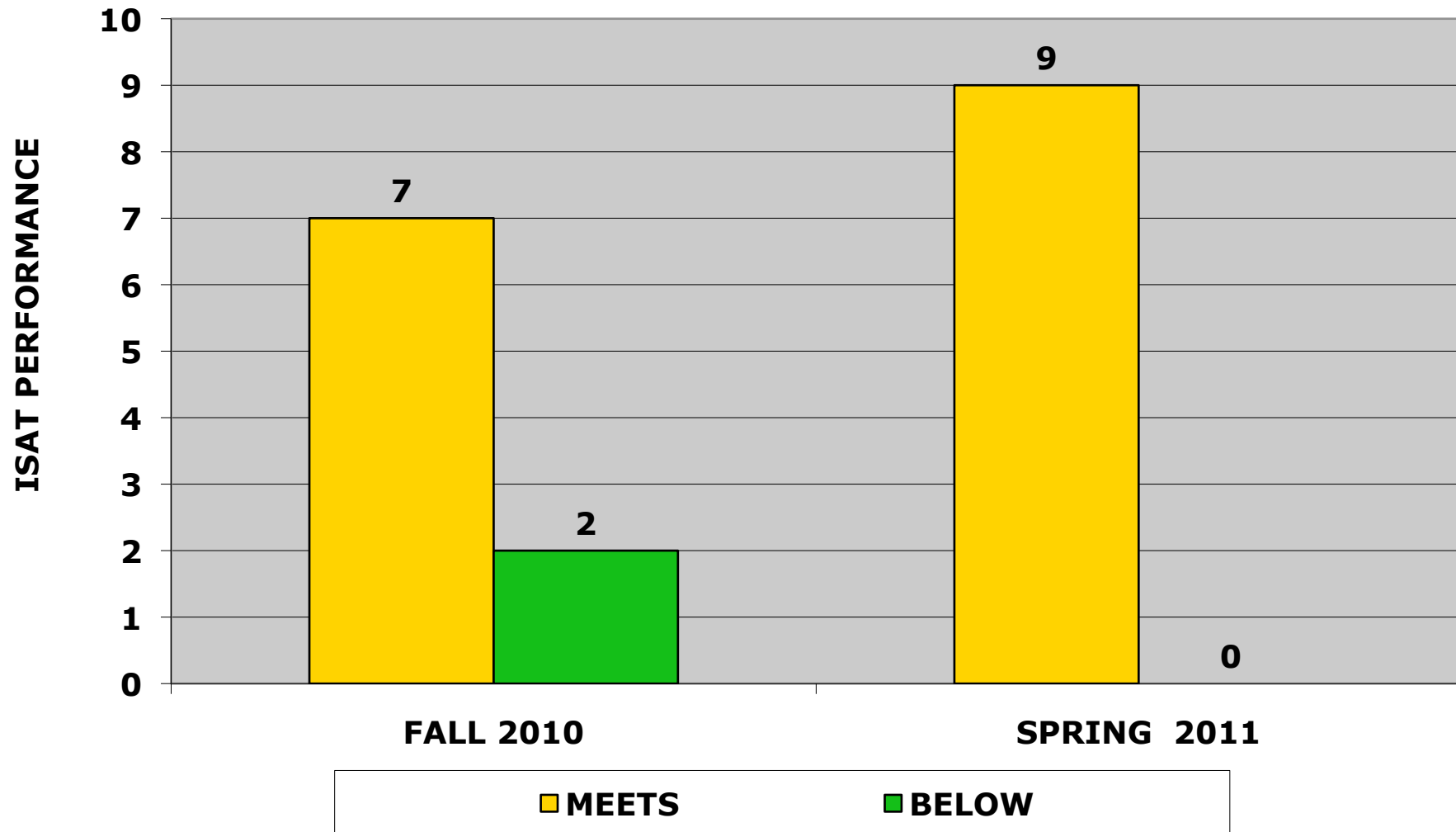
## GROWTH IN MAP PERCENTILE-Sixth Grade Reading RtI



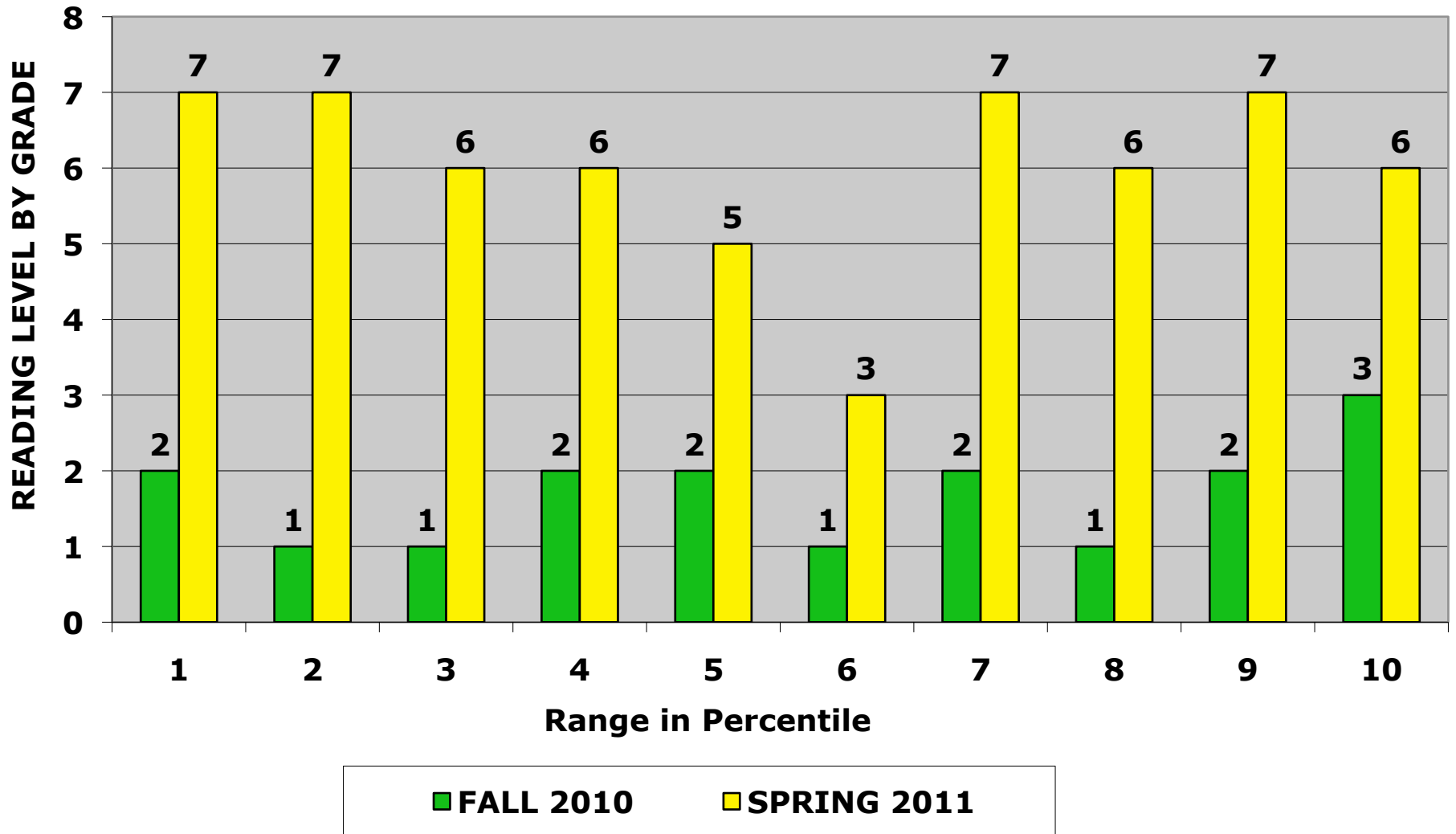
## GROWTH IN READING LEVEL-Sixth Grade Reading RtI



## ISAT PERFORMANCE LEVEL-Sixth Grade RtI Reading

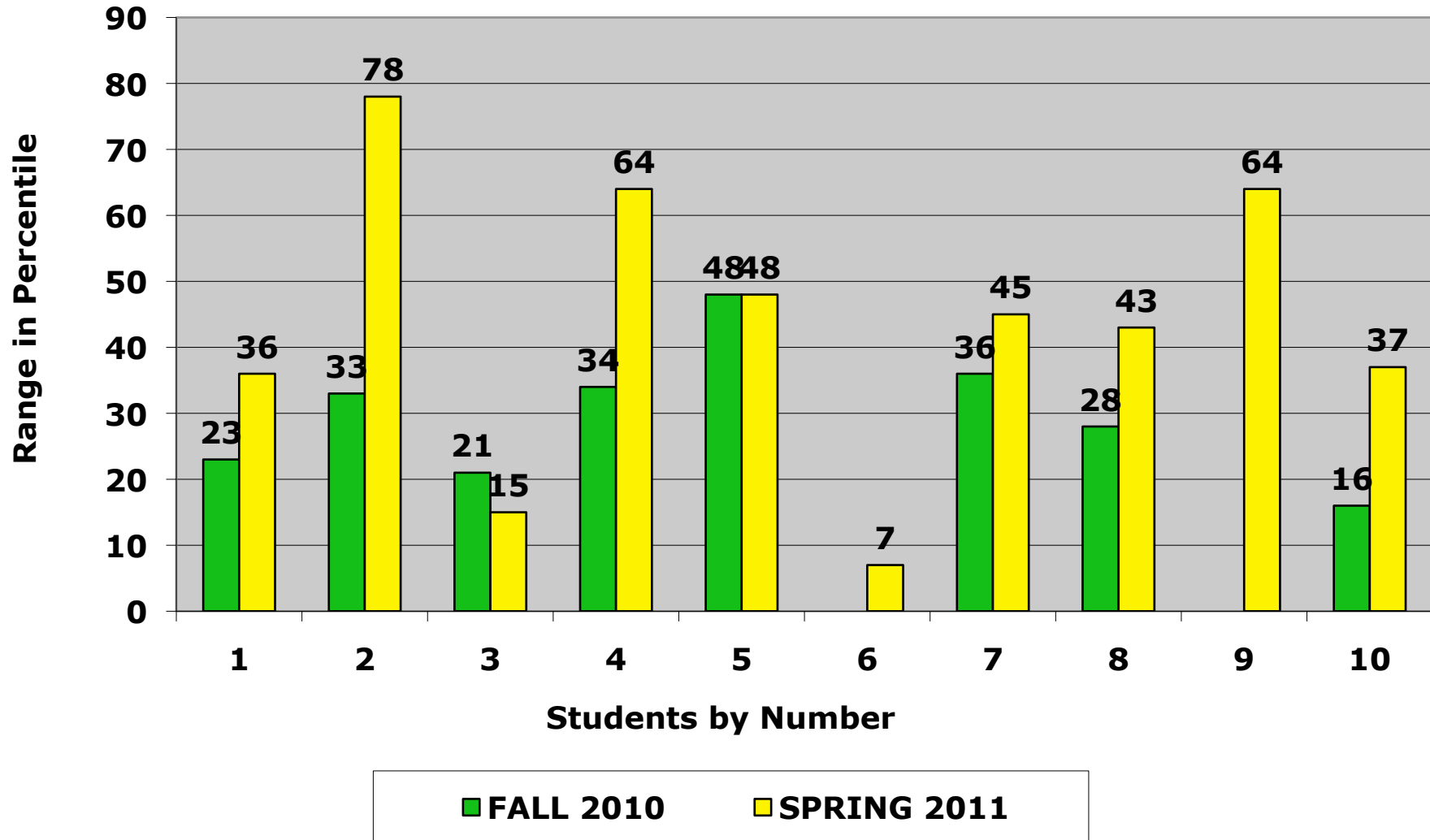


## GROWTH IN READING LEVEL-**Seventh Grade Reading RtI**

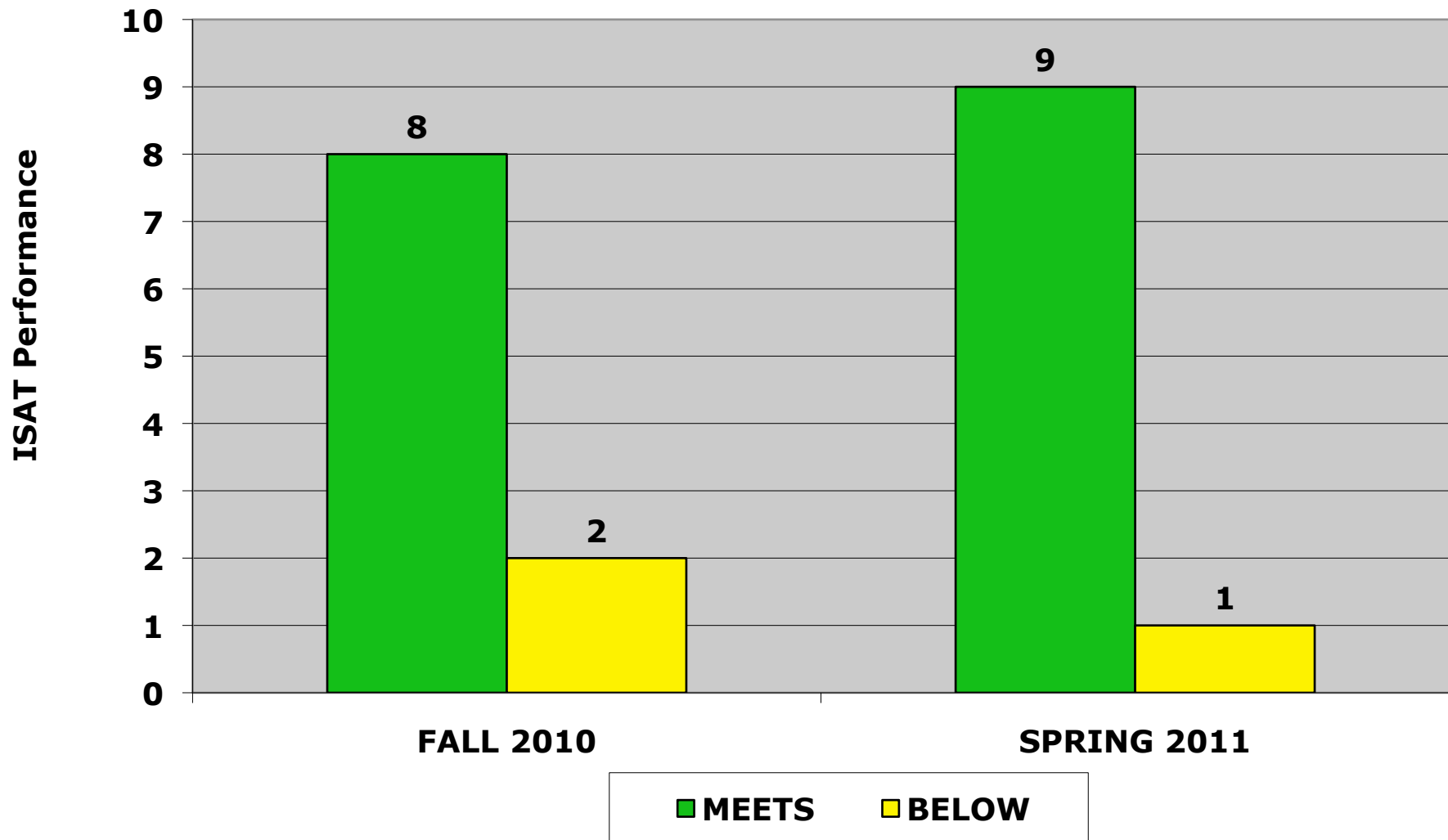




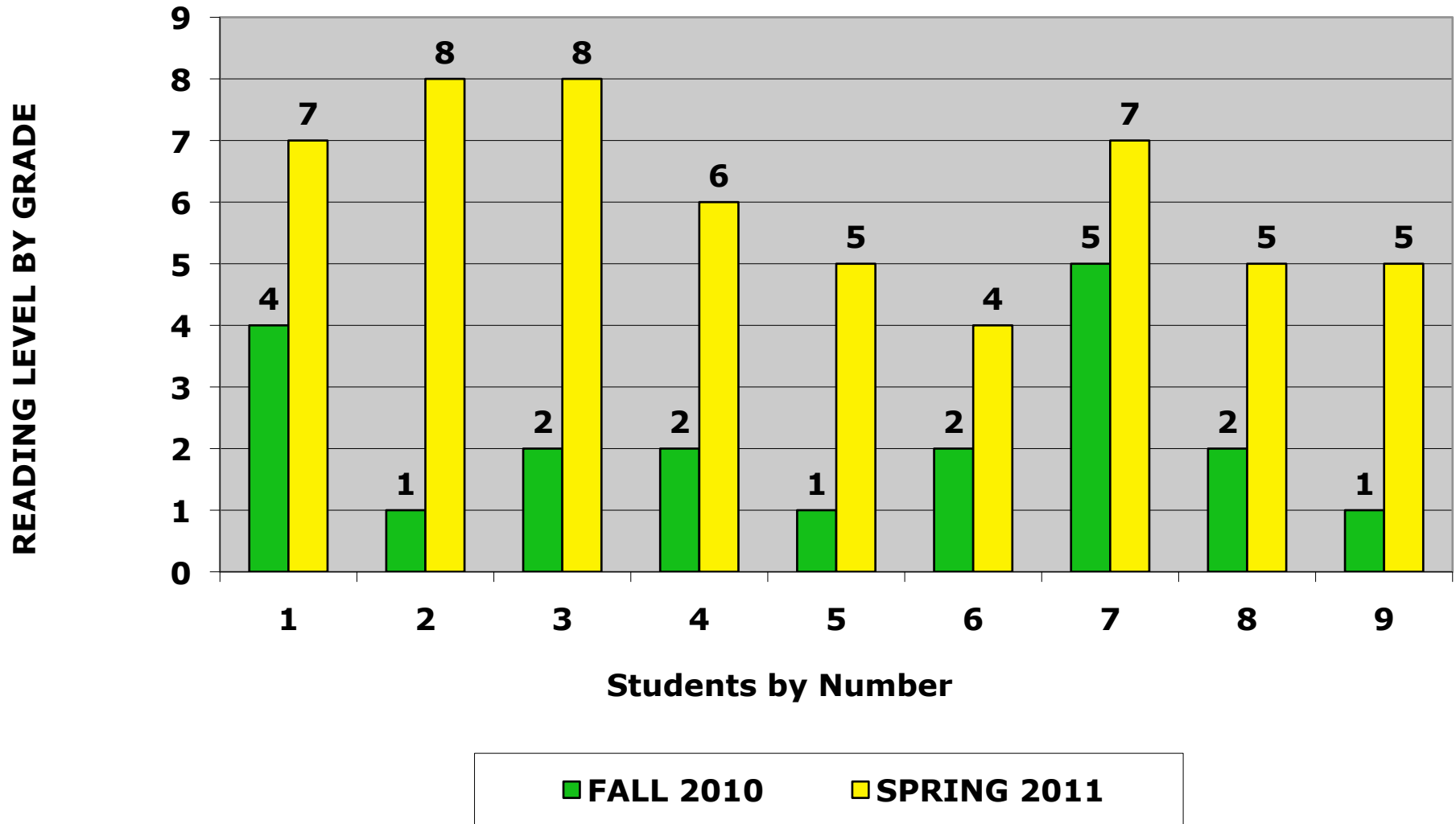
## GROWTH IN MAP PERCENTILE- Seventh Grade Reading RtI



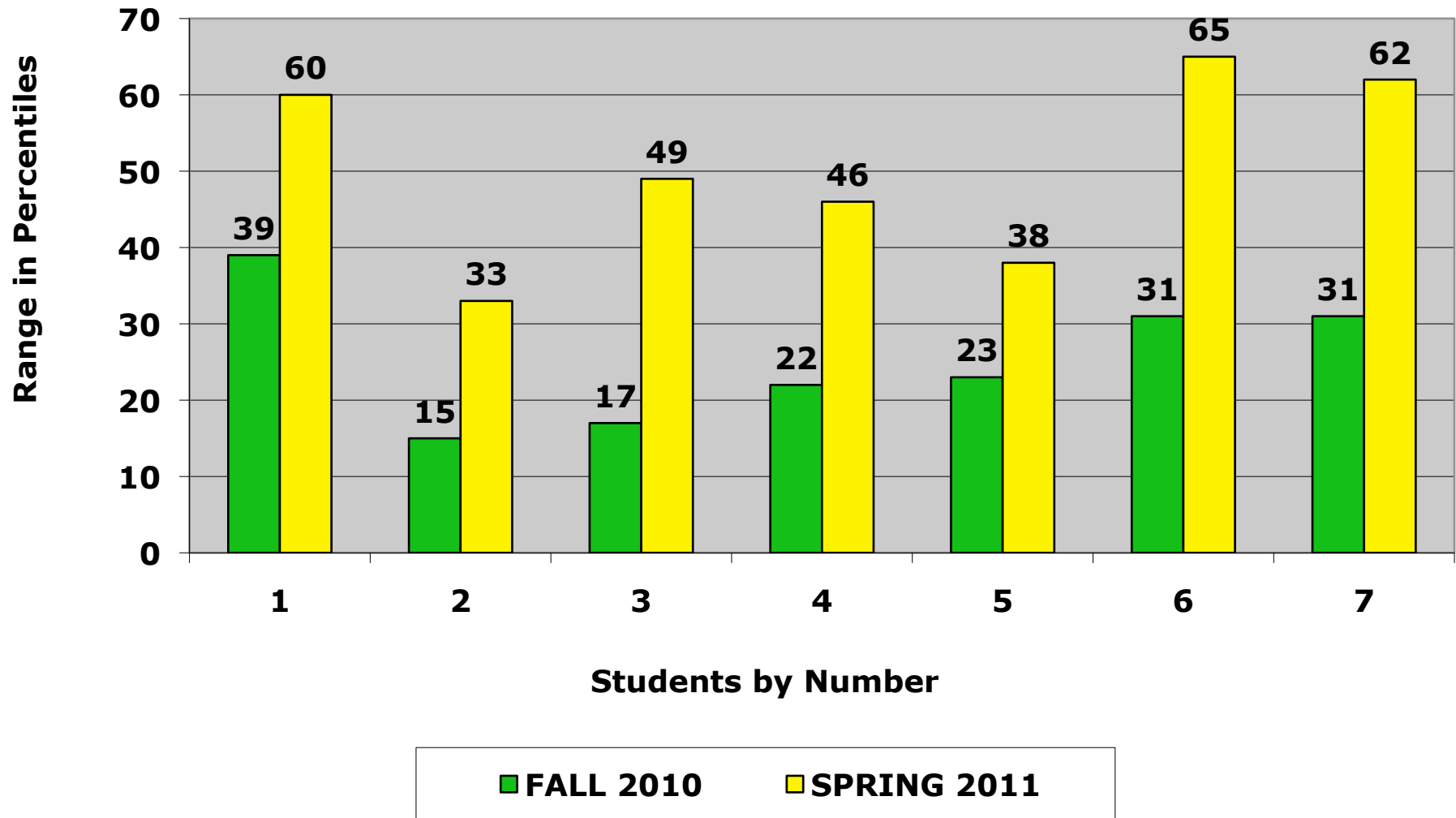
## ISAT Performance Level-Seventh Grade RtI Reading



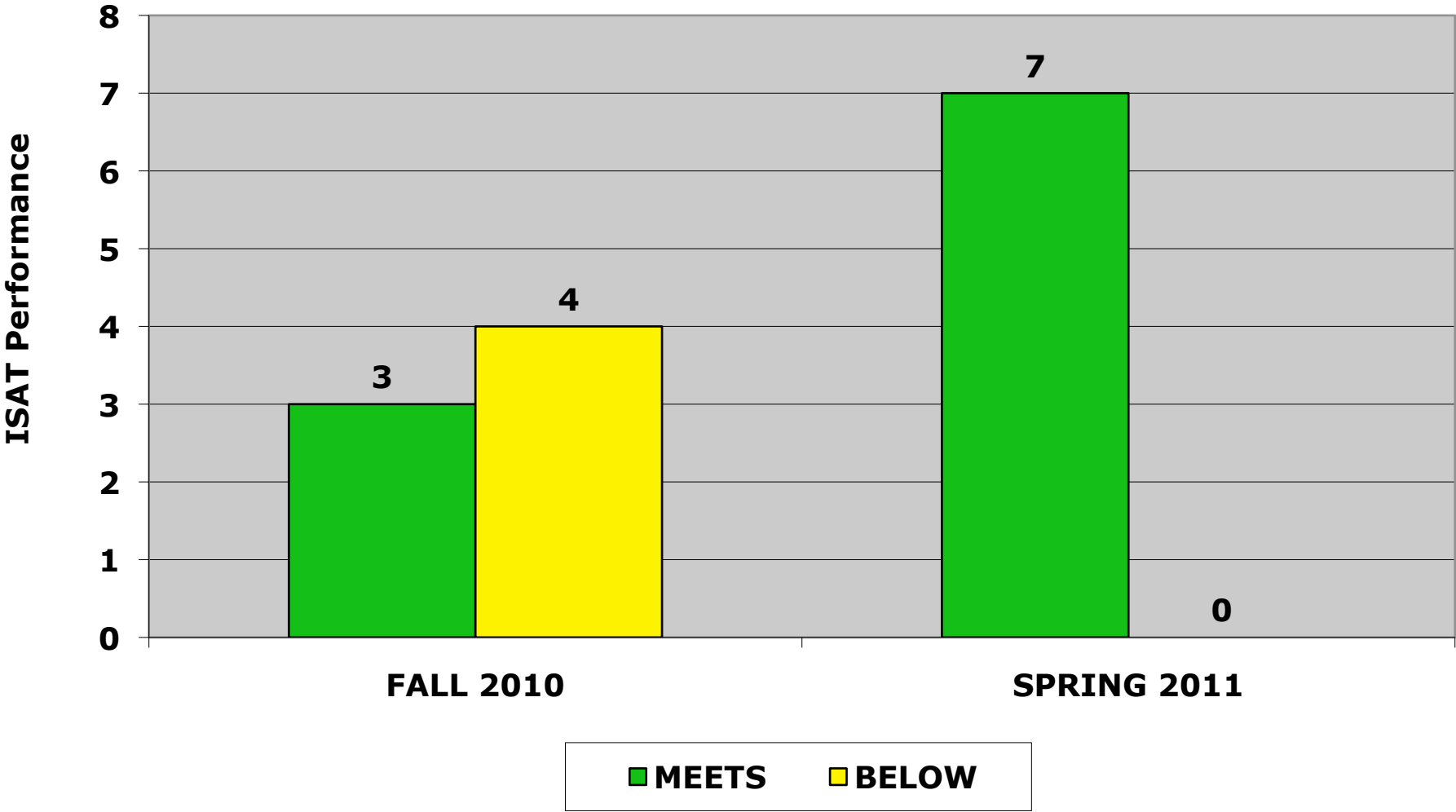
## GROWTH IN READING LEVEL-Eighth Grade Reading RtI



## GROWTH IN MAP PERCENTILE-Eighth Grade Reading RtI



# ISAT Performance Level-Eighth Grade RtI Reading



# OBSERVATIONS

Students want to be in charge of themselves, but often feel controlled. This program puts them in the driver's seat. Our job is to convince them that they are driving toward success. Their emotions, determination, curiosity, desire, and effort affect the outcome. They see it immediately.

# Questions?

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