

### High quality READ plans are associated with moving English Learner (EL) students out of the Significantly Below Grade Level (SBGL) performance band on state literacy assessments.

English Learners who had higher quality READ plans in 2014-2015 were statistically more likely to move out of the SBGL performance band than students whose READ plans were of lower quality. In addition, their likelihood of moving out of the SBGL band was improved if they were able to reach their target assessment score and had English language acquisition specific interventions. High quality home intervention strategies positively contributed to moving students out of the SBGL band when looking at ELA-E and ELA-S<sup>1</sup> students independently. Finally, teacher observations in the classrooms of Spanish speaking ELs which specifically take into account a student's literacy skills, were found to be a significant indicator of ELA-S students moving out of the SBGL band (See box below for further discussion on these findings).

**These findings suggest a high quality READ plan with clear goal setting, home intervention strategies, and targeted ELA interventions – alongside quality implementation – is associated with whether an EL student moves out of the SBGL performance band.**

*What are the characteristics of a high quality EL READ plan? Below are several recommendations to improve the quality of a READ plans for ELs<sup>2</sup>.*

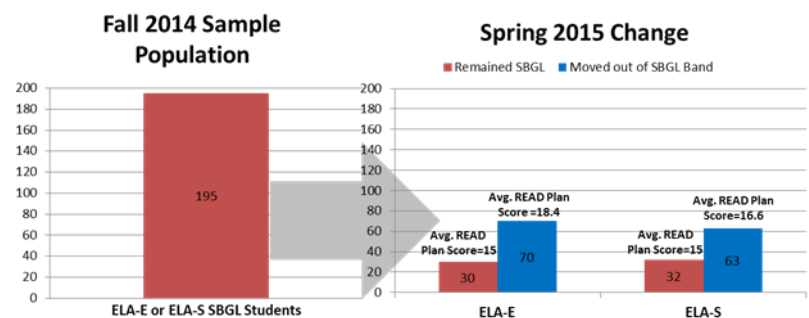
1. READ plan information is specific to the student and his or her needs learned from both formal and informal assessments. A READ plan includes motivational factors, past performance and progress, specific learning routines, and teaching strategies.
2. Intervention strategies are specific to ELs such as oral language development activities, preview review, visuals, graphic organizers, etc.
3. Assessment target scores are attainable for students and used for goal setting purposes.
4. Interventions are DPS or CDE approved and are tailored to fit the needs of the student. Approved interventions and instructional services are posted here: [http://dpsare.com/wp-content/uploads/2015/09/READAct\\_InstServicesInterventions.pdf](http://dpsare.com/wp-content/uploads/2015/09/READAct_InstServicesInterventions.pdf)
5. Teacher observations in the classrooms of Spanish speaking ELs are specific to Spanish literacy skills, such as use of WiDA speaking and writing rubric and WiDA Can Do Descriptors, and acknowledge language barriers. Example: "Alejandro has recently started using his syllables to read more fluently. He needs to practice reading words made up of 3-4 syllables to improve his Spanish reading fluency."
6. Home intervention strategies are detailed, provide multiple examples, and are specific to the student. Example: "Talk to Samira as much as possible in your home language. Read to her in your home language daily. Practice sight and sound flashcards for 15 minutes a day."

Teachers are encouraged to use the [Professional Learning Catalog](#) to find opportunities on supporting students with reading difficulties.

Exemplary READ plans are posted on <http://dpsare.com/read-act/>. Click on "Plan Creation" and scroll down to see "Sample READ Plans" for various grade levels.

#### Methodology:

The sample was randomly selected<sup>4</sup> 1st, 2nd, and 3rd grade ELA-E and ELA-S students who scored in the SBGL proficiency band in Fall of 2014. From this sample, students with Spring 2015 scores were randomly selected to be included in this study based on their proficiency band. READ plans from 1<sup>st</sup>-3<sup>rd</sup> grade ELA-E and ELA-S students who were reading Significantly Below Grade Level (SBGL) during the Fall 2014 school year were scored using a rubric<sup>3</sup>. As seen in the graph to the right, students who moved out of the SBGL performance band had a higher average READ plan score. The scores were then analyzed to determine if certain factors in the READ plan improved the likelihood of students moving out of the SBGL performance band.



The analysis focused on 21 areas of a student's READ plan of which 8 were designed to measure English Language Acquisition practices. Each of these 21 areas were rated with a numerical value for a total possible score of 34. The 21 scores were then summed to create a total READ plan score for each student in the study.

<sup>1</sup> ELA-E students receive instruction in English; ELA-S students receive instruction in Spanish.

<sup>2</sup> While this study proposes that a high quality READ plan is important, it is equally, if not more important, for the teacher to implement the strategies described in the READ plan with fidelity throughout the school year.

<sup>3</sup> The scoring rubric consisted of three separate ranges: 0-1, 0-2, & 0-3. The 0-1 range values represent: 0 = incomplete, 1 = complete. The 0-2 range values represent: 0 = incomplete, 1 = one relevant example; 2 = multiple relevant examples. The 0-3 range values represent: 0 = no information or non-relevant information; 1 = information provided that is relevant but not in-depth; 2 = detailed relevant information that is not specific to the student; 3 = detailed relevant information that is specific to the student. The scoring rubric is available upon request. Please contact [jonathan\\_smith@dpsk12.org](mailto:jonathan_smith@dpsk12.org).

<sup>4</sup> This resulted in sample of 195 students.