

Integrated Leadership  
Course Class 2

Key Question #6  
Section

# Literacy Data Landscape

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.



**Key Question Six:**  
How does this work apply to  
Early Literacy?



## **THE CURRENT READING LANDSCAPE IN TENNESSEE: TCAP AND NAEP RESULTS**



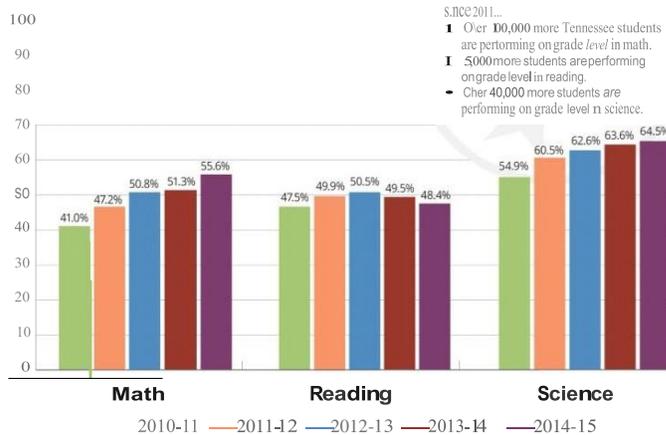
## What is the focus on literacy ?

- Over the past several years, we have seen **steady gains in math** performance on TCAP; however, **English language arts** performance has remained **stagnant or declined**.
- **Less than half** of all students in grades 3-8 are **proficient or above in reading** on the TCAP assessment.
- Historically underserved subgroups are struggling even more; only **one-third** of economically disadvantaged students and **11 percent** of students with disabilities are **proficient or above in reading** on the TCAP assessment.
- Most students' reading proficiency **stays the same** between grades 3-8. Less than **3 percent** of students classified as *Below Basic* in grade 3 reading achieve proficiency by the end of grade 5.



### GRADES 3-8 TCAP PERFORMANCE

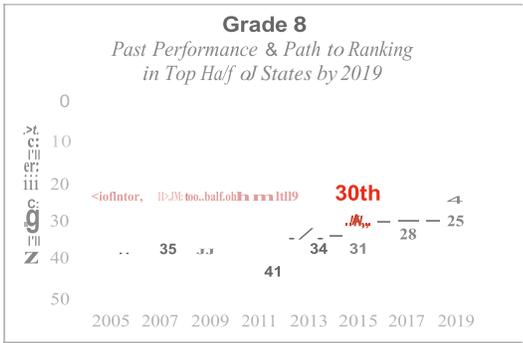
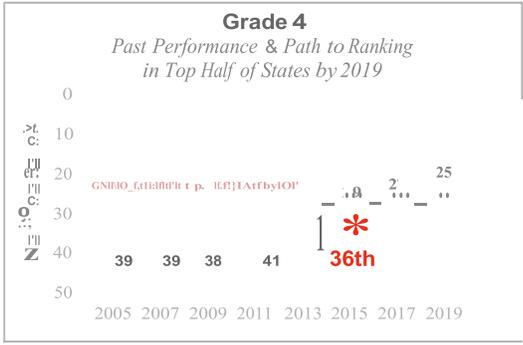
Percentage of Students Proficient and Advanced by Subject



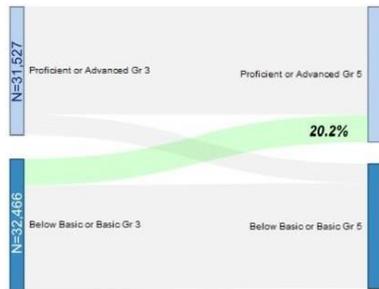
# INAEP READING

We improved our ranking among states in grade 8 reading but went backward in grade 4 reading.

Tennessee still ranks in the bottom half of all states on the Nation's Report Card or NAEP in grades 4 and 8 reading.



## Changes in ELA proficiency from grade 3 to



Approximately 20 percent of non-proficient third grade ELA students were proficient by the end of fifth grade.



Approximately 15 percent of proficient third grade ELA students backslid to non-proficient by the end of fifth grade.



# Classroom Instruction SWOT

Sunday, January 10, 2016 10:44 AM

## WHAT DO WE KNOW ABOUT CLASSROOM INSTRUCTION?

**Strengths**-what is working based on the data (evidence) from their school

**Weaknesses**-identifying those areas of concern within literacy instruction,

**Opportunities**-what is available for teachers, students, parents, etc. (professional development, courses, literacy nights, etc.)

**Threats**-what challenges does their school/teachers face with literacy instruction.



# Literacy Diagnostic Findings

Sunday, January 10, 2016 11:00 AM

## Qualitative Literacy Diagnostic

- The Tennessee Department of Education contracted The New Teacher Project (TNTP) to conduct a statewide literacy diagnostic in **October** of 2015 to understand the **instructional practices** and **student learning** that influence current reading achievement.
- The department selected schools with careful attention to the diversity of schools, districts, and regions across the state. The classroom sample represents **each region** of the state, a range in **district-size**, and a range of **growth levels**.
- The team who conducted the diagnostic are all former teachers and literacy experts who lead a range of projects with states and districts around the country related to implementation of postsecondary readiness standards, including curriculum, assessment, and educator development.

112

Classrooms observed

851

Student work samples analyzed



### FINDING ONE:

Students in early grades are not making the jump from foundational skills to understanding.

**FINDING ONE: Students in early grades are not making the jump from foundational skills to**

Early grades lessons include very little practice actually listening to or reading text, which is necessary for success with comprehension in the future.

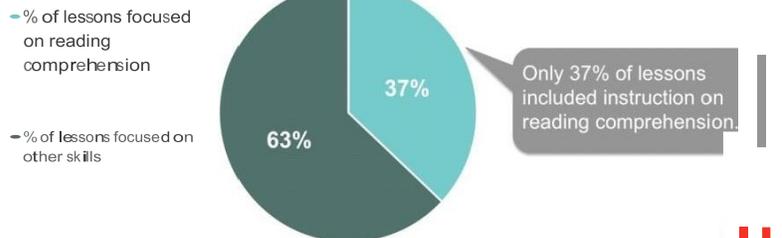
Average Percent of Time Spent Listening to or Reading Text Per Lesson



**FINDING ONE: Students in early grades are not making the jump from foundational skills to**

Most lessons do not translate student skills into comprehension.

K – 2 Reading Lessons





**FINDING TWO:**

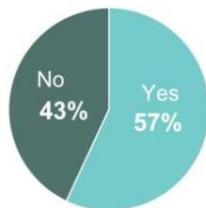
Students are not receiving regular practice with appropriately complex texts or aligned instructional tasks.

**FINDING TWO: Students are not receiving regular practice with appropriately complex texts or aligned instructional tasks.**

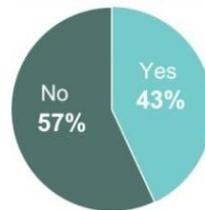
Many lessons do not require students to engage with complex texts or to use evidence from text to demonstrate understanding and support their ideas.

**Lessons in Reading Comprehension**

Student texts at appropriate level of complexity

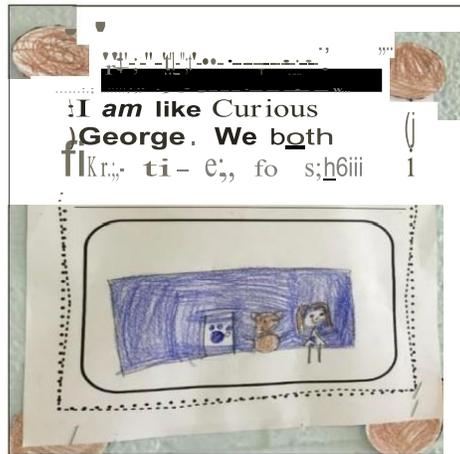


Lesson requires students to use evidence from text





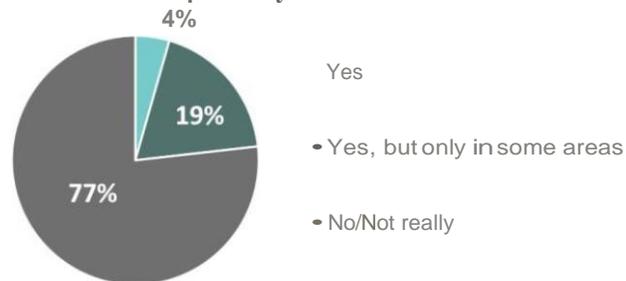
- **1.RL.3:** Describe characters, settings, and major events in a story, using key details.



**Successful implementation of Tennessee's ELA standards requires teachers to make shifts in instructional practice.**

Most teachers in Tennessee are not yet making those shifts. Only **4 percent** of lessons fully demonstrated the instructional shifts required by the standards.

Overall, did this lesson indicate that the teacher is making the instructional shifts required by the standards?



# Review and Reflection

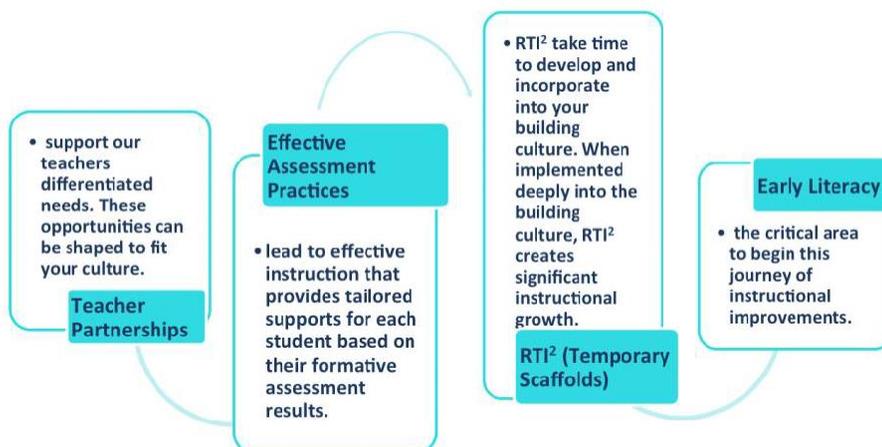
Sunday, January 10, 2016 11:16 AM

What leader actions are necessary to support teachers to get students ready?



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## In review:



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## 3-2-1 reflection

3

What three things did you learn that will impact your practices as a leader?

2

What two ideas do you need to discuss with teacher leaders in your building?

1

What one idea do you need to share with another leader?

TN

## Bridge to Practice

The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

**Similar to the two pieces of work we looked at, you will be asked to gallery walk the literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three.**

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.



The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

**Do a gallery walk of the content literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three. Select pieces of work from more than one content area.**

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.

# TASL Credit and Survey Link

Friday, January 22, 2016 4:38 PM

## Survey

- To receive TASL credit, you must complete the survey.
- Your survey link is:  
<https://www.questionpro.com/t/ALbGhZTYKH>

Your facilitator names were:

- It is also in your **digital packet**.
- Your survey information and your name are separated by our surveying software and ensure that your survey responses are anonymous.



## TASL Credit:

Click [here](#) to take the class survey to ensure you receive TASL Credit.