



Profile in Reading Success: How St. Paul Public Schools Use Assessments (Even Remotely) to Guide Instruction

Sue Braithwaite
Dr. Kyle Wagner

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Sue Braithwaite

Sue Braithwaite is the Supervisor of Literacy for the St. Paul Public Schools. Previously, she was a literacy coach and elementary classroom teacher for over 23 years. Sue has a passion for deepening understanding about how students learn to read and for building students' passion for reading while using data to inform instruction.



Dr. Kyle Wagner

Dr. Kyle Wagner is a research associate at Illuminate Education. He has several years of experience as a school psychologist in Texas and Minnesota. He also has several publications and presentations on topics including psychometrics, curriculum-based measures, and academic intervention. Kyle is currently working with the FastBridge suite of products at Illuminate Education.



The Science of Reading

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Start with a question or two

What are we doing here?

What is our goal?



Our Goal

As educators and supporters of educators our goal is to give our kids the tools they need to succeed in life.



Fluent and proficient readers



5 Essential Elements of Effective Reading Instruction

Phonemic Awareness

Ability to identify language sounds



Phonics

Ability to connect speech sounds to letters and make them accessible by sight



Fluency

Ability to read text



Vocabulary

Ability to build, store, and retrieve words and background knowledge



Comprehension

Ability to deduct meaning from text



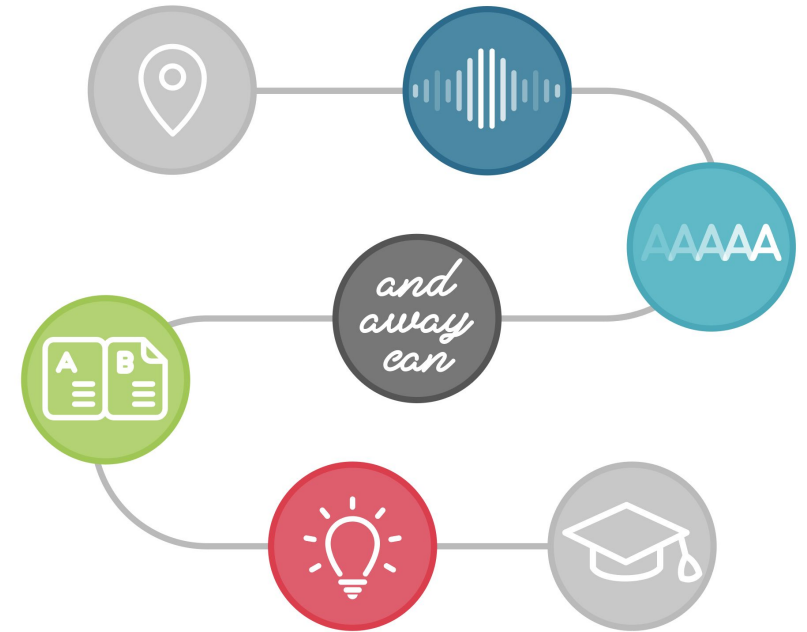
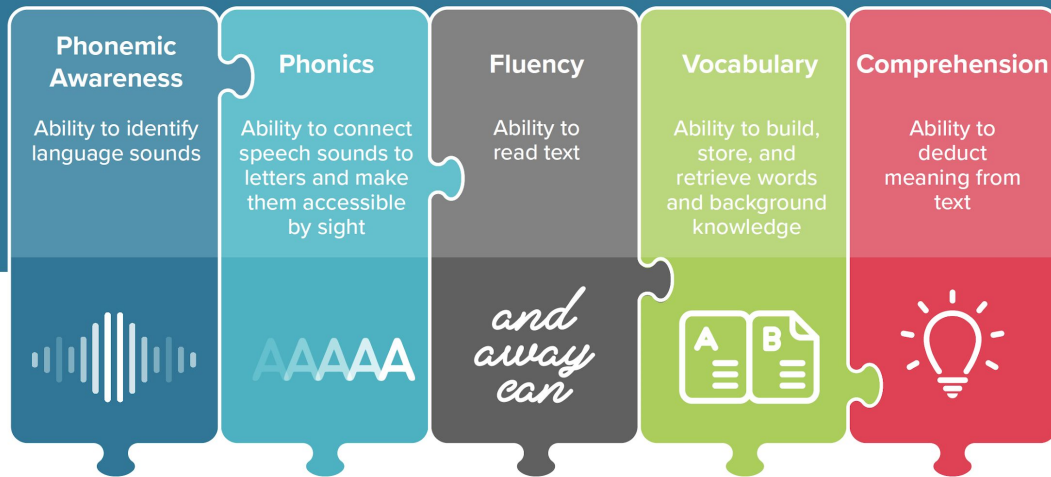
A young boy with short hair is sitting on the grass, looking thoughtfully to the right. He is wearing a black eye mask and a red cape over a white t-shirt and blue jeans. The background is a blurred outdoor setting with trees and a fence.

**Achieving that goal requires
a clear path forward**

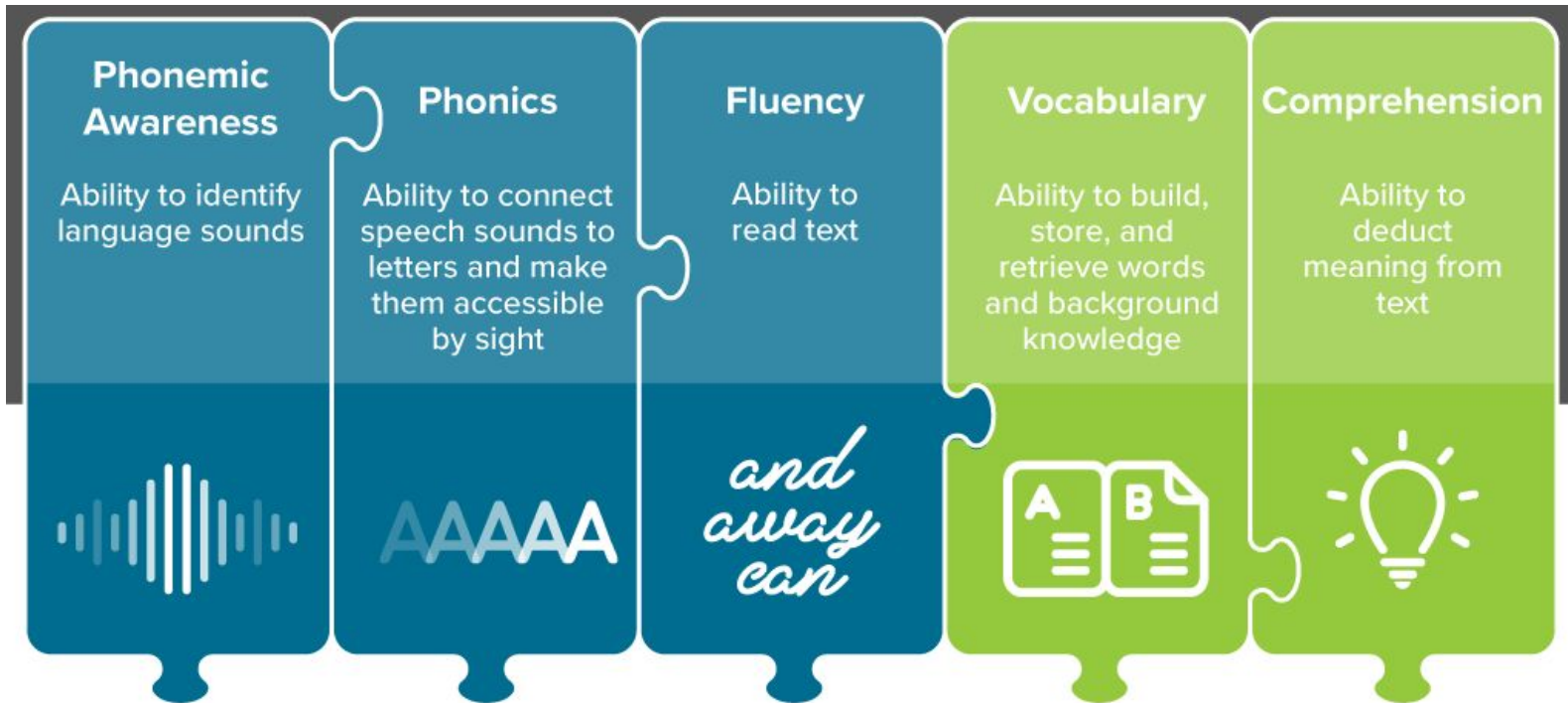


Achieving That Goal Requires a Clear Path Forward

5 Essential Elements of Effective Reading Instruction



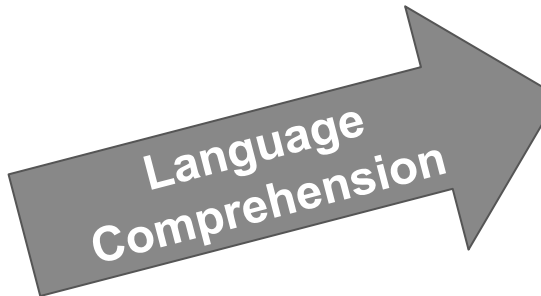
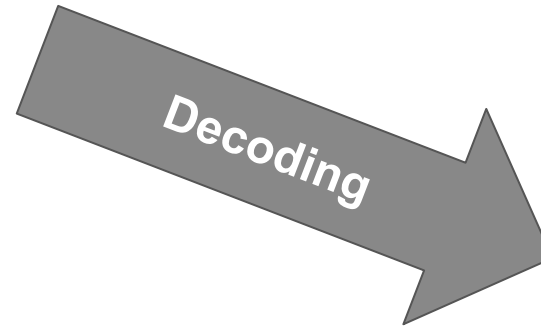
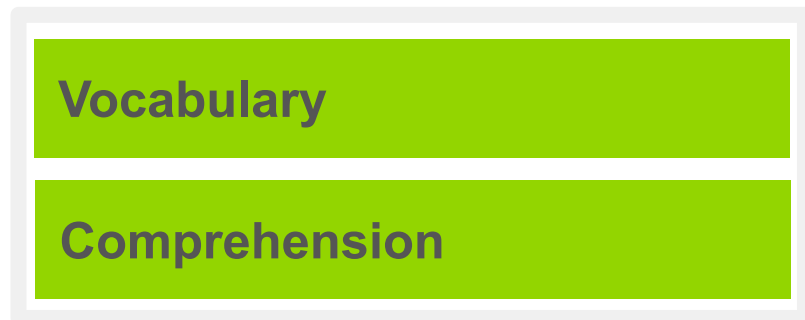
A Simple View of Reading



Decoding + **Language Comprehension** = Reading Comprehension



A Simple View of Reading

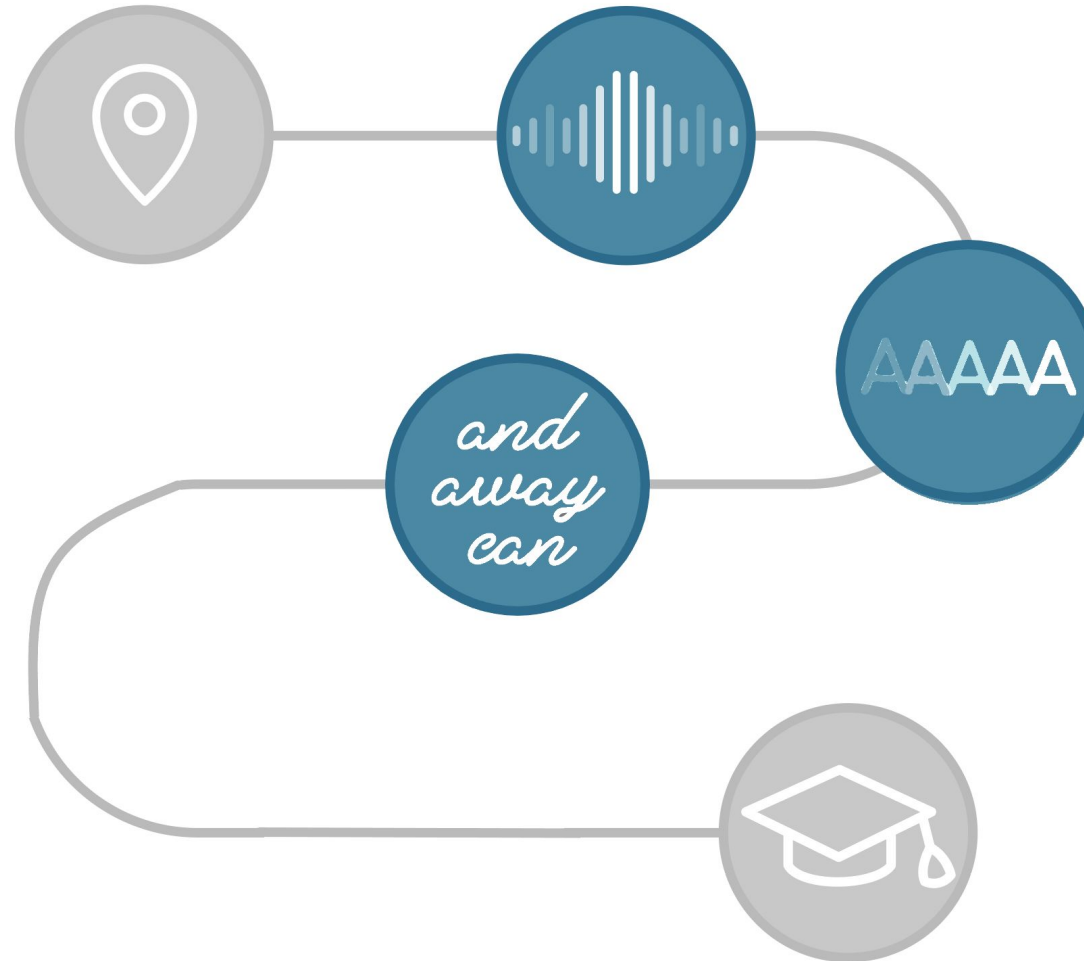


Decoding

Phonemic Awareness

Phonics

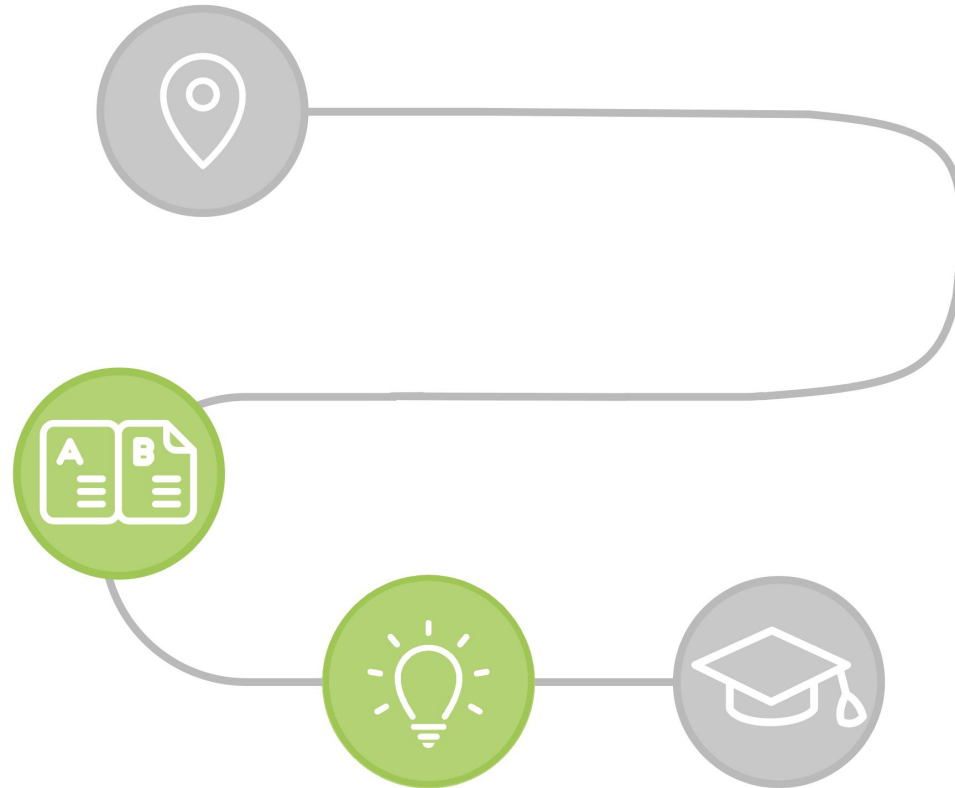
Fluency



Language Comprehension

Vocabulary

Comprehension



What Is Missing from the Map?



What Is Missing from the Map?



Valid and Reliable Screening Tools Help Us Meet Students Where They Are

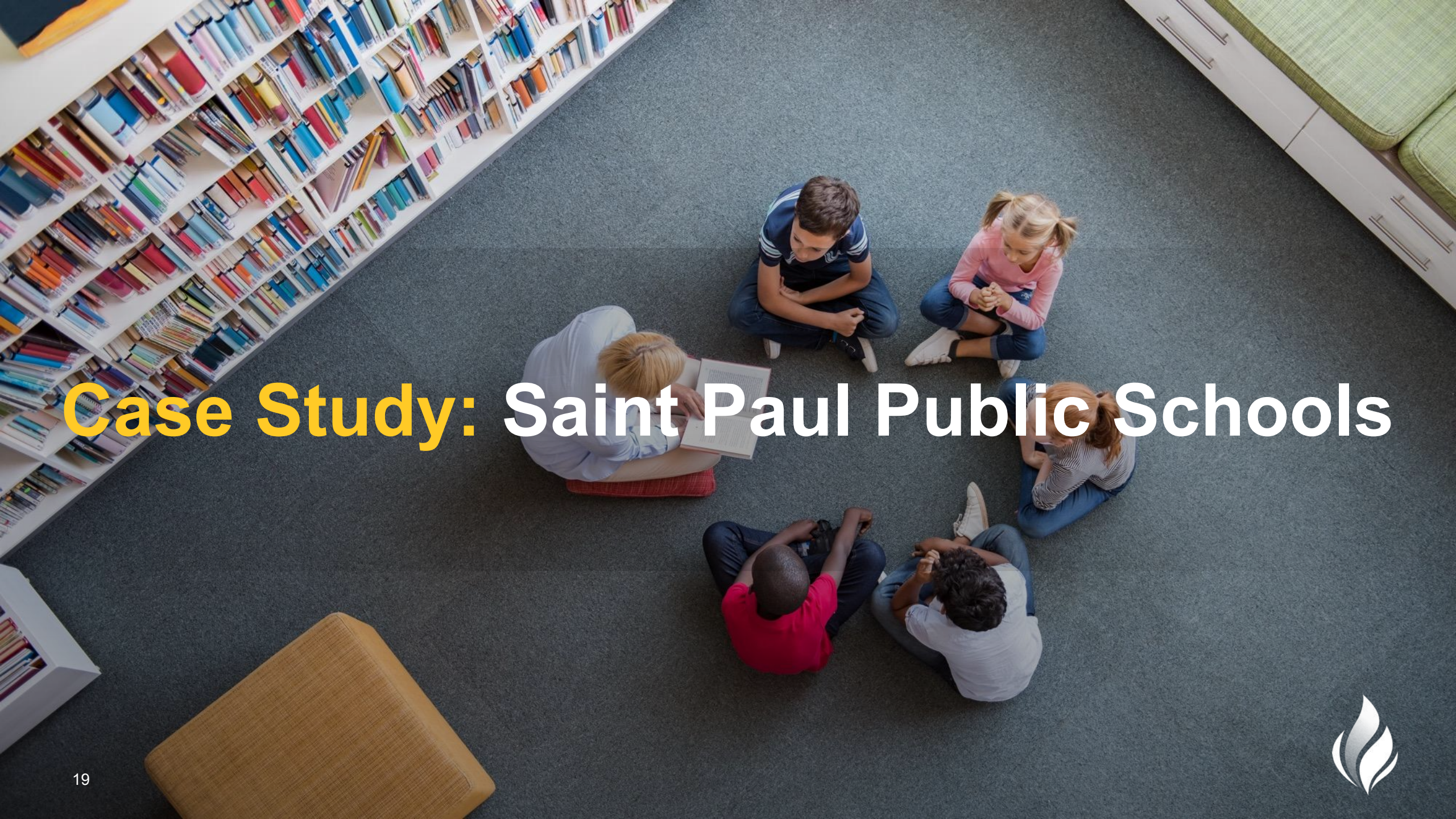


Valid and Reliable Screening Tools Help Us Meet Students Where They Are



Valid and Reliable Screening Tools Help Us Meet Students Where They Are





Case Study: Saint Paul Public Schools



Saint Paul Public Schools At a Glance

37,000 students

125 languages

56 schools/programs

34% of EL students

15% SPED

**70% Free or Reduced
Lunch**

**76.9% Graduation
Rate**

**3rd Year Using
FastBridge**



Reduce
testing time

Change
beliefs
about
assessment

K-9
Reading

What do students in St. Paul know?

Ipad
accessible

See growth
over time

Empower
teachers to
make
instructional
decisions



The Roadmap

What did we learn?



The data reflected a need for phonics



Intentional instructional plans and practices aligned with the 5 pillars of reading



Informed staffing for support staff and interventions



Special Education used for writing IEP's



A way to use data to progress monitor



Teachers asking to screen in 9th grade



Monitor growth



Growth Data Protocol



Growth Data Workshop

+ + Proficient <i>Made adequate growth</i>	+ - Proficient <i>Did not make adequate growth</i>
<ul style="list-style-type: none"> • Student 1 • Student 2 • Student 3 • Student 4 <p>Action Steps:</p>	<ul style="list-style-type: none"> • Student 1 • Student 2 • Student 3 • Student 4 <p>Action Steps:</p>
- + Not Proficient <i>Made adequate growth</i>	+ + Proficient <i>Made adequate growth</i>
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Proficient: Made growth

+ + Proficient *Made adequate growth*

- Keep doing what you've been doing!

Action Steps: *Analyze to find patterns likely tied to proficiency and growth. Use this information to inform next steps in instruction.*

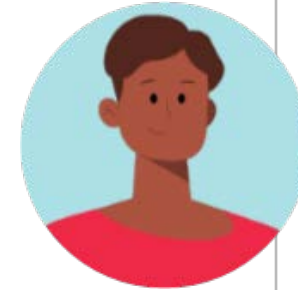


Proficient: Did not make growth

+ - Proficient

Did not make adequate growth

- What are possible reasons they didn't make growth?
- What does guided reading look like in the classroom? (Frequency/quality/etc.)
- Are the guided reading groups purposefully planned, using the stages of reading?
- How much independent reading is happening?
- What rigorous learning activities are students asked to do?



Action Steps: *Analyze benchmark and additional data to add precision to instruction to better meet needs.*



Not Proficient: Made growth

- + Not Proficient *Made adequate growth*

- Did the student make adequate growth?
- Why did they make growth - how can we continue?
- How can we increase the rigor in their work?
- What interventions are occurring? Can we adjust or add to the frequency/quality/rigor?
- Independent reading--are they in the right books and are they accountable for applying strategies within these texts?



Action Steps: *Integrate these results to additional most current data. Likely continue instructional match plan with added intensity, time, or duration. Possible collaboration with other providers (EL, Intervention).*



Not Proficient: Did not make growth

+ + Proficient *Made adequate growth*

- Are my mini-lessons tight and focused on grade level standards? Are students given guided practice and asked to apply the strategies taught?
- What is the structure of my small group instruction?
- How much are students reading independently?
- What record keeping is happening? Are we planning instruction based on student data?

Action Steps: *Integrate these results to additional most current data. Likely continue instructional match plan with added intensity, time, or duration. Possible collaboration with other providers (EL, Intervention).*



A young boy with dark hair and glasses is looking intently at a purple eel in a clear plastic tank. He is pointing at the eel with his right hand. The background is slightly blurred, showing other tanks and educational posters. The text is overlaid on the image.

Questions for Sue Braithwaite?
susan.braithwaite@spps.org



A top-down view of various school supplies scattered on a rustic wooden surface. The items include several colorful pens and pencils in shades of blue, green, yellow, orange, and red. A magnifying glass with a black handle and frame is positioned near the top center. A wooden ruler with black markings is visible on the right side. Other items include a yellow pencil sharpener, a roll of blue tape, a clear stapler, a green tag with a white label, and several paper clips and pushpins in various colors. The text "The Story So Far..." is overlaid in white on the left side of the image.

The Story So Far...



The Story So Far



1. We have an idea of what reading is



2. We know the importance of assessment to the process of systematic reading instruction



3. We've seen how a district can use these concepts effectively



Next Steps: What Makes a Good Assessment Solution?

**Psychometrically
sound**

**Easy to
use**

**Leads to a
course of
action**



Psychometrically Sound Reliable & Valid

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Psychometrically Sound

- **Reliable**
- **Valid**



Reliability

- **Within the tool**
 - Do all the items measure the same construct?
- **Between users**
 - Does the tool act the same across users?
- **Over time**
 - Does the tool work the same way today as it will next week, next month, or next season?





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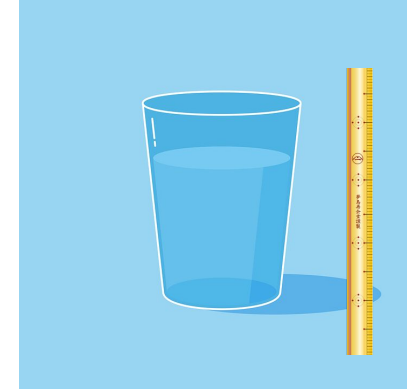
Validity



- Does the tool measure what it is supposed to measure?
- Does the tool measure what it is supposed to measure in a way that makes sense?



Validity



- **Does the tool measure what it is supposed to measure?**
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Validity



- Does the tool measure what it is supposed to measure?
- Does the tool measure what it is supposed to measure in a way that makes sense?



Ease to Use

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Easy to Use

- A tool can't do its job if no one uses it



Easy to Use

- **Think about things you use in your everyday life**
 - **Chore lists for kids**
 - **Nutrition tracking apps**
 - **Behavior management systems**
 - **Kitchen devices**
- **If there are too many hurdles it won't get used**



Easy to Use



Easy to Use



Easy to Use

- **The system can't be arduous**
- **The data needs to be easy to access and interpret**



Leads to a Course of Action

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Lead to a Course of Action

- To quote one of the school psychology professors I had
“All assessment should lead to intervention.”



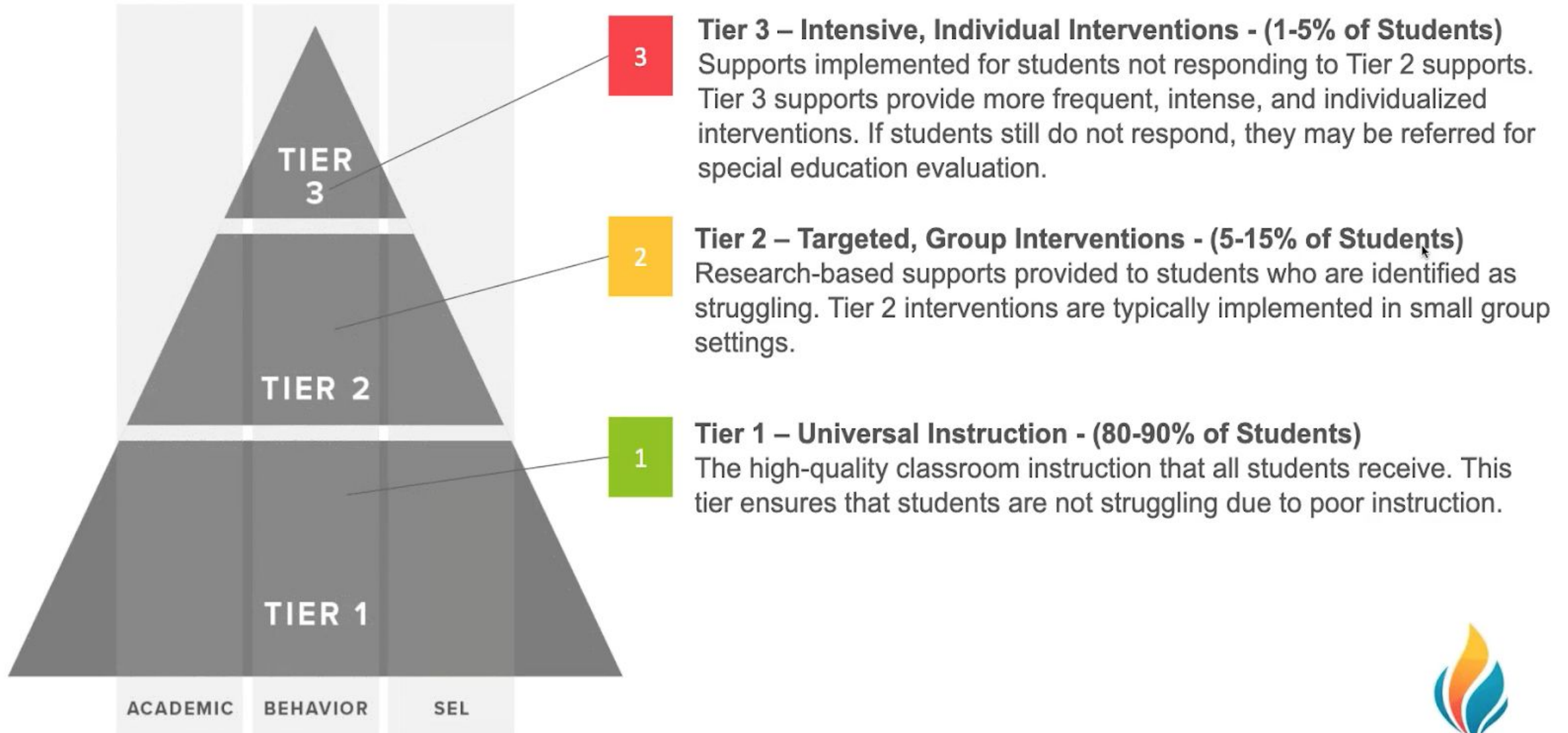
Lead to a Course of Action

- To quote one of the school psychology professors I had
“All assessment should lead to intervention.”

(I heard this weekly for a year...)



Multi Tiered Systems of Support (MTSS)



Key Takeaways



- A tool that doesn't get used can't do its job.



- There has to be a clear connection between the assessment tool and what instructional steps should follow.





**One More,
with Feeling!**



What Makes a Good Assessment Solution?

**Psycho-
metrically
sound**

**Easy to
use**

**Leads to a
course of
action**



THE ILLUMINATE SOLUTION



Screening and Progress Monitoring

Research-based universal screening and progress monitoring for academics and behavior with intervention recommendations and built-in coaching

FastBridge

MTSS and RtI Management



Interactive district-level to whole-child data management that strengthens MTSS implementations, including student need identification and intervention effectiveness

eduCLIMBER



Assessment Creation and Administration

Highest-quality, standards-based assessments with instant scoring, formative feedback, interactive reporting, and targeted activities

DnA and Inspect

Real-Time Dashboards



Timely data visualizations that enable administrators to view key data, monitor initiatives, and share easy-to-understand information with stakeholders

Achievement Dashboard

