

# Year 4 Interim Data Dashboard

for the

## Pearson Foundation Family Support Grant

Prepared by Metis Associates for The Pearson Foundation

**Grantee Name or Institution:** King's College

**Program:** SchoolsRead

**Dashboard based on program dates:** 09/01/2017 to 06/30/2018

### Program Background and Goals:

The SchoolsRead program, implemented by King's College, receives funding from the Pearson Foundation to support kindergarten through third grade teachers in improving student's oral language, academic vocabulary, and comprehension. The SchoolsRead model incorporates professional development/coaching, capacity-building, and online resources to increase teachers' instructional effectiveness and improve children's reading proficiency. The program offers instructional materials, school-level coaching with groups of teachers, and cross-site professional development for teachers and principals.

### Snapshot of SchoolsRead Services and Supports:



#### Program Scope and Populations:

Schools Served: 14  
Teachers Served: 203  
Students Served: 7,321



#### Teacher Supports:

Each teacher serving grades K-3 receives coaching matched to the teacher needs. Teachers and principals receive high quality professional development (at institutes or in-school) for literacy instruction.



#### Student Supports:

Teacher coaches push into the classrooms to provide co-taught enrichment for struggling students once a month. This sessions supports students and provides a model for teachers.



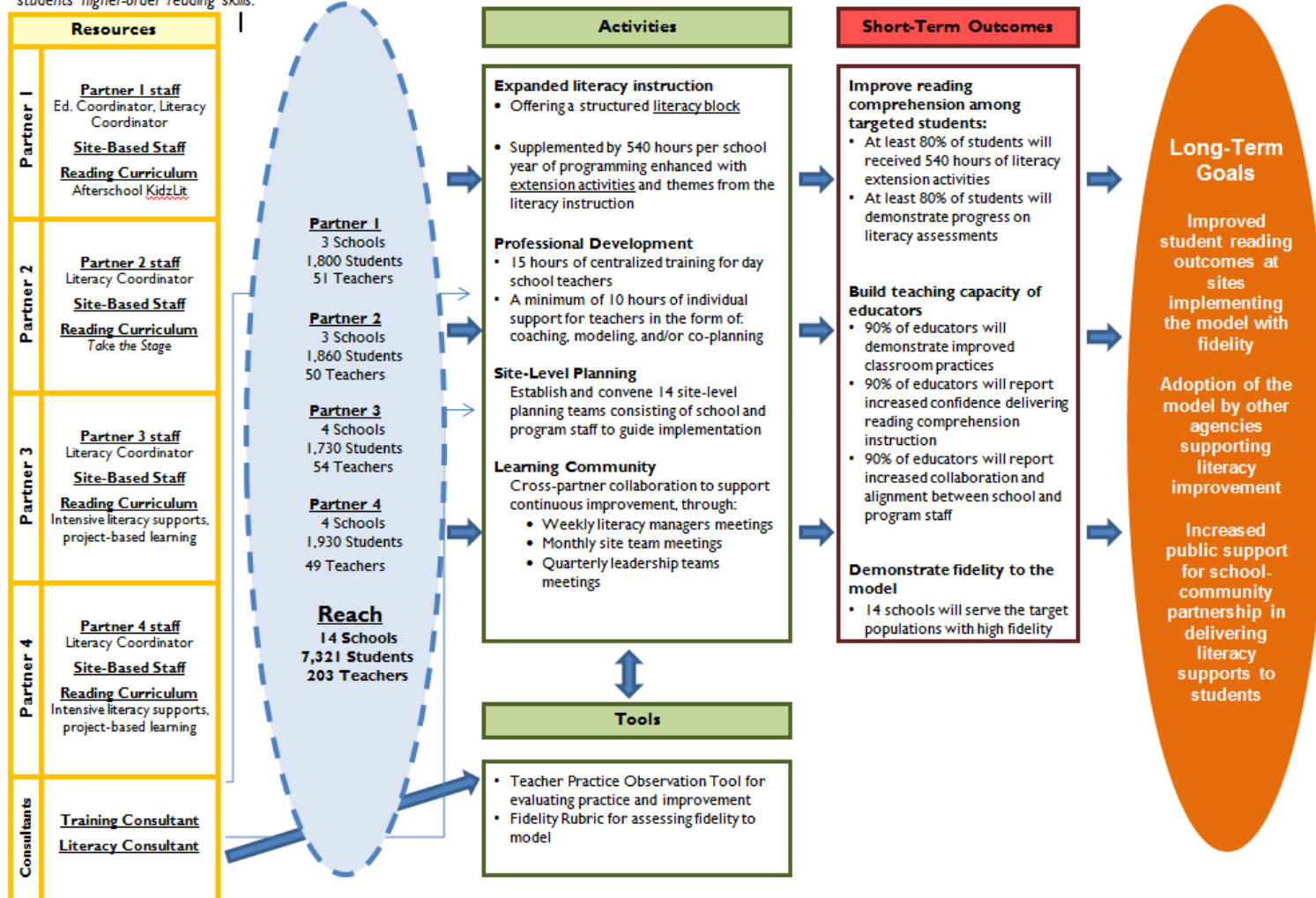
#### Evidence of Efficacy:

Efficacy of teacher professional development is established through teacher surveys. Student literacy gains are measured through student assessments.

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Logic Model

Vision: Build and pilot a model for literacy-centered after-school programming that can serve as a model for adoption by any after-school provider and school partner interested in improving students' higher-order reading skills.

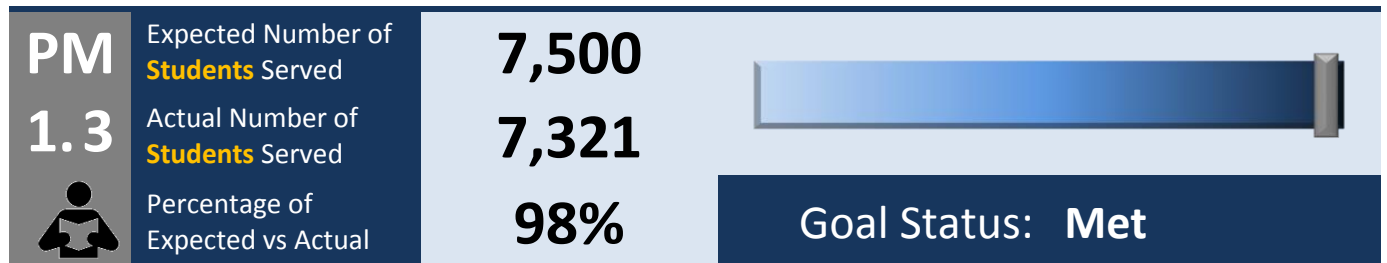
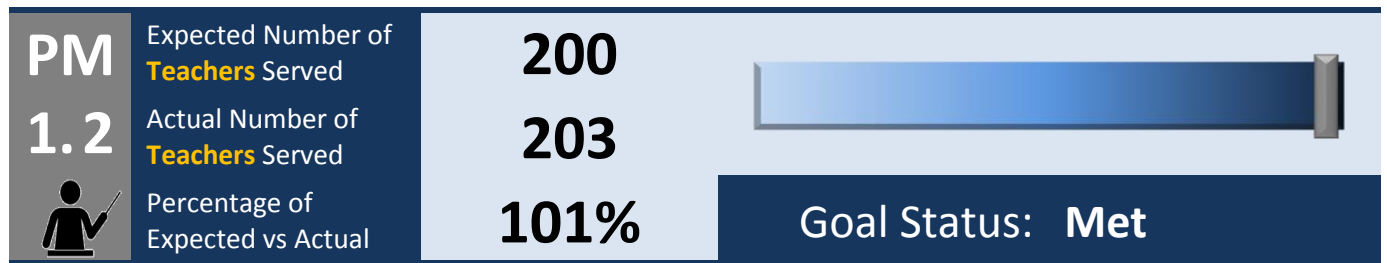
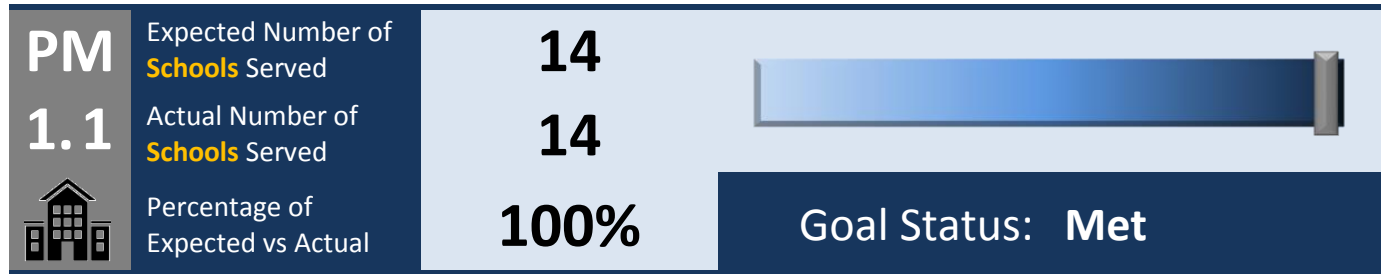


**Interim Data Dashboard for SchoolsRead**  
**Participating School's Demographic and Achievement Data**

School DBN	Grades Served	Enrolled Students	ENI	Percentage of Students						% Proficient on 2017 NYS ELA Test			
				Black	Hispanic	White	Other	ELL	SWD	Grade 3	Grade 4	Grade 5	Overall
07X018	K-5	589	92%	30%	64%	3%	3%	28%	28%	22%	24%	11%	18%
07X025	K-5	472	85%	11%	86%	1%	1%	15%	27%	36%	44%	18%	31%
07X030	K-5	537	92%	20%	76%	2%	2%	18%	24%	27%	12%	5%	15%
07X031	K-8	696	87%	27%	68%	1%	2%	14%	27%	23%	14%	6%	14%
07X043	K-5	455	91%	27%	71%	1%	-	10%	26%	31%	18%	28%	26%
07X049	K-5	638	92%	29%	69%	1%	1%	17%	26%	25%	26%	21%	24%
09X011	K-5	698	93%	30%	69%	-	1%	25%	22%	26%	23%	29%	26%
09X070	K-5	1356	91%	25%	74%	<1%	<1%	25%	18%	18%	16%	10%	15%
09X073	K-5	744	91%	25%	74%	1%	-	23%	23%	9%	13%	13%	12%
09X126	K-5	636	92%	27%	71%	2%	-	25%	15%	22%	28%	27%	26%
09X218	K-8	1005	88%	5%	89%	1%	5%	31%	18%	19%	25%	20%	27%
10X033	K-5	982	89%	11%	84%	2%	4%	26%	22%	26%	28%	9%	20%
10X094	K-5	1230	84%	16%	68%	3%	14%	26%	23%	22%	21%	12%	18%
10X205	K-5	1049	89%	15%	79%	5%	1%	20%	21%	28%	18%	19%	22%

ENI = Economic Need Index    ELL = English Language Learners    SWD = Students with Disabilities  
 Data Retrieved from School Quality Reports at: <https://tools.nycenet.edu/guide/2017/>

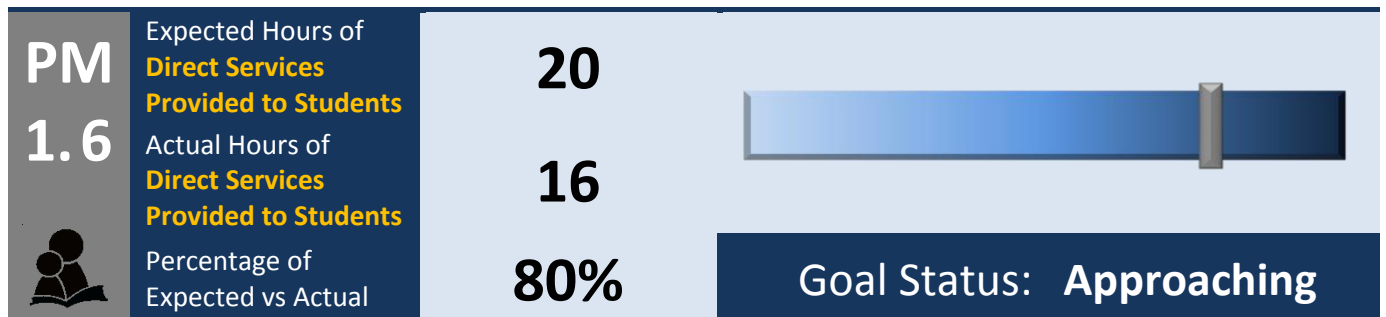
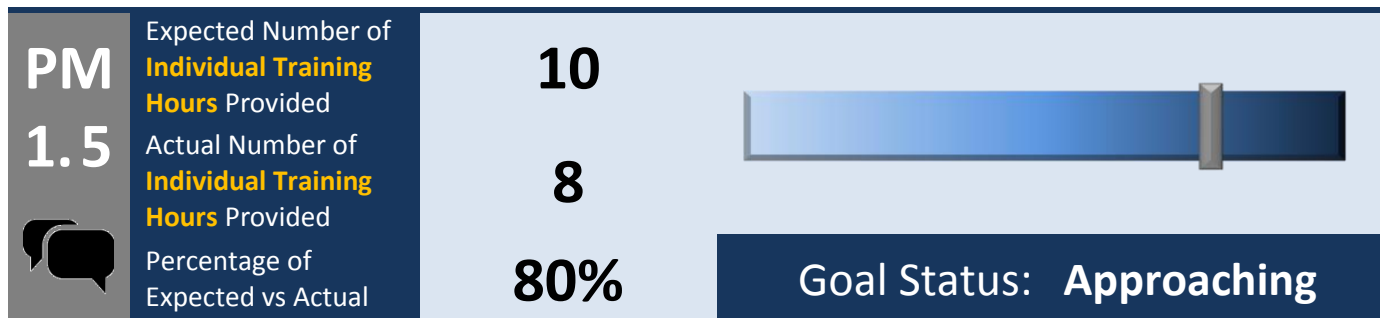
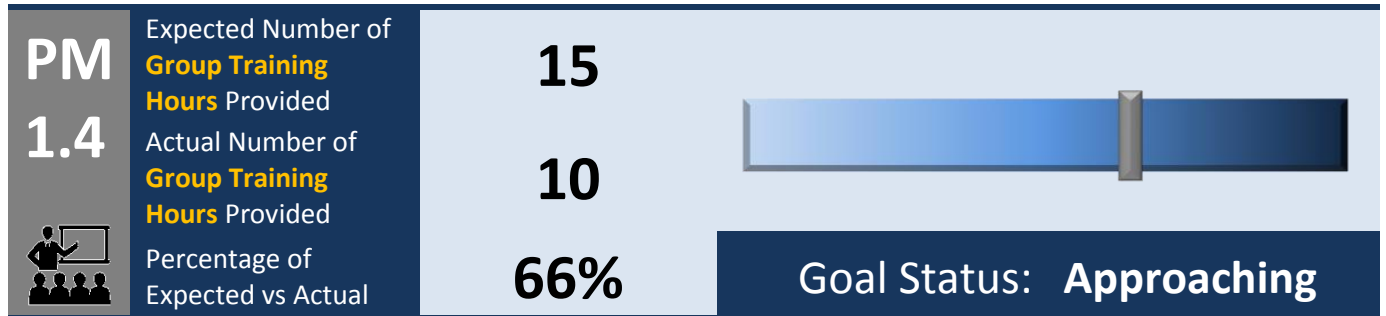
Performance Measure 1: Participating School's Population Data



Goal Status classifications are explained in Appendix A.

Notes:

Continued--Performance Measure 1: Participating School's Population Data



Goal Status classifications are explained in Appendix A.

Notes:

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Performance Measure 2: Maintaining High Participation Rate

PM 2.1: Teacher centered group activities will have a 90% participation rate

Number of Teachers **Expected:**

**100**

Number of Teacher **Attended:**

**100**

Participation Rate:

**100%**

Participation Rate

**100%**

Participation Goal

**90%**

**Goal Status:  
Exceeded**

PM 2.2: Student centered group activities will have a 90% participation rate

**Expected** Student Attendance Hours:

**100** per student

**Actual** Student Attendance Hours:

**100** average

Participation Rate:

**100%**

Participation Rate

**100%**

Participation Goal

**90%**

**Goal Status:  
Exceeded**

Goal Status classifications are explained in Appendix A.

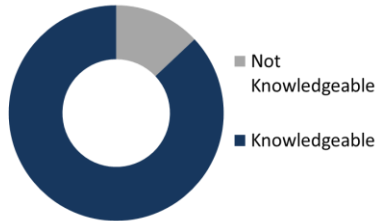
Notes:

**Performance Measure 3: Ensure Usefulness of Supports and Services**

**PM 3: Eighty-five percent of participating teachers will rate professional development positively**

Teachers Served by the Program: **203** Teachers Completing the Scale: **173** Scale Response Rate: **85%**

**Facilitators were Knowledgeable:**



Teachers Rating Facilitators as Knowledgeable

**150**  
Rate  
**87%**

**Goal Status: Met**

**Information was Useful:**

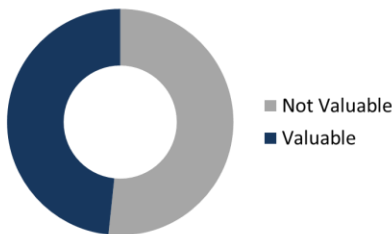


Teachers Rating Information Useful

**173**  
Rate  
**100%**

**Goal Status: Exceeded**

**Professional Development was Valuable:**

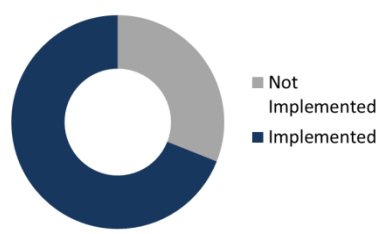


Teachers Rating PD as Valuable

**100**  
Rate  
**58%**

**Goal Status: Approaching**

**Practices Implemented to Daily Practices:**



Teachers Rating Practices Implemented

**120**  
Rate  
**69%**

**Goal Status: Approaching**

Goal Status classifications are explained in Appendix A.

Notes:

**Performance Measure 4: Improve Teacher Knowledge and Practices**

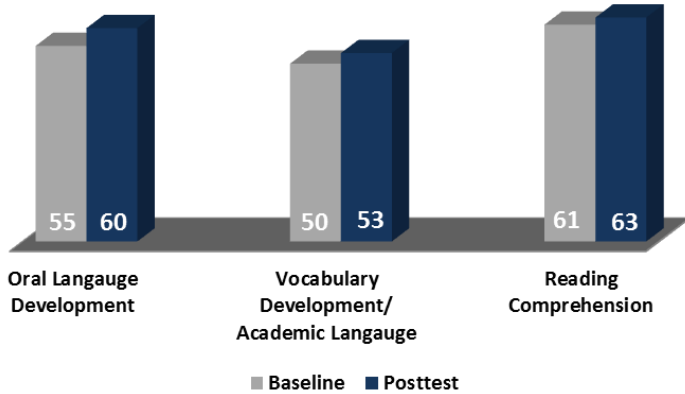
**Teacher Measures**

Total Number of Teachers Served through the Program:

Measure	N Served by Program	Baseline Administration	N Collected at Baseline	Post Program Administration	N Collected Post Program
Teacher Survey	203	Fall 2017	198 (98%)	Spring 2018	190 (94%)

**PM 4.1: Eight-five percent of teachers will demonstrate a gain in knowledge of higher order skills**

	Baseline		Post Program		Statistical Testing	
	N	Mean	N	Mean	t	p
Oral Language Development	198	55.25	190	60.69	59.63	0.001***
Vocabulary Development/ Academic Language	198	49.78	190	53.27	29.99	0.001***
Reading Comprehension	198	61.05	190	62.79	10.89	0.01**



**Goal Status**

Oral Language Development:	<b>Met</b>
Vocabulary Development/ Academic Language:	<b>Met</b>
Reading Comprehension:	<b>Met</b>

P-values of 0.05 or less indicate that statistical significance was met. P-values greater than 0.05 indicate that statistical significance was not met

\*= $p < 0.05$ , \*\* =  $p < 0.01$ , \*\*\*= $p < 0.001$ , NS = not significant

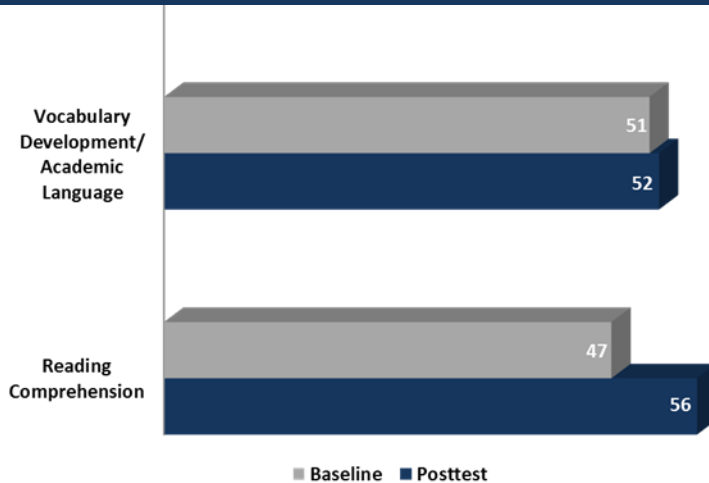
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**Continued -- Performance Measure 4: Improve Teacher Knowledge and Practices**

**PM 4.2: Eighty-five percent of teacher will demonstrate a changes in literacy practices**

	Baseline		Post Program		Statistical Testing	
	N	Mean	N	Mean	t	p
Vocabulary Development/ Academic Language	198	50.89	190	51.55	9.63	0.05*
Reading Comprehension	198	47.89	190	55.72	36.71	0.001***



Goal Status	
Vocabulary Development/ Academic Language:	<b>Met</b>
Reading Comprehension:	<b>Met</b>

*P*-values of 0.05 or less indicate that statistical significance was met. *P*-values greater than 0.05 indicate that statistical significance was not met

\*=*p* < 0.05, \*\* = *p* <0.01, \*\*\*=*p* <0.001, *NS* = not significant

Goal Status classifications are explained in Appendix A.

**Notes:**

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Performance Measure 5: Improve Student Progress

Student Measures

Total Number of Students Served through the Program:

Measure	N Served by Program	Baseline Administration	N Collected at Baseline	Post Program Administration	N Collected Post Program
DRA	7,321	Fall 2017	7,289 (99%)	Spring 2018	7,289 (99%)

PM 5.1: Students will demonstrate a 10 percentage-point increase to grade level

Percentage of students reading at grade level at baseline:

20%

Percentage of students reading at grade level post program:

30%

Percentage point difference:

10



Statistical testing:

McNemar Test  $p=0.001^{***}$

Goal Status:  
**Met**

*P*-values of 0.05 or less indicate that statistical significance was met. *P*-values greater than 0.05 indicate that statistical significance was not met

\*= $p < 0.05$ , \*\* =  $p < 0.01$ , \*\*\*= $p < 0.001$ , NS = not significant

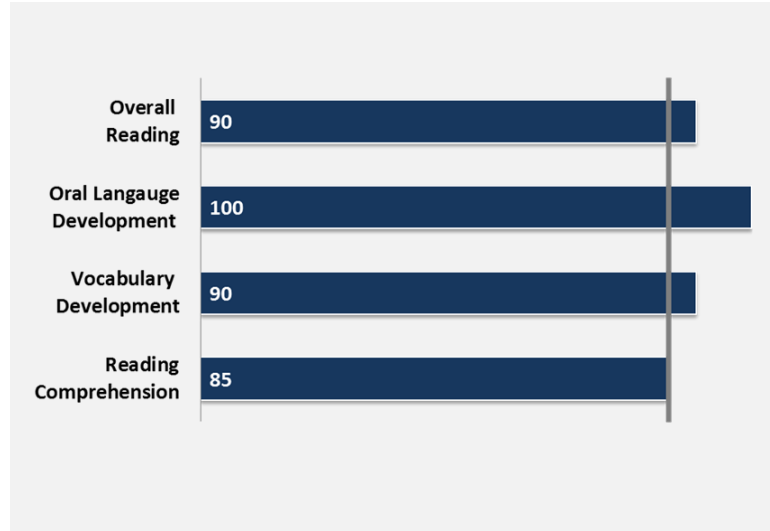
Goal Status classifications are explained in Appendix A.

Notes:

Performance Measure 5: Improve Student Progress

PM 5.2: Eighty-five percent of students will show gains over baseline

	Means			Gains		Statistical Testing	
	Matched N	Baseline Mean	Post Mean	N Showing Gains	% Showing Gains	Paired t-Test	
						t	p
Overall Reading Performance	7,289	11.23	15.23	6,560	90%	15.89	0.001***
Oral Language Development	7,199	25.62	32.54	7,190	100%	36.75	0.001***
Vocabulary Development/ Academic Language	7,155	44.52	49.85	6,439	90%	17.81	0.001***
Reading Comprehension	7,301	76.23	79.81	6,205	85%	50.89	0.001***



Goal Status	
Overall Reading Performance:	<b>Met</b>
Oral Language Development:	<b>Exceeded</b>
Vocabulary Development:	<b>Met</b>
Reading Comprehension:	<b>Met</b>

P-values of 0.05 or less indicate that statistical significance was met. P-values greater than 0.05 indicate that statistical significance was not met.

\*= $p < 0.05$ , \*\* =  $p < 0.01$ , \*\*\*= $p < 0.001$ , NS = not significant

Goal Status classifications are explained in Appendix A.

Notes:

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Appendix A: Goal Status Dictionary

	Goal Status	Expected versus Actual Range
PM 1.1-1.6	Exceeded	Greater than 105%
	Met	95-105%
	Approaching	90-94%
	Not Met	Less than 90%

	Goal Status	Expected versus Actual Range
PM 2.1-2.2	Exceeded	Greater than 95%
	Met	85-95%
	Approaching	80-84%
	Not Met	Less than 80%

	Goal Status	Expected versus Actual Range
PM 3	Exceeded	Greater than 90%
	Met	80-90%
	Approaching	75-79%
	Not Met	Less than 75%

## Appendix A: Goal Status Dictionary

	Goal Status	Expected versus Actual Range
PM 4.1-4.2	Exceeded	Greater than 90%
	Met	80-90%
	Statistically Significant	Less than 80% of the goal realized, but statistically significant increases were observed.
	Not Met	Less than 80% of the goal realized, and statistically significant increases were not observed.

	Goal Status	Expected versus Actual Range
PM 5.1	Exceeded	Greater than 12 percentage-points
	Met	10-12 percentage-points
	Statistically Significant	Less than a 10 percentage-point increase, but statistically significant increases were observed.
	Not Met	Less than a 10 percentage-point increase, but statistically significant increases were not observed.

	Goal Status	Expected versus Actual Range
PM 5.2	Exceeded	Greater than 90%
	Met	80-90%
	Statistically Significant	Less than 80% of the goal realized, but statistically significant increases were observed.
	Not Met	Less than 80% of the goal realized, and statistically significant increases were not observed.