

# Summit K12

## Accelerated Literacy and Language Development



# 2021-22 Strategic Challenges

1. Address the Learning Loss Accrued during 2020-21
2. NEW Reading Language Arts (R/LA) Assessments (HB 3906)
  - NEW 2017 TEKS RLA Assessed in 3<sup>rd</sup>-8<sup>th</sup>, English I, English II
  - NEW 3<sup>rd</sup>-8<sup>th</sup> embedded Writing Skills Items to address Revising and Editing
  - NEW STAAR Item Types coming in 2022-23
3. Elevating Teacher Practice in Writing in 3<sup>rd</sup>-5<sup>th</sup>-6<sup>th</sup>-8<sup>th</sup> grades
4. Teacher Attrition – New Teachers
5. Closing the Equity GAP with English Learners
  - Drive the Districtwide TELPAS Proficiency Growth rate
  - Mitigate the GAP from widening during the R/LA STAAR transition year

# 2019 Statewide ELAR and Writing STAAR

| Statewide ELA/Reading results | Approaches | Meets | Masters | Domain 1 |
|-------------------------------|------------|-------|---------|----------|
| All                           | 75%        | 48%   | 21%     | 48%      |
| Economically Disadvantaged    | 67%        | 37%   | 13%     | 39%      |
| English Learners (ELs)        | 63%        | 29%   | 11%     | 31%      |
| Statewide Writing results     | Approaches | Meets | Masters | Domain 1 |
| All                           | 68%        | 38%   | 14%     | 40%      |
| Economically Disadvantaged    | 60%        | 29%   | 8%      | 32%      |
| English Learners (ELs)        | 53%        | 22%   | 6%      | 27%      |

2022 Integrated Reading-Writing STAAR?

| Domain 1 |
|----------|
| 44%      |
| 35%      |
| 29%      |

This analysis is too simplified because it does not account for the following key performance factors:

- **Learning loss** accrued in 2020-21 that will impact all sub-populations and potentially widen the GAP
- All new ELAR (2017) TEKS and the **NEW R/LA STAAR Test** with Integrated Reading-Writing in 3<sup>rd</sup>-8<sup>th</sup>
- The need to **Elevate Teacher Practice** in grades 3, 5, 6, and 8 in Writing
- Higher than normal **Teacher Attrition**



## NEW Reading Language Arts (R/LA) Assessments

- Pre-tests, Interim Benchmarks, Formative and Summative Assessments for 3<sup>rd</sup>-8<sup>th</sup>, English I & II
- K-8<sup>th</sup> and English I-II Writing Skills Lessons, Practice and Assessments including Revising and Editing
- Formative Assessments include the 5 NEW STAAR Item Types coming in 2022-23



## Closing the Equity GAP with English Learners

- English Language Development Courses
- Scaffolded and Linguistically accommodated Instruction, cognates, realia, pictures, and vocabulary in context to support ELs
- TELPAS Readiness in all four Language Domains
- Targeting One Proficiency Level Growth per year



## K-12 Academic Vocabulary Mastery

- 15,000 TEKS+STAAR Academic Vocabulary Words
- *Patented* Vocabulary Mastery Process
- Engaging Visuals and linguistic accommodations
- Students learn academic vocabulary in context
- K-8<sup>th</sup> Grade Core Subjects plus 16 High School Subjects including the 5 EOC tested subjects



## K-12 Science Mastery and STAAR Review

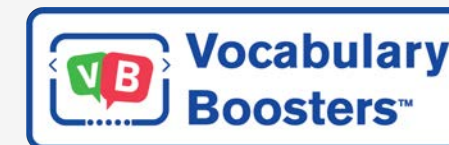
- Engaging Visual Science TEKS Video Lessons
- Science Content, Process, and Tools Vocabulary
- Rigorous 5-step STAAR Review Process and Plan Patented Optimization Plan – 5<sup>th</sup>-8<sup>th</sup>-Biology
- Pre-test, Interim benchmarks, Formative and Summative Assessments + 7 NEW Item Types

Manage ▾ Reports ▾

# ACCELERATED LITERACY

(Edna Carter)

# Students Enrolled: 30



## Table for Grades 3-4-5



| Reading Language Arts (R/LA) Progress Monitoring Assessments    | Assess  | PLD        |
|---|---------|------------|
| R/LA Pre-test   | 68%     | Approaches |
| Interim R/LA Benchmark Literary Text (Focus on Fiction)         | 81%     | Meets      |
| Interim R/LA Benchmark Informational Text (Focus on Nonfiction) | ▶ Start |            |
| Interim R/LA Benchmark Mixed Genres                             | ▶ Start |            |
| Summative R/LA Assessment                                       | ▶ Start |            |

## Table for Grades 6-7-8-E1-E2



| Reading Language Arts (R/LA) Progress Monitoring Assessments | Assess  | PLD        |
|--|---------|------------|
| R/LA Pre-test  | 68%     | Approaches |
| Interim R/LA Benchmark #1                                    | 81%     | Meets      |
| Interim R/LA Benchmark #2                                    | ⌚ Start |            |
| Summative R/LA Assessment                                    | ⌚ Start |            |

# R/LA STAAR Progress Monitoring Reports



## Report Organization for 3-4-5

# R/LA Class Progress

| Student               | Pre-test | Literary-Fiction | Informational | Mixed Genres | Practice Test | PLD        |
|-----------------------|----------|------------------|---------------|--------------|---------------|------------|
| Alonso, Maria         | 64%      | 73%              | 70%           | 76%          | 79%           | Approaches |
| Avocado, Denisse      | 71%      | 77%              | 71%           | 81%          | 83%           | Meets      |
| Cartier, Edna         | 58%      | 69%              | 62%           | 76%          | 84%           | Meets      |
| Chimichanga, Julianna | 52%      | 72%              | 81%           | 82%          | 85%           | Meets      |
| Chimichanga, Tiffany  | 69%      | 78%              | 83%           | 84%          | 91%           | Masters    |
| Fritierrez, Debbie    | 48%      | 64%              | 58%           | 75%          | 78%           | Approaches |
| Gretsky, John         | 75%      | 79%              | 74%           | 82%          | 89%           | Masters    |
| Hanandez, Beth        | 65%      | 68%              | 65%           | 83%          | 92%           | Masters    |
| Huerta, Oliver        | 48%      | 72%              | 75%           | 77%          | 79%           | Approaches |
| Juana, Annette        | 64%      | 74%              | 77%           | 79%          | 82%           | Meets      |
| Lopez, Guadalupe      | 78%      | 81%              | 83%           | 84%          | 86%           | Meets      |

Report Organization for  
6-7-8-E1-E2

# R/LA Class Progress

| Student               | Pre-test | Benchmark #1 | Benchmark #2 | Practice Test | PLD        |
|-----------------------|----------|--------------|--------------|---------------|------------|
| Alonso, Maria         | 64%      | 73%          | 76%          | 79%           | Approaches |
| Avocado, Denisse      | 71%      | 77%          | 81%          | 83%           | Meets      |
| Cartier, Edna         | 58%      | 69%          | 76%          | 84%           | Meets      |
| Chimichanga, Julianna | 52%      | 72%          | 82%          | 85%           | Meets      |
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| Lopez, Guadalupe      | 78%      | 81%          | 84%          | 86%           | Meets      |

Accelerated Literacy & Language Development

English High-Frequency Sight Words



Antonyms Word Study



Synonyms Word Study



Homographs Word Study



Homophones Word Study



Thinking Word Study



Abstract Word Study



Idioms Expressions Adages & Puns



# Common and Proper Nouns



# Complete Simple Sentences with Subject Verb Agreement



Video Lessons, Practice, and Assessments  
for 100% of K-12 ELAR Writing TEKS

# Prepositions and Prepositional Phrases



# Capitalization

**Official  
Titles of  
People**



# 3<sup>rd</sup> Grade TEKS Writing Skills Table Sample

| TEKS Writing Skills Editing Lesson                    | TEKS        | Learn   | Practice | Assess  | Edit    | Lock/Unlock |
|---|-------------|---------|----------|---------|---------|-------------|
| <b>Standard Grammar and Usage</b>                     |             |         |          |         |         |             |
| Complete Simple Sentences with Subject Verb Agreement | 3.11.D(i)   | ✓       | ✓        | 83%     | 91%     |             |
| Compound Sentences with Subject Verb Agreement        | 3.11.D(i)   | ✓       | ✓        | ▶ Start | ▶ Start |             |
| <b>Verbs</b>  |             |         |          |         |         |             |
| Past, Present, and Future Verbs                       | 3.11.D(ii)  | ▶ Start | ▶ Start  | ▶ Start | ▶ Start |             |
| Third-person Singular Verb Endings -s and -es         | 3.11.D(ii)  | ▶ Start | ▶ Start  | ▶ Start | ▶ Start |             |
| Future Verbs  | 3.11.D(ii)  | ✓       | ✓        | 86%     | 73%     |             |
| <b>Nouns</b>  |             |         |          |         |         |             |
| Singular and Plural with Irregular Nouns - Rules      | 3.11.D(iii) | ▶ Start | ▶ Start  | ▶ Start | ▶ Start |             |
| Singular and Plural with Irregular Nouns              | 3.11.D(iii) | ▶ Start | ▶ Start  | ▶ Start | ▶ Start |             |
| Common and Proper Nouns                               | 3.11.D(iii) | ▶ Start | ▶ Start  | ▶ Start | ▶ Start |             |

# 3<sup>rd</sup> Grade TEKS Revising Skills Table

| TEKS Revising Skills Lesson  | TEKS   | Learn | Revise 1 | Revise 2 | Revise 3 | Lock/Unlock |
|--|--------|-------|----------|----------|----------|-------------|
| <b>Develop drafts into a focused, structured, and coherent piece of writing</b>              |        |       |          |          |          |             |
| Organize writing with structure  | 3.11.B | ✓     | 83%      | ▶ Start  | ▶ Start  | 🔒           |
| Develop an idea  | 3.11.B | ✓     | ▶ Start  | ▶ Start  | ▶ Start  | 🔒           |
| <b>Revise drafts to improve sentence structure and word choice for coherence and clarity</b> |        |       |          |          |          |             |
| Revise for word choice   | 3.11.C | ✓     | ▶ Start  | ▶ Start  | ▶ Start  | 🔒           |
| Revise for clarity   | 3.11.C | ✓     | 86%      | ▶ Start  | ▶ Start  | 🔒           |
| Revise for sentence variety (add, delete, combine, and rearrange)                            | 3.11.C | ✓     | ▶ Start  | ▶ Start  | ▶ Start  | 🔒           |

# 8<sup>th</sup> Grade TEKS Revising Skills Table

| TEKS Revising Skills Lesson   | TEKS   | Learn | Revise 1 | Revise 2 | Revise 3 | Lock/Unlock |
|---|--------|-------|----------|----------|----------|-------------|
| <b>Develop drafts into a focused, structured, and coherent piece of writing</b>                       |        |       |          |          |          |             |
| Organize writing with structure   | 8.10.B | ✓     | 83%      | ▶ Start  | ▶ Start  | 🔒           |
| Develop an engaging idea  | 8.10.B | ✓     | ▶ Start  | ▶ Start  | ▶ Start  | 🔒           |
| <b>Revise Drafts for clarity, development, organization, style, word choice, and sentence variety</b> |        |       |          |          |          |             |
| Revise for word choice  | 8.10.C | ✓     | ▶ Start  | ▶ Start  | ▶ Start  | 🔒           |
| Revise for clarity  | 8.10.C | ✓     | 86%      | ▶ Start  | ▶ Start  | 🔒           |
| Revise for sentence variety   | 8.10.C | ✓     | ▶ Start  | ▶ Start  | ▶ Start  | 🔒           |







Provide Comments for students  
Reference TEKS Skills  
Embedded Interactive Rubric

**WRITING TYPE:** Informational Text

**WRITING PROMPT:** Science: Think about the physical properties of matter. Tell about the physical properties of an everyday object such as a rock, a pencil, or a penny.

Student Name: Beth Hahn

5<sup>th</sup> Grade

February 11, 2021

368 words

### *Physical Properties of Matter*

Matter is everything around us. Matter has many different properties that are observable, testable, and measurable. An everyday object such as a pencil has many properties.

Some observable properties of a pencil include its color, its shape, and its size. For example, my pencil is yellow with black writing, is approximately 6 inches long, has a red eraser on one end and a pointed lead tip on the other end. My pencil is light and weighs only a couple of ounces. My pencil is made

Writing Process Stage: Final

Grade: Not yet graded

Teacher: Edna Carter

Comments

TEKS

RUBRIC

Select Grade Level:

5

5.11.(D) edit drafts using standard English conventions, including:

- i. complete simple and compound sentences with subject-verb agreement;
- ii. irregular verbs;
- iii. collective nouns;
- iv. descriptive adjectives, including their comparative and superlative forms;
- v. adverbs that convey frequency and intensity;
- vi. prepositions and prepositional phrases and their influence on subject-verb agreement;
- vii. indefinite pronouns;
- viii. correlative conjunctions such as either/or and neither/nor;
- ix. capitalization of abbreviations, initials, acronyms, and organizations;
- x. punctuation marks, including commas in compound sentences and quotation marks in dialogue; and

# Vocabulary Boosters™ K-12 Academic Vocabulary Mastery

Engaging Images



Context Sentences

To show how heavy my books were, I used the word "exaggerate" to describe how my books weigh a million pounds.

Audio Support

hyperbole  
la hipérbole  
noun

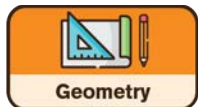
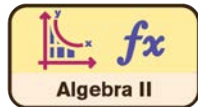
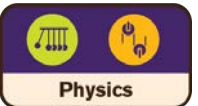
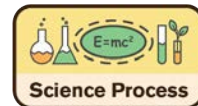
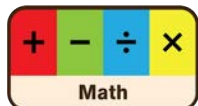
Hyperbole are exaggerated statements not meant to be taken literally.

1<sup>st</sup> Language Scaffolds

Part of Speech

Grade appropriate definition

Patented Mastery Process covering 15,000 words in all core subjects, TEKS, and STAAR Academic Vocabulary



# Implementation Partnership Goals

- Build **Sustainable** Recovery Plans
- Recovering **Learning Loss** will require a multiyear Strategic Growth Plan
- Delivery Quality, **Differentiated**, and Engaging Digital Curriculum
- Track and **Monitor Progress** regardless of where learning takes place
- Ensuring **Equity** and Learning for all students
- **Build Capacity** within your school and district instructional support teams through year-round synchronous and asynchronous Professional Development
- Leverage AI to enable all students to improve their language proficiency
- Solutions to Directly Impact **Student Growth in Domains 1, 2, and 3**

# Customized Multi-tier Implementation Plan

- **Capacity Building and Sustainability**
  - District level ELAR Coordinator PD
  - Teacher and Instructional Support Personnel Training
  - Customized Professional Development
- **Prioritize Essential Actions**
- **Critical Implementation Milestones**
  - Formative Assessment Goals, STAAR-Aligned Interim Benchmarks
- **Desired Annual Outcomes**
  - Domain 1 R/LA STAAR Achievement and Domain 2 Growth Plan
  - Domain 3 Closing the GAP on R/LA STAAR Assessments

# Accelerated Learning Background Research

# The Path from Remediation to Acceleration

*Research by Dr. David Steiner*

*Executive Director of the Johns Hopkins Institute for Education Policy*

*Professor, Johns Hopkins University*



JOHNS HOPKINS  
SCHOOL *of* EDUCATION

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Institute for Education Policy

# We've historically tried to address learning loss in three ways.



**Retention:** Students that have fallen far behind their peers are retained and required to repeat an academic year of school.



**Social Promotion:** Students continue with their age peers regardless of their academic performance.



**Remediation:** At a basic level, remediation (or re-teaching) means "teaching again" content that students previously failed to learn.

# Accelerated Learning versus Remediation



## Remediation

often focuses on drilling students on isolated skills that bear little resemblance to current curriculum.

Activities connect to standards from years ago and aim to have students master content from years past.



## Accelerated Learning

strategically prepares students for success in current grade-level content.

Acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of current learning.