Supporting Unfinished Learning

Amanda Malone and Summeral Newman
MDE Literacy Coaches
Session Goals

• Identify students with unfinished learning and determine specific deficits for targeted instruction
• Define acceleration and determine its research-based purpose
• Explore options for preparation and implementation of accelerated instruction
• Use the MDE’s Vertical Progression Document to support the planning of accelerated instruction
| **1.** | ALL Students Proficient and Showing Growth in All Assessed Areas |
| **2.** | EVERY Student Graduates from High School and is Ready for College and Career |
| **3.** | EVERY Child Has Access to a High-Quality Early Childhood Program |
| **4.** | EVERY School Has Effective Teachers and Leaders |
| **5.** | EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes |
| **6.** | EVERY School and District is Rated “C” or Higher |
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.
Session Norms

- Silence your cell phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions
Accelerated Instruction

Who needs it?
How do we identify them?
Question 1: In your teaching career (PRE-PANDEMIC), name a challenge that your students have faced year-after-year. Click "submit" but leave the menti.com website open to answer the next question.

Question #2: In the last two school years, name a challenge that your students have faced that we have not had to deal with in education before. Click submit, and you may exit the website.
Discuss the Results: Activity

Question #1:
• Discuss some of the challenges mentioned.
• Are these challenges the same in each school/district?
• Have any of these challenges disappeared or become easier?

Question #2:
• Discuss some of the new challenges that have been added.
• Are there any solutions to these challenges?
The Gap

In many schools and classrooms, the knowledge gap is wider than it has ever been. Students who are most at risk are those:

- of color
- in low-income families
- who are English learners
- with learning differences

(Czupryk, Bailey Cato, 2020)
The Matthew Effect
<table>
<thead>
<tr>
<th>Initial Identifiers for Unfinished Learning</th>
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</thead>
<tbody>
<tr>
<td>Students who have been retained</td>
</tr>
<tr>
<td>Those promoted to 4th grade based on a Good Cause Exemption*</td>
</tr>
<tr>
<td>Students who have been previously identified as having a significant reading deficiency</td>
</tr>
</tbody>
</table>
Table Talk - Screeners

• What universal screener do you use at your school?
• Which reports do you use to identify key areas for support?
• How are you utilizing this data during data meetings and/or planning?
Student Identification

• Utilize multiple data points to make all academic decisions

• Data to assist with grade-appropriate acceleration planning should include:

  State Assessments

  Universal Screeners

  Diagnostic Assessments
Utilizing the Data

• Review grade-level, classroom, and individual screening data
• Reflect on current instructional practices and methods of delivery
• Identify possible areas of unfinished learning
Grade-level Diagnostic Results

- **Phonological Awareness (PA)**
- **Phonics (PH)**
- **High-Frequency Words (HFW)**
- **Vocabulary (VOC)**
- **Comprehension: Literature (LIT)**
- **Comprehension: Informational Text (INFO)**

The diagram shows the placement by domain, with different colors indicating the level of proficiency.
Universal Screening Data: iReady

Classroom Diagnostic Results

Overall Placement
Students Assessed/Total: 59/69

- Mid or Above Grade Level: 2% (1 Student)
- Early On Grade Level: 7% (4 Students)
- One Grade Level Below: 24% (14 Students)
- Two Grade Levels Below: 25% (15 Students)
- Three or More Grade Levels Below: 42% (25 Students)
# Universal Screening Data: iReady

## Student Diagnostic Results

<table>
<thead>
<tr>
<th>Domain</th>
<th>Placement</th>
<th>Can Do &amp; Next Steps</th>
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<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>Grade 2 (498) Standard Error +/- 10</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness*</td>
<td>Tested Out</td>
<td>✗</td>
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<tr>
<td>Phonics*</td>
<td>Grade 1</td>
<td>✗</td>
</tr>
<tr>
<td>High-Frequency Words*</td>
<td>Tested Out</td>
<td>✗</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Grade 2</td>
<td>✗</td>
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<td>Comprehension: Literature</td>
<td>Early 3</td>
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<tr>
<td>Comprehension: Informational Text</td>
<td>Early 3</td>
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Universal Screening Data: STAR Reading

State Standards Mastery – Class Report

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Student Mastery Dashboard
Diagnosing Deficiencies

• **Phonological Awareness (PA):**
  - Literacy Resources Incorporated (LRI)
  - Phonological Awareness Skills Test (PAST)
  - Cool Tools Phonological Awareness Survey
  - https://heggerty.org/downloads/

• **Phonics/Word Recognition:**
  - LETRS Phonics and Word-Reading Survey
  - Quick Phonics Screener (QPS)
  - Really Great Reading Diagnostic Decoding Survey

• **Oral Reading Fluency (ORF):**
  - DIBELS
  - Cool Tools Informal Reading Assessments
Diagnosing Deficiencies: Activity

Utilizing the sample data at your table,

• Determine the student’s deficit area
• Identify what diagnostic assessment would be needed to narrow instructional focus
You can utilize the Universal Screener Companion Guide to determine which diagnostic assessments are needed to isolate specific deficiencies.
Acceleration

Why is it needed?

What is it?
<table>
<thead>
<tr>
<th>Why Not Retain or Remediate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation and retention focus on below-grade-level skills, resulting in students falling further and further behind.</td>
</tr>
<tr>
<td>Students who are retained or provided with remediation are at risk of never successfully completing grade-level work.</td>
</tr>
<tr>
<td>Remediation and retention decrease students' self-confidence and engagement.</td>
</tr>
<tr>
<td>Remediation reacts to learning deficits rather than being proactive to them.</td>
</tr>
</tbody>
</table>
While trying to bridge the gap for students with unfinished learning, we must ensure that students continue to have access to:

- Grade-Appropriate Assignments
- Strong Instruction
- Deep Engagement with Rich and Worthy Texts and Tasks
- Teachers with High Expectations
Ingredients of Acceleration

Prerequisite Instruction

Preparation for Future Learning

Acceleration
"Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content."

"Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students."

"Acceleration prepares students for new learning combined with “just-in-time” teaching of missing key skills and concepts in the purposeful context of current lessons."

(Michigan Department of Education, 2021)
### The Difference Between Remediation and Acceleration

<table>
<thead>
<tr>
<th>Remediation</th>
<th>Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low expectations for some students</strong></td>
<td><strong>High expectations for all students</strong></td>
</tr>
<tr>
<td>• In some instances, the most academically vulnerable are pulled from Tier 1 instruction for remediation.</td>
<td>• All students have access to effective, grade-level, Tier 1 instruction focused on the essential skills and concepts for that grade.</td>
</tr>
</tbody>
</table>

-Michigan Department of Education, 2021
## The Difference Between Remediation and Acceleration

<table>
<thead>
<tr>
<th>Remediation</th>
<th>Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Just-in-case-support</em></td>
<td><em>Just-in-time support</em></td>
</tr>
<tr>
<td>• Supports attempt to reteach <strong>every</strong> missing skill, based on the misconception that before students can learn new information, they must go back and master everything they missed.</td>
<td>• Supports are based on evidence of what a student knows and what they need for upcoming lessons based on clear grade-level learning goals for those lessons.</td>
</tr>
<tr>
<td>• Often focuses on drilling students on <strong>isolated skills</strong> that might not be relevant to current grade-level lessons.</td>
<td>• Provides more exposure to grade-level essential skills and concepts by aligning supports with current classroom instruction.</td>
</tr>
<tr>
<td>• Covers skills and concepts that students have not mastered from previous grades.</td>
<td></td>
</tr>
</tbody>
</table>

-Michigan Department of Education, 2021
• To attain grade-level reading proficiency, students need systematic **foundational skills** instruction as well as a **robust vocabulary** and ample exposure to academic content.

• As a part of the **Literacy-Based Promotion Act** (LBPA), students who have been identified as having a **reading deficiency** or who have been **retained**, qualify for a transition or intensive acceleration class.
Implementation

How will we prepare for accelerated instruction?
### Components of Accelerated Instruction

#### Tier 1 Instruction
- 90-to-120-minute uninterrupted block
- Includes whole-group and small-group instruction
- Data-driven differentiation
- Centers focused around the five components of reading

#### Intervention
- Time determined by intervention program
- Documented, individualized, evidence based, and data-driven instruction
- Weekly progress monitoring
- In accordance with MTSS framework

#### Acceleration
- 30 to 60 minutes
- Exposure to upcoming skills
- Critical vocabulary instruction
- Frequent formative assessments
- Opportunities to master RL and RI standards within other content areas
Tier I instruction is the KEY to accelerating learning because it is:

• Instruction that **ALL** students receive
• Prioritizes **grade-level+** content
• Requires a focus on **simultaneously** teaching:
  - prerequisite skills
  - core academic subjects
  - grade-level content with high quality texts
Teacher-led small-group Instruction should include:

- 20-30 minutes of daily instruction
- Drills of phonics, sight words, and/or fluency
- Opportunities to practice new skills in connected text

Keep in Mind

Computer programs are a great resource for Tier II or Tier III. However, these programs are most effective when paired with teacher-led interventions
Progress Monitoring Tools

Progress monitoring assessments may include short teacher-made assessments or assessments that are provided with your intervention program.

Examples of Progress Monitoring Tools

- Running records
- Classroom observations
- Formative assessments
- Decodable word lists/passages

Keep in Mind

Students should be assessed on the exact skill supported through instruction; you may not see growth if the probe is too broad and/or focuses on multiple skills.
• What tools have you used for progress monitoring at your school?

• How are you utilizing this data to plan your next steps for instruction?
Progress Monitoring Successfully

CONSISTENTLY track progress to:

• ensure growth in deficit skills
• quickly transition to new skills
• plan next steps for instruction
## Instructional Components

### Tier 1 Whole-Group Instruction (70 Minutes)

<table>
<thead>
<tr>
<th>Component</th>
<th>Duration</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics and Fluency</td>
<td>20 Minutes</td>
<td>- RF standards&lt;br&gt;- 6 syllable types&lt;br&gt;- Word and sentence dictation&lt;br&gt;- Decodable texts (for fluency)</td>
</tr>
<tr>
<td>Explicit Vocabulary Routines</td>
<td>20 Minutes</td>
<td>- Identify key words in context&lt;br&gt;- Morphology&lt;br&gt;- Greek and Latin roots</td>
</tr>
<tr>
<td>Comprehension</td>
<td>30 Minutes</td>
<td>- Texts that are rich in historical, scientific, and/or literary content&lt;br&gt;- Activate prior knowledge&lt;br&gt;- Class discussion and TDQs&lt;br&gt;- Gradual release of responsibility</td>
</tr>
</tbody>
</table>

### Tier 1 Small-Group Instruction (20 Minutes)

- Independent and Teacher-Led Centers
- Based on the 5 Components of Reading Data-Driven Differentiation

### “Power Hour/W.I.N./Acceleration” (30-60 Minutes)

- Data-Driven and based on students’ needs
- Instruction (Pre-Teaching upcoming skills and vocabulary)
- Intervention for Tiers 2 &3
- Enrichment for students that are on-level or advanced
Executing Acceleration

How do we deliver acceleration in the classroom?
### Classroom Implementation: Executing Student Learning

<table>
<thead>
<tr>
<th>Step</th>
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</thead>
<tbody>
<tr>
<td>Identify the most critical prerequisite instruction</td>
</tr>
<tr>
<td>Plan your approach to diagnosing students' unfinished learning</td>
</tr>
<tr>
<td>Update curriculum materials and engage in training</td>
</tr>
<tr>
<td>Monitor students' progress</td>
</tr>
</tbody>
</table>
Vertical Progression of Standards

1. Identify the specific content needed to be taught within a grade-level standard.
2. Determine the knowledge and skills a student currently possesses that relates to the standard.
3. Identify previous standards that build toward the grade-level standard.
4. Uncover gaps in a student’s knowledge that would contribute to challenges in accessing the standard.
5. Develop an acceleration plan to ensure students meet grade-level standards.
The Difference Between Remediation and Acceleration In Reading

Remediation Approach:
• Choose a leveled text students can read
• Remediate a bulk of skills that may or may not be related to the text or concept
• Cover skills and concepts that students have not mastered from previous grades

Acceleration Approach:
• Utilize a grade appropriate-complex text for instruction
• Consider what content knowledge students will need to access similar content
• Build knowledge intentionally to supplement the learning (build in scaffolds for accessing and building background knowledge)

Adapted from the Michigan Department of Education, 2021
<table>
<thead>
<tr>
<th></th>
<th>RI Standard 9</th>
<th>Changes</th>
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<tbody>
<tr>
<td><strong>3rd Grade</strong></td>
<td>Compare and contrast the most important points and key details presented in two texts on the same topic</td>
<td>Compare and contrast</td>
</tr>
<tr>
<td><strong>4th Grade</strong></td>
<td>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</td>
<td>Integrate information</td>
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<tr>
<td></td>
<td></td>
<td>Write or speak about the subject</td>
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<tr>
<td></td>
<td></td>
<td>Information from two texts</td>
</tr>
<tr>
<td><strong>5th Grade</strong></td>
<td>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</td>
<td>Information from several texts</td>
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</tbody>
</table>
### Vertical Alignment of Grades 3 through 5 for Acceleration Time

<table>
<thead>
<tr>
<th>Grade</th>
<th>RL Standard 9</th>
<th>Changes</th>
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<tbody>
<tr>
<td>3rd</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</td>
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<tr>
<td>4th</td>
<td>Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures</td>
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<tr>
<td>5th</td>
<td>Compare and contrast stories in the same genre on their approaches to similar themes and topics</td>
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<td>Grade</td>
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<td>...themes, settings, plots</td>
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<td>...treatment of similar themes, topics, and patterns</td>
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<td>Compare and contrast stories in the same genre on their approaches to similar themes and topics</td>
<td>...similar themes and topics</td>
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<td>... same genre</td>
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<tr>
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<td>+...approaches to similar themes and topics</td>
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Example 1: Think about a 3rd grade classroom. Some of the students have unfinished learning related to foundational skills. Now they are confronted with reading a third-grade complex and culturally relevant text.

The teacher, Ms. Martinez, does not cover everything that students did not finish. Instead, she determines through data that some students need support in blending multisyllabic words. During planning, Ms. Martinez determined some of the words that students would encounter in the complex text that might be difficult for students to decode. During acceleration time, she used a decoding strategy to help students read and practice multisyllabic words.
Acceleration in Context: What Did the Teacher Do?

First..
- Considered data from screener and diagnostics administered after the screener
- Identified needed support in multisyllabic words
- 40% scored below level in phonics

Next...
- Considered prerequisite concepts with support from Vertical Progression Document for RF.3.c (long vowels with final –e and vowel teams and 2-syllable words)

Then...
- Determined a date to teach decoding multisyllabic words from text to acceleration group before the text is encountered with entire class
- Used decoding routine

Finally...
- Instructed the entire class with the complex text
- Supported students in Tier 1 with appropriate scaffolds
- Assessed the content
- Continued high-quality instruction
Example 2: Starting in February, students will begin a unit on Civil Rights in Mr. Malone’s 4th grade classroom. He has identified some critical vocabulary, such as boycotts, fairness, equity, etc. that needs to be known prior to beginning this unit. Mr. Malone also determined some content that needs to be known before teaching the unit, such as discriminatory treatment of African Americans and other minorities, discriminatory laws, etc. He will address the critical vocabulary and background knowledge for students with unfinished learning BEFORE the unit begins in the core classroom. On-level and advanced students will learn the vocabulary and background information when the unit is taught.
Acceleration in Context: What Did Mr. Malone Do?

First...
- Considered data from screener and diagnostics administered following the screener
  - 48% of class scored below level in vocabulary
  - 36% scored below level in phonics

Next...
- Identified critical Tier 2/Tier 3 vocabulary from text
  - Considered some critical Tier 1 words for English language learners
  - Considered prerequisite concepts

Then...
- Determined a date to teach those identified words and concepts to acceleration group before teaching to entire class
  - Used an explicit vocabulary and decoding routine

Finally...
- Taught the vocabulary words to the entire class with an explicit routine
  - Assessed the vocabulary words
  - Continued high-quality instruction
Scenario 3: Ms. Carol is a 5th grade teacher who has analyzed her data and determined that many of her students are below-level in vocabulary. Her administrator has set a school-wide goal to increase vocabulary development at all grade-levels.

- How could accelerated learning benefit Ms. Carol's students' achievement?
- What steps should Ms. Carol take to facilitate accelerated learning in her classroom in the area of vocabulary?
- Are foundational skills important in this context?
- What MS-CCRS should be considered?
- What would you do to facilitate accelerated learning?
What Would You Do? Activity

First...

Next...

Then...

Finally...
Scenario 3: Ms. Carol is a 5th grade teacher who has analyzed her data and determined that many of her students are below-level in vocabulary. Her administrator has set a school-wide goal to increase vocabulary development at all grade-levels.

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• What steps should Ms. Carol take to facilitate accelerated learning in her classroom in the area of vocabulary?
• Are foundational skills important in this context?
• What MS-CCRS should be considered?
• What would you do to facilitate accelerated learning?
Resources

Helpful links as you prepare for reading success
Resources for Teachers

- MS-CCR Standards
- MTSS Guidance Document
- ELA Scaffolding Document
- ELA Vertical Progression Document
- TNTP Article
- Steps for Implementing an Intensive Acceleration Class
If you have questions, please email askacoach@mdek12.org

The "Ask A Literacy Coach" button is also available on the MDE 'resources for teachers' page.
MTSS or IRPs:
Laurie Weathersby, Student Intervention Services K-12
601-359-2586  lweathersby@mdek12.org

EL Services:
Sandra Elliott, EL Intervention Support Specialist Pre-K-12
601-359-2586  selliott@mdek12.org

State Assessments and Universal Screeners:
Melissa Beck, K-3 Assessment Coordinator
601-359-5245  mbeck@mdek12.org
Strong Readers Strong Leaders Mississippi

Strongreadersms.com website developed to help families assist children with building their reading skills. The site provides activities, resources and information for children from birth through grade 5 to become strong readers.


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MDE Literacy Coach  
amalone@mdek12.org

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