

“Catch Up” Growth

Closing the Gap

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Mississippi Department of Education

VISION

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

MISSION

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



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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

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All Students Proficient and Showing Growth in All Assessed Areas



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Every Student Graduates from High School and is Ready for College and Career



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Every Child Has Access to a High-Quality Early Childhood Program



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Every School Has Effective Teachers and Leaders



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Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



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Every School and District is Rated "C" or Higher



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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.



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Opening ACTIVITY



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ACTIVITY: Mix and Mingle

Stand at your table. At least two items in a category will be called with a designated area of the room for each item. Walk to the designated area of the item you prefer the most.

Repeat with each category.



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Session Goals

- Define annual growth.
- Define what “Catch Up” Growth is and is NOT.
- Discuss the consequences of NOT “Catching Up.”
- Analyze time considerations to close the gap.
- Study the Closing the Gap Formula.
- Utilize the Closing the Gap Formula.



Annual Growth



Annual Growth

- Annual growth is a year's worth of progress for each year of instruction in core subjects each year.
- All students need to make annual growth.
- Excellent Tier I instruction creates annual growth.



Questions to Consider for Annual Growth

- Are we teaching what our schedule says we will teach?
- Are we using the MS-CCRSS?
- Are we starting on time and teaching for the entire time indicated by our schedules?
- Are all students engaged in what we are teaching all the time?



Questions to Consider for Annual Growth

- If kids are working individually, what are we doing?
- Are teacher-assistants working with students during our instructional time?
- Are we following expected procedures when teaching core subject areas?
- Are we using High Quality Instructional Materials?



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Timing is Everything

The instructional literacy block assures that students achieve a year of reading growth during the school year.



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“Catch Up” Growth



What Catch Up Growth Requires

What Catch Up Growth **IS**...

- Recognizing that annual growth is not enough to close the gap.
- Crafting annual goals that include a catch-up clause.
- Providing additional **daily** instructional time to make up for lost time.
- Making sure catch up instruction is evidence-based and focuses on gap skills.

What Catch Up Growth Requires

What Catch Up Growth is **NOT**...

- Tier I instruction only.
- A 20-minute intervention 3 times a week.
- Extra time on the computer.
- The reason to refer for special education.



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Consider This...

- When students leave Kindergarten three years behind in reading, they must make up six years of growth in three years to catch up by 3rd grade.
- This means they must make one year of annual growth and one year of catch-up growth each year.



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The Consequences of Not “Catching Up”

- Limited probability the student will graduate.
- Decreased chance of going to a 4-year university.
- Significantly reduced average income.
- Increased health risks.
- Increased divorce rates.



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The Biggest Factors for Catch Up Growth

- Students who are behind do not learn faster than students who are ahead. They need ***more time***.
- You can mathematically determine how much more time students need to catch up.
- In addition to more time, instruction within that time allotted should be tailored to the academic deficit(s) of the student.



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Targeted Accelerated Growth (TAG Loop)

Four-phases of TAG Loop assures catch-up growth:

- Diagnostic testing to identify the deficient sub-skills for students lagging behind.
- **Proportional increases in direct instructional time.**
- Teaching to the sub-skill.
- Retesting to be sure students are actually catching up.



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Time Considerations for Closing the Gap

- Annual growth is important to prevent further widening of the gap. However, annual growth does not close the gap, it sustains it.

Example: A student finishes 4th grade (2018-19) reading on a 1st grade level (or 3 years behind).

If the student grows one year each year between 5th grade and 7th grade, where will they stand?



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Time Considerations for Closing the Gap

At the end of 5th grade – annual growth = 2nd grade

At the end of 6th grade – annual growth = 3rd grade

At the end of 7th grade – annual growth = 4th grade



There is still a 3-year gap. The student's deficit gap has been **sustained**, not closed.



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Calculating Catch Up Growth

- Step 1: Identify the assessment's On Benchmark percentile (STAR: Summary Report) (iReady Class Norms Report).
- Step 2: Identify the student's actual percentile rank on the assessment.
- Step 3: Subtract the difference.



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Closing the Gap Formula – Example

wcpm = 42 at beginning of year

1. Record percentile for Grade Level Fluency Standard. 50%ile
2. Record the student's Percentile Rank for beginning of current year. - 9%ile
3. The difference between these is = 41



Closing the Gap Formula (continued)

Rough rule of thumb is **13 percentile points = 1 year of growth.**

The typical time for daily instruction in core reading skills is approximately 40 minutes of small group instruction within a 90-minute block to produce one year's growth.



Calculating Catch Up Growth

- **Step 1: Identify the assessment's On Benchmark percentile.**
- **Step 2: Identify the student's actual percentile rank on the assessment.**
- **Step 3: Subtract the difference.**
- **Step 4: Divide the difference by 13.**



So for the example, divide the gap in points (41 points) by 13 points (required for annual growth) to convert the gap into instructional years.

$$4 \frac{1}{13} = \text{approx. 3 years}$$

- **Step 5: Add 40 minutes for each year.**



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Closing the Gap

	4 th grade Year 1	5 th grade Year 2	6 th grade Year 3
Annual Growth	40 minutes	40 minutes	40 minutes
Catch-up Growth	+40 minutes	+40 minutes (2)	+40 minutes (3)
Total Minutes	= 80 minutes	= 80 minutes	= 80 minutes
	Annual + 1 year	Annual + 1 year	Annual + 1 year
	Now 2 years behind	Now 1 year behind	Now on grade level



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Closing the Gap

This student will be on grade level by the end of 6th grade and back on track to graduate.



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Catch Up Growth Truths

- Students who are behind do not learn faster than those who are ahead. Catch-up growth is driven primarily by proportional increases in direct instructional time.
- *Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity.*



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ACTIVITY: Catch Up Growth

Scenario:

Broderick has just scored at the 11th percentile rank on his 2nd grade Fall Universal Screener. The state standard is 40th percentile. How much direct reading instruction does Broderick need during 2nd and 3rd grade to ensure he will reach the state standard by the end of 3rd grade?



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Check Your Math!

State Standard percentile:	40 percentile
Broderick's 2 nd grade status in percentiles:	<u>-11</u> percentile
Difference is:	29 points

Remember the rule of thumb is 13 percentile points = 1 year of growth.
 Divide the gap by 13 points to convert the gap into instructional years: 2 years

	<u>2nd</u>	<u>3rd</u>
Annual Growth minutes	40	40
Catch-up Growth	<u>+40</u>	<u>+40</u>
Total Minutes	80	80
	Annual + 1 year	Annual + 1 year
	Now 1 year behind	Now on grade level



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ACTIVITY: Catch Up Growth

With your group, discuss the following questions to brainstorm options.

- Is your current literacy block long enough? Where could catch up growth time fit in?
- How do you minimize distractions and interruptions during the literacy block?
- Is your phonics instruction sufficient?
- How do you help a teacher who is struggling with literacy block procedures?



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Questions & Answers



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References

- Fielding, Kerr, Rosier (2007). *Annual Growth, Catch Up Growth: The Book*.



Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit strongreadersms.com for more information!



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