

# “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



3

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

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- 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

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- 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 3<sup>rd</sup> 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 4<sup>th</sup> grade (2018-19) reading on a 1<sup>st</sup> grade level (or 3 years behind).

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



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## Time Considerations for Closing the Gap

At the end of 5<sup>th</sup> grade – annual growth = 2<sup>nd</sup> grade

At the end of 6<sup>th</sup> grade – annual growth = 3<sup>rd</sup> grade

At the end of 7<sup>th</sup> grade – annual growth = 4<sup>th</sup> 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 <sup>th</sup> grade Year 1	5 <sup>th</sup> grade Year 2	6 <sup>th</sup> 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 <b>on grade level</b>



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## Closing the Gap

This student will be on grade level by the end of 6<sup>th</sup> 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 11<sup>th</sup> percentile rank on his 2<sup>nd</sup> grade Fall Universal Screener. The state standard is 40<sup>th</sup> percentile. How much direct reading instruction does Broderick need during 2<sup>nd</sup> and 3<sup>rd</sup> grade to ensure he will reach the state standard by the end of 3<sup>rd</sup> grade?



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## Check Your Math!

State Standard percentile:	40 percentile
Broderick's 2 <sup>nd</sup> 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>2<sup>nd</sup></u>	<u>3<sup>rd</sup></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 <b>on grade level</b>



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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](http://strongreadersms.com) for more information!



## Contact Information

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