Program Evaluation:
Reading Improvement 2024-2025

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District Liaison for Reading Improvement: Blaire Zessin

Leadership

- **What is our purpose?**
- **How is the purpose determined and accomplished?**

Reading Improvement Team

Blaire Zessin (District Liaison), Dr. Jen McClure, Dr. Aaron Duff, Ann-Marie Cannedy, Jennifer Nixon, Melanie Duddy, Jamie Klingenberg, Kathy Smith, Jennifer Wright, Wendy Assel, Erica Cook, Angela Straubel

The purpose of the Reading Improvement Program is to provide supplemental instruction for students who are not meeting grade-level reading expectations, with the goal of improving their reading proficiency.

Reading Improvement teachers in all schools support the tiered system of intervention by delivering targeted instruction tailored to each student's specific reading needs. These specialists work with students whose reading deficits are more significant than those of their peers, offering additional support beyond the regular grade-level curriculum.

The Reading Improvement Team is led by the district liaison, Blaire Zessin, who also represents their interests at Academic Senate. As district liaison, Ms. Zessin receives specialized professional development focused on leading adult groups. She manages the team's professional development budget by collaborating with the team to identify the learning needs that will help improve their practices.

Customer Focus

- **Who are our customers relative to this program?**
- **How do we determine the needs of the customer?**
- **What are the needs of the customer?**

Students are identified through a data-driven process to determine eligibility for Reading Intervention, [Data Dig Process for Universal Screening, and Periodic Monitoring](). The process begins with the Fastbridge Universal Screening Assessment. Scores related to Phonemic Awareness, Phonics, Fluency, and General Reading generate an individual plan for each student. Students who fall below the 25th percentile are reviewed for potential candidates for Reading Improvement.   Universal screening is conducted in the fall for initial groupings, winter for regroupings (additions and dismissals) and spring to set groups for the next fall. This cyclical process will be replicated with each Universal Screening.   Generally, reading intervention is delivered in small, homogeneous groups that meet daily with a reading specialist.

It is important to note that the caseloads of students are vastly different between elementary and secondary schools due to the intervention approach. Our system can provide service to more students at the middle and high school level based on scheduling and the intervention delivery method.

Workforce Focus

- **How do we determine our staff needs?**
- **What are we doing to support our staff to achieve our goals?**

Reading teachers collaborate at each of the district Professional Learning Days, in addition to meetings as needed throughout the school year.

To support our Reading Improvement staff, we provide (and continue to support):
- SLANT training and materials for elementary specialists at Summer Learning Academy (5 days)
- Read 180 updates training at Summer Learning Academy
- Regular meetings to calibrate, refine, and support processes, and problem solve
- Training in FastBridge implementation and use of reports
- Implementation of progress monitoring for students eligible for reading intervention through Fastbridge
- Advocacy for alignment and implementation at Tier 1 to Science of Reading research

To support all staff we are providing:
- Implementation of Board-approved ELA curriculum with Lesson Study
- FastBridge support for Tier 2A
- Addition and support for UFLI at the Tier 2A level (elementary level)
- Ongoing Professional Development grounded in structured literacy and evidence-based learning

Process

- **What process/improvement actions did we focus on last year to improve this program?**

Ongoing Process Improvement Actions
- Data dig process was developed and outlined on the Teaching and Learning website
- Tiered level of teachers participate in data review to identify which students may need additional supports as indicated by data
- Staff members are engaged and encouraged to confirm data information
- Process enhancements on students identification with the transition from elementary to middle school

Measurement/Analysis/Knowledge

- **What are the results of our SWOT analysis for this year?**
- **What are our measures to determine progress/success?**

Current Measures
- MAP data

- SWOT Analysis
- FastBridge Universal Screening and Progress Monitoring

Reading Improvement Program SWOT ANALYSIS Themes

Strengths (Internal Positive)

- **Expertise and Collaboration:** The proficiency and dedication of Reading Improvement (RI) teachers and their collaboration foster consistent and effective processes.
- **Effective Interventions:** Science of Reading-based methods and small group instruction are practical and impactful, aligning with best practices for literacy improvement.
- **Support for Professional Development:** Ongoing training through partnerships, like with KCRPDC, ensures staff are well-equipped to address student needs.

Weaknesses (Internal Negative)

- **Resource and Time Constraints:** Challenges include limited materials, restricted group sizes, and insufficient time for diagnostics and mastery-focused practice.
- **Inconsistent Processes:** Unequal teacher distribution and varying processes across buildings reduce program uniformity.
- **Curriculum Gaps:** Misalignment between Tier 1 and Tier 2 instruction, as well as Tier 2A interventions lacking fidelity, hinder overall effectiveness.

Opportunities (External Positive)

- **Process Improvements:** Opportunities to refine and standardize processes, such as district-wide Student Support Team (SST) protocols and fidelity checks for assessments.
- **Early Intervention:** Starting interventions earlier, such as with kindergarteners, can improve long-term outcomes.
- **Training and Resources:** Enhanced teacher training and access to specific diagnostic tools can improve intervention effectiveness.

Threats (External Negative)

- **Systemic Challenges:** Issues such as conflicting schedules, sub shortages, and the demands of Senate Bill 681 requirements pose risks to program implementation.
- **Curriculum Ineffectiveness:** Non-Science of Reading-based Tier 1 curriculum and fidelity issues with Tier 2A could threaten to increase intervention caseloads.
- **Sustainability Concerns:** Long-term program efficacy is questioned if students fail to "close the gap" despite participation, and increased early interventions could diminish the relevance of secondary-level tools like Read 180.

Key Takeaways

The SWOT highlights **strong internal expertise and collaboration**, counterbalanced by **logistical challenges and systemic misalignments**. It identifies opportunities for **process improvements, targeted training, and earlier intervention**, while warning of threats from **external policy shifts, curriculum gaps, and resource limitations**.

Results

- **How are we doing?**

Parent Survey Data

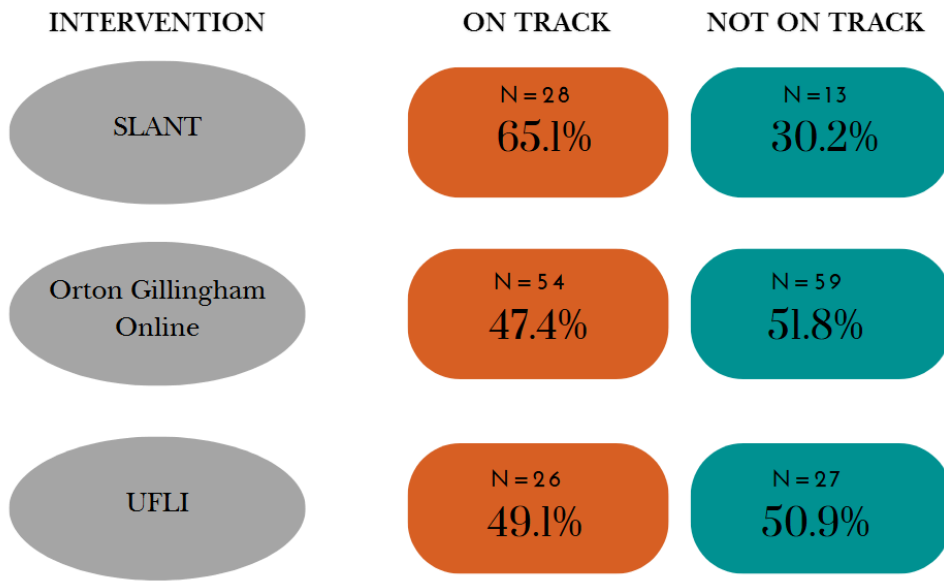| I am satisfied with the services my child receives from Reading Improvement Services. (Parents)					
Building	2019 SPI	2020 SPI	2021 SPI	2022 SPI	2023 SPI
Pathfinder	452.27	434.21	428.21	440.54	457.89
Siegrist	430.00	407.69	416.67	386.67	429.03
Compass	432.43	421.43	423.81	439.13	414.29
Barry					391.67
PCMS	434.48	428.13	403.33	394.12	342.86
PPMS	373.68	396.00	373.91	422.22	412.50
PCHS	387.50	358.82	380.00	386.36	364.00
District-Wide (# respondents)	427.51 (189)	413.25 (166)	407.1 (155)	412.78 (122)	411.00 (130)

Intervention Progress Monitoring

The following data is representative of students who are receiving support in either Reading Improvement at the elementary level, Reading Workshop (Read 180) at the middle level, or Read 180 at the high school level.

Elementary

SLANT, Orton Gillingham Online, and *UFLI* are the interventions used at the elementary level. The data below is associated with those interventions, Students in reading improvement at the elementary level have a ***Reading Success Plan*** and are progress monitored weekly or bi-weekly. Growth is monitored through Fast Bridge's weekly progress probes aligned to one of the 5 areas of reading deficit: Phonemic Awareness, Phonics, Fluency, Vocabulary, or Comprehension. The data below outlines the number of students (n), and the percentage of students on track or not on track to meet their growth goals.

	INTERVENTION	ON TRACK	NOT ON TRACK
	SLANT	N = 28 **65.1%**	N = 13 **30.2%**
	Orton Gillingham Online	N = 54 **47.4%**	N = 59 **51.8%**
	UFLI	N = 26 **49.1%**	N = 27 **50.9%**

Secondary (Middle and High School)

Middle school and high school students who have a reading deficiency receive services through Read 180, in addition to ongoing support from their Tier 1 teachers. This process supports phonemic awareness, phonics, fluency, vocabulary, and comprehension. These skills directly impact the learning process in all content areas.

The data below shows the current progression of students receiving reading intervention at the middle school and high school levels.

District Profile
Achievement by Grade
Platte County R-III School District | Reading

Grade ↑	Achievement Fall 2024-2025 Median and Distribution	Sort by -- select an option --	Average RIT	Number of Students
Grade 6	20th — 51% — 23% — 16% — 10%		199	43
Grade 7	21st — 48% — 43% — 9%		201	21
Grade 8	14th — 57% — 33% — 10%		199	21
Grade 9	30th — 38% — 42% — 8% — 12%		208	24

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2024-2025
Tested Fall 2024-2025

This chart shows achievement percentiles for one testing term. Single-term achievement represents student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores through nationally normed expectations. For a student in Secondary Reading Workshop, we would want to see mostly the colors peach and yellow. Green is extremely positive but indicates a student is likely

Strategic Planning

- **How are goals developed?**
- **What are our long-term goals?**
- **What are our short-term goals?**
- **What are our objectives to determine progress?**

Goal
Reading Intervention students will demonstrate growth and progress toward attaining grade-level outcomes.

Objective
The Reading Improvement Program will increase the number of at-risk students demonstrating academic success as measured by FastBridge and MAP.