



Academic Excellence Committee Board Update

October 19, 2021



Literacy Instructional Priority 2021-22

All ARISE teachers will develop student's abilities to access and analyze complex text in their subject, think critically and speak about the text, and use text-based evidence to develop and defend an effective written claim.

Data from Fall NWEA Reading Assessment (September)

	# Students Tested	Avg. RIT	Avg. Lexile	# @ Grade Level	% @ Grade Level	# One Grade Level Below	% One Grade Level Below
9th	94	211	904	54	57.4%	11	11.7%
10th	83	210	890	30	36.1%	15	18.1%
11th	92	215	976	34	37.0%	15	16.3%
12th	76	218	1027	17	22.4%	16	21.1%
All	345	213	949	135	39.1%	57	16.5%

Goal:

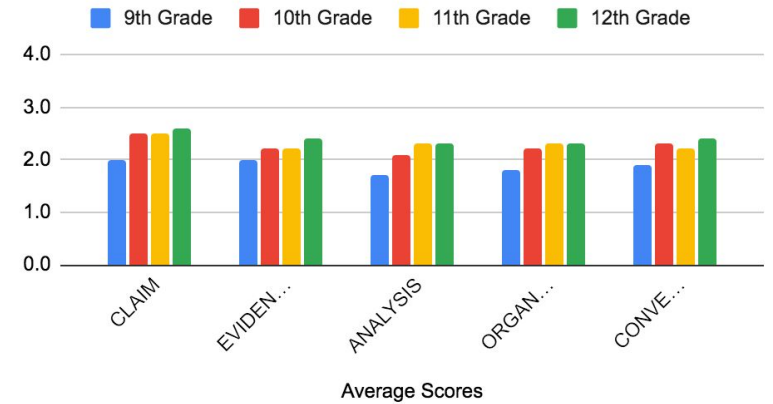
- MAP Reading (% of students reading at grade level)
 - September is baseline:
 - 9th - 57%
 - 10th - 33%
 - 11th - 37%
 - 12th - 22%
 - January - students reading at “grade level” or higher for every grade level will increase by 15%

How will we get there?

- Individual growth goal setting in Advisory - and bi-weekly check ins
 - DIRT consistency
 - Literacy Priority Plan (order of operations) in all non-math classrooms
 - Designated EL and newcomer support
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Data from Writing Benchmark #1 (September)

Average Score by Criteria



Average Scores	CLAIM	EVIDENCE	ANALYSIS	ORGANIZATION	CONVENTIONS	TOTAL /20
9th Grade	2.0	2.0	1.7	1.8	1.9	9.4
10th Grade	2.5	2.2	2.1	2.2	2.3	11.3
11th Grade	2.6	2.2	2.3	2.3	2.2	11.7
12th Grade	2.7	2.4	2.4	2.4	2.5	12.3
ALL STUDENTS	2.4	2.2	2.1	2.2	2.2	11.2

Goal:

- By January, the % of students averaging 3 or higher increases by 10%

How will we get there?

- Individual growth goal setting in Advisory - and bi-weekly check ins
 - Literacy Priority Plan (order of operations) in all non-math classrooms
 - Designated EL and newcomer support
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Literacy Priority Plan - 2021-22

2021-22 Literacy Instructional Priority:

All ARISE teachers will develop student's abilities to access and analyze complex text in their subject, think critically and speak about the text, and use text-based evidence to develop and defend an effective written claim.

Literacy Order of Operations

● Before reading

- Identify purpose for reading (Why is the student reading this text?)
- Wide-angle reading
 - Title, Italics, Headers, Structure, etc.
 - Purpose of reading (Why did the author write this text? Who is the intended audience?)

● During reading

- Summarize the gist
- Use *Signposts* and *Big 3 Questions* to read deeply
- Identify author's claim, evidence, and analysis (reasoning)

● After reading

- Discuss: demonstrate critical thinking through structured academic discourse
- Write: use text-based evidence to develop and defend an effective written claim
 - Claim
 - Evidence
 - Analysis

Literacy Priority PD Update