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A Partnership to Improve Student Literacy

A Case Study

Luxemburg-Casco
SCHOOL DISTRICT
WE ARE SPARTANS.

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A Partnership to Improve Student Literacy

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Introduction

Luxemburg-Casco School District (LCSD), situated less than 20 miles east of Green Bay, is home to 2,000 students. The district includes four schools: primary, intermediate, middle, and high.

Like many schools across the nation, Luxemburg-Casco recognized and acted upon an opportunity to improve student learning outcomes through literacy initiatives.

The leadership at LCSD decided to partner with Capti. This partnership has supported Luxemburg-Casco Schools by providing:

- Evidence-based solutions
- Research-based instructional recommendations
- Support in developing systems that improve student growth
- Ongoing professional development

2,000
Students

4
Schools

275
Staff

capti

Why Capti?

"

Reading is a very complex task which requires the appropriate instruction for each student. In order to provide that instruction, you have to be able to diagnose the students' needs.

We feel our K-3 system has the ability to know what students need, but as we go up in grade levels it becomes more complex, knowing what a student needs for instruction is a bit more challenging.

"

- Mike, Luxemburg-Casco's Director of Learning Services

Universal Screener

Diagnostic Assessment

Intervention

Monitoring
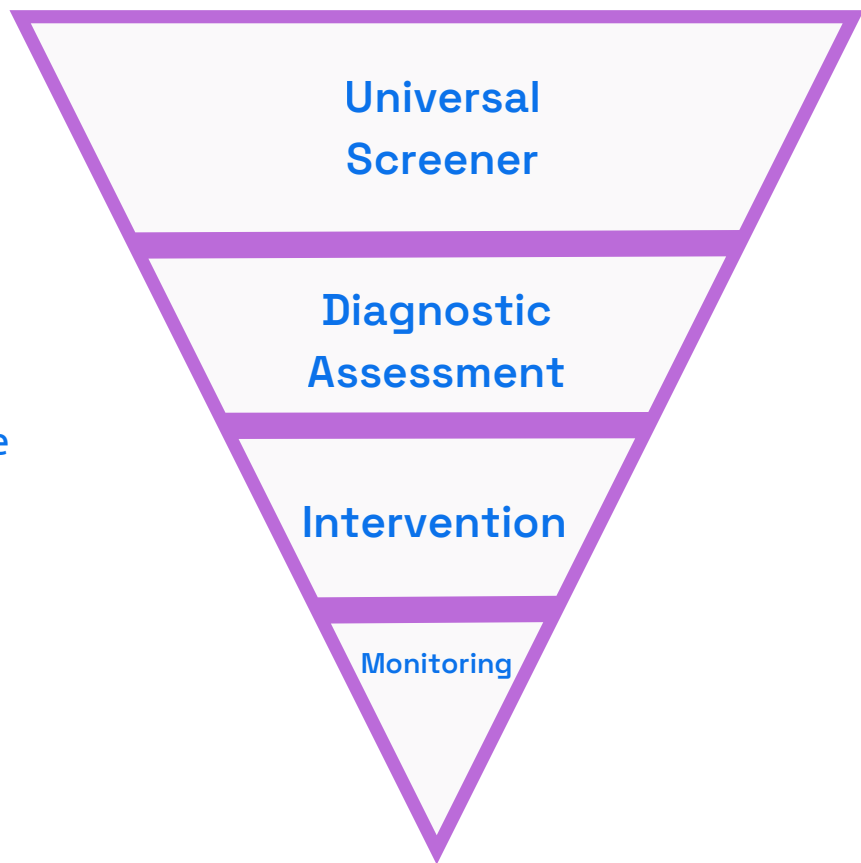
Luxemburg-Casco Teaching/Learning Values

- We will model behaviors we desire to see in our students.
- We will make learning relevant and engaging.
- We will coach students to become real-world problem solvers.
- We will challenge our students with rigorous experiences.

Evidence-Based Solutions

LCSD administered the ReadBasix assessments in the fall, specifically seeking information on the foundational reading needs of their students in middle school and high school.

SKILLS AND SUBTESTS	AVG-MAX[1]	NUMBER OF ITEMS
Word Recognition & Decoding	5-8 min	30
Vocabulary	5-9 min	30
Morphology	5-10 min	30
Sentence Processing	5-9 min	30
Reading Efficiency	5-13 min	32-51 (3 passages)
Reading Comprehension	20-30 min	31-32 (4 passages)

Note. [1] The MAX time reflects the time limit for each subtest when timed.

Luxemburg-Casco Middle School and High School were able to decide how to best administer the subtests. Capti Assess with ReadBasix offers flexibility with the ability to administer each subtest separately or grouping them to fit class times accordingly.

5

Evidence-Based Solutions

The schools received insightful data that revealed district-wide trends as well the foundational reading skills of each individual student. As Mike said, "reading is complex," therefore, so is the data.

	Score	Grade Eq.	Percentile		Q Find student

▲ Students	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension
M ···· tests	620L	240	267	269	222	271	227
M ···· tests	955L	262	243	254	267	253	251
- ···· tests	845L	228	224	225	244	244	259
M ···· tests	725L	235	260	248	247	245	240
- ···· tests	1535L	274	307	293	277	279	305
★ ···· tests	810L	252	247	245	250	270	233
H ···· tests	1375L	281	274	273	278	277	284
- ···· tests	1485L	247	230	228	277	291	290
M ···· tests	735L	280	265	256	247	235	248

Kyle, an ELA Coach at Luxemburg-Casco, started conversations with Capti's Literacy Team. He sought clarification while he gained a deeper understanding of the students' foundational reading skills.

Research-Based Instructional Recommendations

After the school district's fall test administration, the Capti Literacy Team conducted data meetings with LCSD leaders and educators. Capti provided personalized reports including detailed instructional recommendations.

Data Analysis Recommendations
prepared for *Luxemburg-Casco Schools*

Luxemburg-Casco
SCHOOL DISTRICT
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![capti]

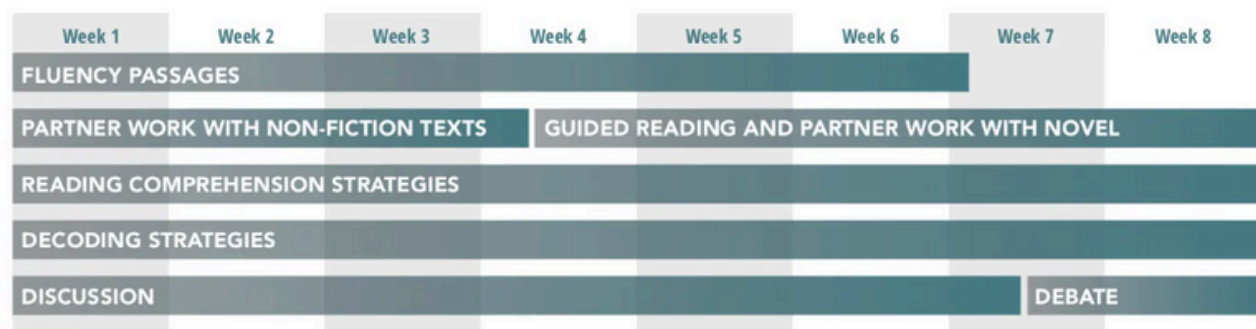# Research-Based Instructional Recommendations

"

We feel Capti provides us with the information so students can receive the correct intervention. In our partnership, Margaret (Reading Research Scientist at Capti) provided us with the data and recommended interventions for our students. She is well read and very knowledgeable about the different interventions available.

"

- Mike, Luxemburg-Casco's Director of Learning Services

As the teachers in the district continue processing ReadBasix data and understanding their students' foundational reading skills, Capti's Literacy Team culls and vets researched-based practices and resources that are best fit for the group of students in each school. Luxemburg-Casco Middle School and High School are now implementing a multi-component reading intervention. A separate multisyllabic word reading program is being used to intervene with students with significant decoding needs.

Timeline of a Typical STARI Unit

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
FLUENCY PASSAGES								
PARTNER WORK WITH NON-FICTION TEXTS			GUIDED READING AND PARTNER WORK WITH NOVEL					
READING COMPREHENSION STRATEGIES								
DECODING STRATEGIES								
DISCUSSION							DEBATE	

sample of lesson-by-lesson overview of one unit

(STARI: Strategic Adolescent Reading Intervention)

Improving Instructional Systems

The Luxemburg-Casco Teaching and Learning Department aims to "create a comprehensive, well-organized, and effective learning environment that promotes student success."

In the Intermediate, Middle, and High Schools Luxemburg-Casco is using the ReadBasix assessments as both a benchmarking diagnostic and a progress monitoring tool. Utilizing these vertically aligned assessments allows the district's administration and the Capti Literacy Team to make accurate evaluations of the implemented instruction.

Part of this reflective process includes the willingness of Luxemburg-Casco Schools to share other literacy data points with Capti. Capti will be able to conduct correlation studies with ReadBasix and the Wisconsin Student Assessment System (WSAS). Then ReadBasix can offer predictive feedback pertaining to the WSAS's reading measures.

Correlating multiple literacy data points is just one actionable step the Teaching and Learning Department has taken in their mission of ensuring a learning environment that is both *comprehensive* and *well-organized*.

Ongoing Professional Learning

According to the Wisconsin state report card, Luxemburg-Casco School District *exceeds expectations*. The school's leadership is careful not to become complacent. They have placed a priority on improving student growth. Which is why Mike, Director of Learning Services said, "you have to be able to diagnose the students' needs."

Understanding and responding to a student's needs involves three major components:
- A teacher building a strong rapport with the individual
- Accurate and insightful data
- A toolbox constructed of sound research and evidence-based resources

The school's partnership with Capti provides support and development in those last two components. Kyle, Luxemburg-Casco's ELA Coach, has utilized Capti's research-based analysis and data review meetings to make the ReadBasix data meaningful for the district's educators.

Capti's offering of remote professional development has assisted Luxemburg-Casco Schools in making data-informed decisions

Both Luxemburg-Casco School District and Capti agree, a partnership that improves literacy instruction and student learning outcomes is a worthy investment.

Measuring Growth and Informing Instruction

Using ReadBasix to pre- and post-test the effectiveness of various interventions allows for better instructional recommendations. After 12 weeks of word-level interventions, 9th graders (n=15) whose initial scores indicated a need for word analysis support took the Word Recognition and Decoding (WRD) subtest to determine growth.

Word Rec. & Decoding Change

Legend: Pre-Test, Post-Test, Poly. (Pre-Test), Poly. (Post-Test)
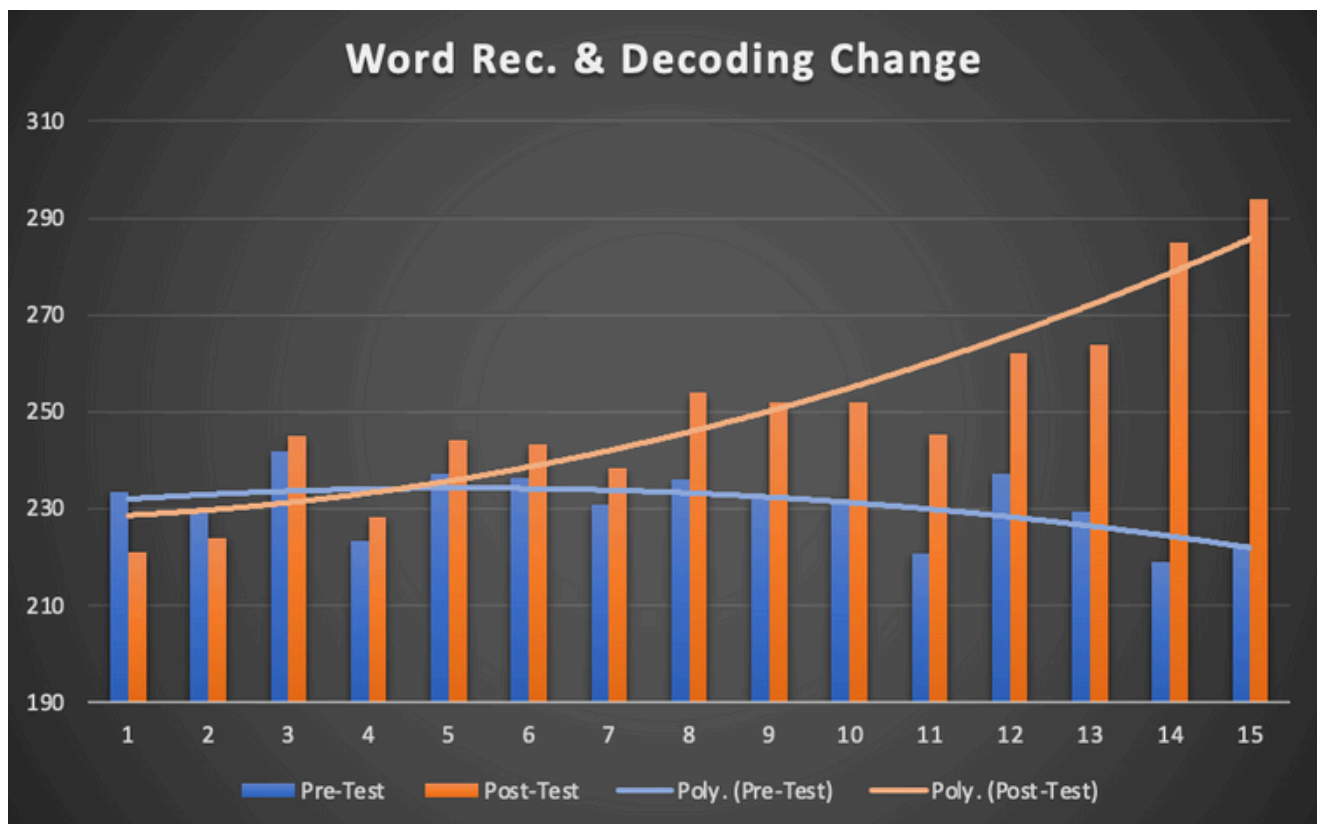
On average, 9th graders improved their WRD scores by 19 points from a 12-week intervention and moved above the Decoding Threshold, which indicates students' abilities to decode words will now contribute to reading comprehension. With this new data, the teacher plans to include more advanced skills during the intervention that focus on building students' morphological awareness to support reading complex, academic texts.