



ROSAYLN YALOW CHARTER SCHOOL
SATURDAY ACADEMY PROGRAM REVIEW
2016-2017

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Program Overview

The Saturday Academy is a 5-6 week program designed to provide instruction to students who are not meeting the grade level standards in English Language Arts and mathematics. The purpose of the program is to build skills in reading and mathematics to meet the grade level expectations. A maximum of 60 students per session are eligible to participate in the program. Each class contains 12-15 students with one teacher. The selection of the students is based upon the STEP and NWEA assessment results. The teachers provide small group instruction for 3 hours targeting the skill deficits identified on the assessments. The students will review sight words, sound spellings, participate in guided reading, read aloud activities and practice strategies taught. This year the focus of the Saturday Academy was to build literacy skills for the students participating in the program.

Presently, the program utilizes one of the following evidence based programs recommended as a Tier 2 support for struggling readers:

Fountas & Pinnell Leveled Literacy Intervention System

A small group intervention providing intense instruction for struggling readers to develop:

- Phonics
- Reading accuracy
- Reading fluency
- Reading Comprehension
- Analysis of text

Foundations

A multisensory, structured language program for students in grades K-3 distributed by Wilson Language Training. This program provides foundational skill building in:

- Phonemic awareness
- Phonics/word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Additionally, the teachers used the Dolche Sight Word list at the beginning of each session to build the students' sight word vocabulary.

Student outcomes:

Session I: November 5- January 21, 2017(Staggering start dates)

Three classes were opened to provide reading supports to the 44 second grade students who are performing two to four steps below the target STEP level. At Baseline the second grade students are expected to demonstrate proficiency at STEP 6. At Cycle 1 the proficiency target level is STEP 7. Of particular note, the reading skills of 11 students performing at STEP 2 are at the middle of kindergarten. The remaining students are performing at the beginning to middle of first grade. Growth by the end of the session is depicted in the chart below.

STUDENT STEP PERFORMANCE: SESSION I SECOND GRADE STUDENTS

STUDENTS' BASELINE STEP LEVEL	NUMBER OF STUDENTS	Percentage of students	Growth in STEP Levels
STEP 2	11 STUDENTS	36.4%	1 STEP
		27.3%	2 STEPS
		27.3%	3 STEPS
		9.0%	5 STEPS
STEP 3	22 STUDENTS	31.8%	0 STEPS
		50.0%	1 STEP
		13.6%	2 STEPS
		4.6%	4 STEPS
STEP 4	11 STUDENTS	45.4%	0 STEPS
		36.4%	1 STEP
		18.2%	3 STEPS

Session II: February 4- March 18, 2017.

Four classes were opened to provide reading supports to 45 first and second grade students who are performing one to four steps below the target STEP level. The reading skills of the one student at Before Step is at the pre-kindergarten level. This student was able to progress significantly to STEP 4 and meet the target score. The remaining students began the session performing at the beginning or middle of kindergarten.

STUDENT STEP PERFORMANCE: SESSION 2 FIRST GRADE STUDENTS

STUDENTS' BASELINE STEP LEVEL	NUMBER OF STUDENTS	Percentage of students	Growth in STEP Levels
Before Step	1 STUDENT	100%	5 STEPS
Pre-Read	4 STUDENTS	25%	0 STEPS
		25%	1 STEP
		25%	2 STEPS
		25%	3 STEPS
STEP 1	6 STUDENTS	33.3%	1 STEP
		66.7%	2 STEPS
STEP 2	11 STUDENTS	63.6%	0 STEPS
		36.4%	1 STEP

STUDENT STEP PERFORMANCE: SESSION 2 SECOND GRADE STUDENTS

Students' Baseline STEP Level	Number of students	Percentage of students	Growth in STEP Levels
STEP 2	3 STUDENTS	66.7%	1 STEP
		33.3%	2 STEPS
STEP 3	13 STUDENTS	30.8%	0 STEPS
		46.1%	1 STEP
		23.1%	2 STEPS
STEP 4	4 STUDENTS	75.0%	0 STEPS
		25.0%	1 STEPS
STEP 5	3 STUDENTS	66.7%	0 STEPS
		33.3%	2 STEPS

SATURDAY ACADEMY ATTENDANCE

	Percentage of Students in Attendance Session 1	Percentage of Students in Attendance Session 2
WEEK 1	56.5%	67.4%
WEEK 2	47.8%	62.8%
WEEK 3	36.9%	60.5%
WEEK 4	41.3%	58.1%
WEEK 5	34.8%	62.8%
WEEK 6	N/A	65.1%

Summary:

The students selected to attend the Saturday Academy program for 5-6 weeks were performing one to four steps below the target STEP level. In reviewing the data, seventy-one percent of the second grade students who attended Session 1 demonstrated growth of at least one step level while 27.3% of the students demonstrated no measureable growth. In Session II: 60.8% of the second grade students and 63.2% of the first grade students demonstrated a growth of 1-3 steps. However, only one student (4% respectively) from each of the grades obtained a proficient score. The remaining students approached the proficiency score but remain below the target STEP level.

Closing the achievement gap for our students begins with meeting growth targets. For students that are far below the proficiency level, it will take more time to reach proficiency. The Saturday Academy provides supplemental instructional supports to our

struggling students beyond the school day/week to bridge the gaps in reading achievement and to facilitate the gains necessary for academic success.

In addition to providing small group instruction, we are working with our students, staff and families to make our program a more effective. Parent meetings were conducted to promote buy in for the program, promote home/school collaboration and increase attendance. Staff meetings were conducted to discuss program objectives and distribute materials. The goals are monitored through the weekly teacher logs and attendance sheets. A program coordinator added to the academy by Session 2 to help improve record keeping, monitor student attendance and address concerns during the sessions. The provision of academic intervention supports is key for struggling students to promote improvement, however, student availability/attendance is another critical factor that needs to be addressed.

What has had the most effect on \uparrow in student performance - Sat. Academy or guided reading?

15% refused to attend on Sat.

Teachers need to be better versed in detecting skill deficits & what to look for. Teachers need more "tools" \rightarrow PD