

Growing Life-Long Readers
Executive Summary
Final Performance Report

The two-year Growing Life Long Readers (GLLR) grant work is complete and we can report growth and gains in our 12 Title I schools. For goal 1: supporting a knowledgeable and skilled collaborative community - teachers completed the initial 3 hours hours of professional development and then a deep dive of 2 days over the summer. They implemented changes in their instructional practices to support student choice and volume reading. School site grant leadership teams planned and hosted a family literacy event each trimester, resulting in an increase in, support for, and excitement for reading at home.

For goal 2: Develop a scalable system to support school sites in continuous cycles of improving literacy learning and building a culture of “joy” and excitement for literacy growth and development - teachers learned how to implement continuous cycles of improving literacy learning with the use of a Plan, Do, Study, Act (PDSA) cycle of inquiry and learning. This work is continuing to grow in use and is spreading district-wide. Additionally, the perception surveys taken by teachers at the end of the first year and then again at the end of the second year showed growth in the GLLR promoted instructional strategies: modeling a love of reading increased from 75% to 87%, daily independent reading time from 70% to 85%, buddy reading from 51% to 80%, regular guidance to parents from 42% to 72%, and students enjoying reading more from 87% to 93%.

For goal 3: Increasing achievement and narrowing the achievement gap - standardized state test scores showed solid growth in reading scores with a 3.4 average percentage point gain compared to a 2.8 average percentage point gain earned by the 33 non-grant schools which include our high socio-economic schools/non-Title I schools. Additionally, in our first year, the 4th grade reading diagnostic Lexile level data revealed 39% of students showed growth, whereas in the second year of the grant 69% of students showed growth in Lexile levels.

For goal 4: Increasing access to text. Chrome Book carts were delivered to sites, loaded with two free apps - *International Children’s Library* and *Starfall* to increase students’ reading of free digital text. Students participated in choosing titles for their classroom libraries, books were ordered and delivered. Teachers reported a high level of anticipation and excitement for the book deliveries due to student choice. Students took home books at the end of each school year.

We noted our teachers are committed to continuing GLLR instructional practices – they completed the grant professional development at the beginning of this school year. They planned for continuing GLLR instructional practices by embedding those practices into the new ELA curricular materials recently purchased by the district.

Lastly, oft-heard sentiment is represented in this “any additional comments” section from the teacher survey: *This was such an amazing opportunity!!! My classroom library is exponentially better than it was and there is SO MUCH MORE reading happening in my classroom. Student choice is so important and this year has been great because of the grant. Thank you, thank you, thank you!!!*