

To: Board of Education
From: Darcy Kraus, Director of Elementary Schools
Re: Kansas Reading Roadmap
Date: November 26, 2018

Background:

An initiative of the Kansas Department for Children and Families (DCF), the Reading Roadmap, began in the fall of 2013. DCF recognized the importance of early literacy and understood its connection to success in school and prosperity in life. In partnership with the student's family, Reading Roadmap uses in-school diagnostic data to target interventions after school and during the summer. The Reading Roadmap utilizes interventions to increase literacy outcomes, closing the achievement gap between the lowest performing children, and those bound for academic success. (for additional information see www.readingroadmap.org)

The Reading Roadmap built its programming around MTSS as a universal adapter that allowed in-school strategies to connect directly with afterschool, summer, and family engagement programming. This connection created an integration of out-of-school programs into the school's intervention system. The result was that Reading Roadmap schools could now use afterschool to drive student reading growth.

To raise the literacy proficiency of our most challenged readers, Kansas Reading Roadmap is partnering with districts across the state. Lawrence USD 497 has the opportunity to be a sub-recipient of a grant that would provide funds necessary to support (K-3) after school tutoring, family engagement training, and summer sessions in three of our lowest performing schools.

This will necessitate hiring additional staff to support the grant initiatives.

Rationale:

Children who can read proficiently by fourth grade are four times more likely to graduate high school on time. Yet, according to the National Assessment of Educational Progress, 65% of US 4th graders are not proficient readers. By partnering with Kansas schools, the Reading Roadmap enhance early literacy systems to increase early reading proficiency through structured afterschool, summer, and family engagement programs. Data demonstrates that in schools that meet Reading Roadmap requirements, the number of students in Tier 3 decreased by nearly half in just one school year.

Included in the document is data from the three targeted schools, Kennedy (KE), Pinckney (PI) and Schwegler (SC), indicating the need for additional supports this grant will provide.

LPS AIMWeb Data:

KE	Fall 2018			PI	Fall 2018			SC	Fall 2018		
	% High Risk	% Med Risk	% Low Risk		% High Risk	% Med Risk	% Low Risk		% High Risk	% Med Risk	% Low Risk
Kinder	73.7	18.4	7.9	Kinder	43.8	12.5	43.8	Kinder	47.8	18.8	33.3
	# High	# Med	# Low		# High	# Med	# Low		# High	# Med	# Low
	28	7	3		14	4	14		33	13	23
1st	% High Risk	% Med Risk	% Low Risk	1st	% High Risk	% Med Risk	% Low Risk	1st	% High Risk	% Med Risk	% Low Risk
	56.1	7.3	36.6		56.3	6.3	37.5		37.9	19.7	42.4
	# High	# Med	# Low		# High	# Med	# Low		# High	# Med	# Low
	23	3	15		27	3	18		25	13	28
2nd	% High Risk	% Med Risk	% Low Risk	2nd	% High Risk	% Med Risk	% Low Risk	2nd	% High Risk	% Med Risk	% Low Risk
	38.7	12.9	48.4		39.4	21.2	39.4		37.3	17.6	45.1
	# High	# Med	# Low		# High	# Med	# Low		# High	# Med	# Low
	12	4	15		13	7	13		19	9	23
3rd	% High Risk	% Med Risk	% Low Risk	3rd	% High Risk	% Med Risk	% Low Risk	3rd	% High Risk	% Med Risk	% Low Risk
	38.5	15.4	46.2		15.8	10.5	73.7		26	12.3	61.6
	# High	# Med	# Low		# High	# Med	# Low		# High	# Med	# Low
	15	6	18		6	4	28		19	9	45

Recommendation:

Administration recommends Lawrence USD 497 enter into a Memorandum of Understanding with Kansas Reading Roadmap to be a sub-recipient of grant funds in an amount of up to \$262,500 to support out-of-school interventions to close the literacy gap that exists with K-3 students at Kennedy, Pinckney and Schwegler Elementary Schools. This includes the hiring of necessary staff to implement the program, paid for from grant funds.

Motion:

"I move the Board of Education enter into a Memorandum of Understanding with Kansas Reading Roadmap to be a sub-recipient of grant funds in the amount of up to \$262,500 to support out-of-school interventions to close the literacy gap that exists with K-3 students at Kennedy, Pinckney and Schwegler Elementary Schools, including the hiring of necessary staff to implement the program, paid for from grant funds."