Midterm Narrative Summary Report: Atlanta Public Schools Douglass Cluster

Fall 2016 to Winter 2016 Student Growth

The data representations that follow reflect student growth in foundational reading skills for grades 1st-3rd in the Douglass Cluster from Fall 2016 to Winter 2016. Overall, students in grades 1st-3rd experienced significant growth in foundational beginning decoding skills. Student growth highlights for the cluster include:

- An 11% increase in the percentage of children (grades 1st-3rd) meeting the mid-year expected 1st grade Beginning Decoding Survey mid-year benchmark of 36/50 correct. (See Figure 2).
- An 7% increase in the percentage of children (grades 1st-3rd) meeting expected 1st grade end-of-year Beginning Decoding Survey benchmark of 48/50 correct. (See Figure 2).
- An average of a 6-point composite score increase, from about 31/50 in the Fall to 37/50 in the Winter, for all students in grades 1st – 3rd combined on the Beginning Decoding Survey. (See Figure 16)
- A positive data trend for individual students toward meeting the grade-level expected Beginning Decoding Survey benchmarks (See Figures 3 & 4; 6 &7; 10 & 11; and 14 & 15)
Douglass Cluster Grades 1st – 3rd

Figure 1 represents the average percentage accuracy rates for students in grades 1st-3rd, combined, on the Beginning Decoding Survey in the Douglass Cluster. This assessment tool measures beginning decoding skills in the areas of sight words, as well as decodable real words and nonsense words with varying word patterns and syllable structures. On average, students in grades 1st – 3rd made gains in each subcomponent of the measure from Fall 2016 to Winter 2016. Of greatest importance is the growth in nonsense word decoding measured through nonsense CVC words and nonsense words that contain digraphs. Nonsense words are a pure measure of phonics and decoding skills because to decode these words accurately a child must have an accurate understanding and phonemic representation of letter-sound correspondence patterns and syllable patterns. Real words can be memorized by sight, whereas nonsense words require an understanding of word form. Overall, students in grades 1st – 3rd experienced an increase in nonsense word CVC decoding accuracy from 51% in the Fall to 69% in the Winter. Similarly, students exhibited growth of approximately 12% accuracy in the decoding of nonsense words that contain digraphs (Fall = 40% average accuracy vs. Winter = 52% average accuracy). The average 1st-3rd grade composite percentage accuracy for the entire measure increased from 62% to 74% from Fall to Winter.

Figure 1.
Douglass Cluster Grades 1st – 3rd

Figure 2 represents the percentage of students in grades 1st – 3rd, combined, who have met the expected 1st grade mid-year benchmark of 36/50 items correct on the Beginning Decoding Survey. Only 35% of all students assessed in grades 1st-3rd met this benchmark in the Fall as compared to 46% of assessed students in the Winter. Further, fall data revealed that only 12% of students in grades 1st – 3rd met the 1st grade end-of-year (and the 2nd and 3rd grade beginning-of-year) benchmark of 48/50 items correct. This percentage increased to 19% in the winter term.

Figure 2.
Douglass Cluster Grades 1st – 3rd

Figures 3 and 4 represent the individual composite student scores for all assessed students in grades 1st – 3rd on the Beginning Decoding Survey for Fall 2016 and Winter 2016, respectively. In each of these figures the red line represents the expected 1st grade mid-year benchmark on the Beginning Decoding Survey (36/50). The blue line represents the expects end-of-year first grade benchmark, and beginning of year 2nd and 3rd grade benchmarks (all 48/50). The data reveal a positive trend of movement toward the benchmark lines for students in Douglass Cluster.

Figure 3.

![Figure 3](image)

n = 1217

Figure 4.

![Figure 4](image)

n = 1217
Douglass Cluster Grades 1st – 3rd

Figure 5 represents the average percentage accuracy rates for 1st grade students in Douglass Cluster on the Beginning Decoding Survey. This assessment tool measures beginning decoding skills in the areas of sight words, as well as decodable real words and nonsense words with varying word patterns and syllable structures. On average, first grade students made gains in each subcomponent of the measure from Fall 2016 to Winter 2016. Of greatest importance is the growth in nonsense word decoding measured through nonsense CVC words and nonsense words that contain digraphs. Nonsense words are a pure measure of phonics and decoding skills because to decode these words accurately a child must have an accurate understanding and phonemic representation of letter-sound correspondence patterns and syllable patterns. Real words can be memorized by sight, whereas nonsense words require an understanding of word form. Overall, 1st grade students experienced an increase in nonsense word CVC decoding accuracy from 36% in the Fall to 60% in the Winter. Similarly, 1st grade students exhibited growth of approximately 15% accuracy in the decoding of nonsense words that contain digraphs (Fall = 23% average accuracy vs. Winter = 38% average accuracy). The average 1st grade composite percentage accuracy for the entire measure increased from 42% to 60%, from Fall to Winter, respectively.

Figure 5.
Douglass Cluster Grades 1st – 3rd

Figures 6 and 7 represent the individual composite student scores for all assessed 1st grade students in Douglass Cluster on the Beginning Decoding Survey for Fall 2016 and Winter 2016, respectively. In each of these figures the red line represents the expected 1st grade mid-year benchmark on the Beginning Decoding Survey (36/50). The blue line represents the expected end-of-year first grade benchmark (48/50). The data reveal a positive trend of student movement toward the benchmark lines for 1st grade students in Douglass Cluster.

Figure 6.

Figure 7.
**Douglass Cluster Grades 1st – 3rd**

**Figure 8** represents the average percentage accuracy rates for 2nd grade Douglass Cluster students on the Beginning Decoding Survey. This assessment tool measures beginning decoding skills in the areas of sight words, as well as decodable real words and nonsense words with varying word patterns and syllable structures. On average, assessed 2nd graders in Douglass Cluster made gains in each subcomponent of the measure from Fall 2016 to Winter 2016. Of greatest importance is the growth in nonsense word decoding measured through nonsense CVC words and nonsense words that contain digraphs. Nonsense words are a pure measure of phonics and decoding skills because to decode these words accurately a child must have an accurate understanding and phonemic representation of letter-sound correspondence patterns and syllable patterns. Real words can be memorized by sight, whereas nonsense words require an understanding of word form. Students in 2nd grade experienced an increase in nonsense word CVC decoding accuracy from 57% in the Fall to 69% in the Winter. Similarly, students exhibited growth of 13% accuracy in the decoding of nonsense words that contain digraphs (Fall = 44% average accuracy vs. Winter = 57% average accuracy). The average 2nd grade composite percentage accuracy for the entire measure increased from 67% to 77% from Fall to Winter, respectively.

*Figure 8.*
Figure 9 represents the percentage of 2nd grade students in Douglass Cluster who have met the expected 1st grade mid-year benchmark of 36/50 items correct and the expected 2nd grade beginning-of-year benchmark of 48/50 items correct on the Beginning Decoding Survey. Only 40% of assessed 2nd grade met the 1st grade mid-year benchmark in the Fall as compared to 50% of assessed students in the Winter. Further, fall data revealed that only 13% of 2nd grade students met the expected beginning-of-year benchmark of 48/50 items correct. This percentage increased to 22% of students in the winter term.

Figure 9.
Douglass Cluster Grades 1st – 3rd

Figures 10 and 11 represent the individual composite student scores for all assessed 2nd graders on the Beginning Decoding Survey for Fall 2016 and Winter 2016, respectively. In each of these figures the red line represents the expected 1st grade mid-year benchmark on the Beginning Decoding Survey (36/50). The blue line represents the expected beginning of year 2nd grade benchmark (48/50). The data reveal a positive trend of movement toward the benchmark lines for 2nd grade students in Douglass Cluster.

**Figure 10.**

![Figure 10](image)

**Figure 11.**

![Figure 11](image)
**Douglass Cluster Grades 1st – 3rd**

*Figure 12* represents the average percentage accuracy rates for 3rd grade students on the Beginning Decoding Survey. This assessment tool measures beginning decoding skills in the areas of sight words, as well as decodable real words and nonsense words with varying word patterns and syllable structures. On average, assessed 3rd graders in Douglass Cluster made gains in each subcomponent of the measure from Fall 2016 to Winter 2016. Of greatest importance is the growth in nonsense word decoding measured through nonsense CVC words and nonsense words that contain digraphs. Nonsense words are a pure measure of phonics and decoding skills because to decode these words accurately a child must have an accurate understanding and phonemic representation of letter-sound correspondence patterns and syllable patterns. Real words can be memorized by sight, whereas nonsense words require an understanding of word form. Students in 3rd grade experienced an increase in nonsense word CVC decoding accuracy from 61% in the Fall to 77% in the Winter. Similarly, students exhibited growth of approximately 10% accuracy in the decoding of nonsense words that contain digraphs (Fall = 53% average accuracy vs. Winter = 63% average accuracy). The average 3rd grade Cluster-wide composite percentage accuracy for the entire measure increased from 77% to 84% from Fall to Winter.

*Figure 12.*

![Douglass Cluster Schools: Grade 3 Beginning Decoding Survey (BDS) Snapshot Fall 2016-to-Winter 2016 Mean Percentage Accuracy Comparisons](image)

- **n = 402**

[^1]: n = 402
Douglass Cluster Grades 1st – 3rd

Figure 13 represents the percentage of 3rd grade students who have met the expected 1st grade mid-year benchmark of 36/50 items correct and the expected 2nd and 3rd grade beginning-of-year benchmark of 48/50 items correct on the Beginning Decoding Survey. Fifty percent of assessed 3rd graders met the 1st grade mid-year benchmark in the Fall. This percentage increased to 53% of assessed students in the Winter. Fall data revealed that only 21% of 3rd grade students in Douglass Cluster met the expected beginning-of-year benchmark of 48/50 items correct. This percentage increased to 28% of students in the winter term.

Figure 13.
Figures 14 and 15 represent the individual composite student scores for all assessed 3rd graders on the Beginning Decoding Survey for Fall 2016 and Winter 2016, respectively. In each of these figures the red line represents the expected 1st grade mid-year benchmark on the Beginning Decoding Survey (36/50). The blue line represents the expected beginning-of-year 3rd grade benchmark (48/50). The data reveal a positive trend of movement toward the benchmark lines for 3rd grade students in Douglass Cluster.

**Figure 14.**

![Graph showing student composite scores for Fall 2016 Benchmark](image)

**Figure 15.**

![Graph showing student composite scores for Winter 2016 Benchmark](image)
Figure 16 represents the average composite scores for each individual grade in Douglass Cluster (1st-3rd), as well as all grades combined, on the Beginning Decoding Survey from Fall 2016 to Winter 2016. Although 1st grade students as a whole did not meet the expected 1st grade mid-year benchmark of 36/50, there was positive movement toward this goal with an increase of about 9 average points. Likewise, 2nd and 3rd grade students ended the Winter term approximately 10 and 7 points away, respectively, from meeting the 48/50 beginning-of-year benchmark.

Figure 16.