

## WHAT DOES YOUR LEXILE LEVEL MEAN?

Lexile Rating	Grade Level	Lexile Rating	Grade Level
25	1.1	675	3.9
50	1.1	700	4.1
75	1.2	725	4.3
100	1.2	750	4.5
125	1.3	775	4.7
150	1.3	800	5
175	1.4	825	5.2
200	1.5	850	5.5
225	1.6	875	5.8
250	1.6	900	6
275	1.7	925	6.4
300	1.8	950	6.7
325	1.9	975	7
350	2	1000	7.4
375	2.1	1025	7.8
400	2.2	1050	8.2
425	2.3	1075	8.6
450	2.5	1100	9
475	2.6	1125	9.5
500	2.7	1150	10
525	2.9	1175	10.5
550	3	1200	11
575	3.2	1225	11.6
600	3.3	1250	12.2
625	3.5	1275	12.8
650	3.7	1300	13.5

### CAREER READING LEVEL

AGRICULTURE/NATURAL RESOURCES	1270-1510
CONSTRUCTION/ARCHITECTURE	1210-1340
TECHNOLOGY/COMMUNICATION	1110-1190
BUSINESS	1210-1310
HOSPITAL/TOURISM	1230-1260
MANUFACTURING	1200-1310
RETAIL/SALES SERVICES	1180-1270
LAW/PUBLIC SAFETY	1420-1740

# Utah Spotlight: Inspiring Educators

May 2021

## A Year's Growth for All

### During a pandemic

Through a collaborative partnership amongst the school's leadership, the school community council, and the staff, Grantsville Junior High established a goal at the beginning of the 2020-2021 school year to ensure that every student would achieve at least one year's growth in reading by the end of the year. The school community established this goal because on average their student body was reading at a beginning 5<sup>th</sup> grade reading level; meaning the typical student was two to three years behind.

Matthew Parker, the school's principal, truly understands the power of literacy for his students. He sees how literacy can empower students to achieving their professional and life goals. In fact, each student at Grantsville Junior High identifies their future career and learns what the reading level required for success in the profession (see upper right image). With these beliefs and having so many students not reading at grade level, Matthew led his school in creating a universal instructional structure for each student that provided personalized literacy support using Achieve 3000®. Achieve3000® is a supplemental online literacy program that provides nonfiction reading content to students and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. With a committed staff, each teacher promised to provide students with dedicated time, feedback, and monitoring two times a week for 30 minutes every week of the year using the digital tool.

Considering the unusual school year of 2020-2021 due to the COVID pandemic, Grantsville Junior High's implementation and actions to achieve their goal faced challenges. For example, one of the days of usage was slotted for Friday's which was an online school day in Tooele School District. After first semester, the school found they only had

I am not a big fan of reading. I am a better reader now. In every class, I have to read and this has helped me. —Colton, 8<sup>th</sup> Grade Student

Using Achieve, students are willing to engage in reading, whereas, if I put a book in from of them they were more resistant. —Shellie Eyre, Special Education Teacher

## Grantsville Junior High Tooele County SD

Principal: Matthew Parker



### School Demographics

Total Enrollment: 473 students

- 27% of students with limited income
- 3% of students learning English
- 12% of students with a disability

# A Year's Growth for All

## During the Pandemic

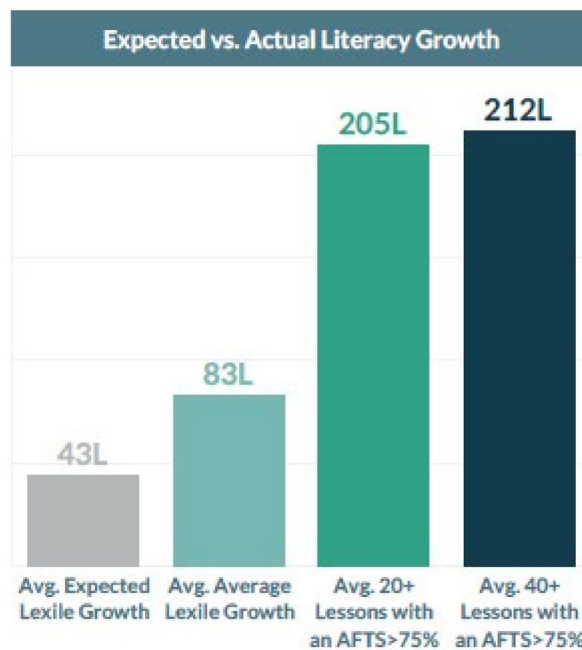
40% of students actively participating. To overcome this barrier, the school implemented an attendance check to encourage online participation. If the student had not completed any work on Friday by 3:00 pm, then the school called parents to let them know and gave families through the weekend to engage. This simple reinforcement of the expectation to participate in the online experience nearly doubled student engagement.

As the year progressed, the English teachers who were responsible for weaving in the supplemental program began reaching out to the content area teachers to identify upcoming topics that they could be frontloading in the reading selections the students were seeing each week. The teachers then would reinforce the content once a week, while providing students with choice of their reading selection on the second day.

As students showed progress, the school recognized their achievements through various incentives and callouts. Students who had made gains in their Lexile level or achieved grade level reading status received tangible rewards, saw their names highlighted on hallway bulletin boards, and teachers and students celebrate their success in class.

With such a shared commitment, the school experienced success. On average, each student gained 83 Lexile points which is more than a year's worth of growth in reading. Even better, students who completed an average of 20 lessons or more made two to three years of growth. The average school Lexile advanced from 824 (beginning 5<sup>th</sup> grade level) to 928 (middle of 6<sup>th</sup> grade). Seventy-one percent (331 of 463 students) grew their Lexile. Forty-four percent of students made the year's growth goal.

Schools	1
Students	519
Pre-Test Completion	99%
Interim-Test Completion	87%
Post-Test Completion	0%



Average Time per Student (Hrs)	17.0
Completed Lessons	21,083
Avg. Activities per Student	41
Avg. Activity Score	67.6%
Avg. Lexile Gain	83L

Of special note, every single student in special education, but two, grew at least 100 Lexiles and outperforming the average growth of the school.

### Next Steps

Even with such success the school plans to make additional adjustments to see even greater acceleration. Next year's process will be adjusted through the following three key strategies:

- 1) **Enhanced Student Goal Setting and Monitoring.** The school will integrate student goal setting and monitoring between benchmark periods so that students know where they are, establish a goal for where they want to go, and monitor their effort and progress toward achieving their goals.
- 2) **Increased Usage Consistency.** Given the scheduling constraints during a pandemic year, the school is looking forward to being able to ensure that every student meets the two times a week for 30-minutes expectation. To do so, teachers will create learning conditions within the weekly schedule to make this happen.
- 3) **Advancing School Level Goal Setting.** The school will maintain having the schoolwide goal of every student achieving at least one year of growth in their reading level. For students who are more than a year behind, the school will establish more aggressive goals to accelerate learning and close gaps.

## EFFECTIVE PRACTICES

Several aspects of the design of the universal supplemental reading system Grantsville employed led to this first-year implementation success story including:

- 1) **Clear Expectations.** Teachers knew and agreed to the usage and the progress monitoring requirements. Students knew the goal, where they were, and where they were going.
- 2) **Frequent Feedback and Recognition.** By recognizing students as they made progress with tangible rewards, hallway displays, and teacher highlights, staff reinforced student's growth and motivation to achieve. Staff also made monthly adjustments to students Lexile levels to ensure the content they received aligned with their performance creating a more personalized experience.
- 3) **Ongoing Monitoring of Implementation.** The school established formal 90-day checkpoints to take stock of implementation. In looking at usage and performance data, refinements to the implementation improved progress for students. Monitoring frequently along the way allowed for timely course correction.
- 4) **Connected to Core Instruction.** With teachers intentionally designing the supplemental content to align to the student's core content classes, such as science and social studies, they enhanced student background knowledge and greater access to content in their classes.