



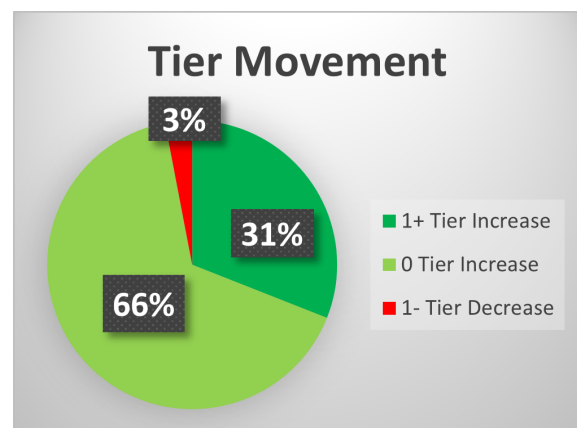
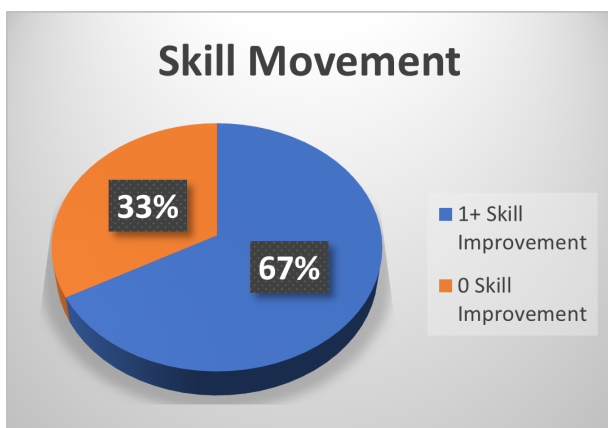
Mississippi Reading Roadmap Mid-Year Report (9/21 - 01/22)

The goal of the Mississippi Reading Roadmap (MRR) is to increase the educational value of extended learning time within a school district. The program does this by directly aligning after-school literacy supports with in-school data and interventions. Curriculum and practices are based in LETRS and the Science of Reading to ensure maximized results. By utilizing the Clarksdale Municipal School District universal screening data to identify striving readers to participate in the program, then progress monitoring by scheduled use of a diagnostic screener, attending students are provided extra reinforcement in the deficient skill or strategy area that they most need to complete to become proficient readers.

Students participate in programming 4 days per week, 1.5 hrs per day. Tutor-led curriculum is provided based on the identified need of each student.

As of the end of January, 2022, the following data was compiled utilizing both the iReady data from in-school screening and the diagnostic screening done by MRR staff in after-school programming.

| CHILDREN SERVED | 178 w/Usable Data |
|---|-------------------|
| CHILDREN MOVING AT LEAST ONE SKILL (32 Students in Fluency) | 98/146 – 67% |
| CHILDREN IMPROVING IN TIER | 55/178 – 31% |
| AVERAGE DAILY ATTENDANCE | 68% |



COVID-Related Learning Loss

For the past two years, American students have faced COVID-related school closures. The impact of these closures is now apparent with fewer instructional days and hours linked to lower achievement among students across all grades. Early readers have not been spared from COVID-related learning loss, with those from low-income families suffering the most. As a result, schools districts and communities have implemented a variety of interventions and programs to help close the COVID-related gap.

When tested this fall, students attending Clarksdale elementary schools in Mississippi showed signs of learning loss. Students were tested on the District's iReady assessment. The District mobilized resources to address these gaps through its use of a Multi-Tiered System of Supports (MTSS) including core instruction coupled with interventions both during and afterschool. As a result of these efforts, students demonstrated significant progress between their initial fall assessment and their mid-year winter assessment scores.

| Composite Growth Report - ALL STUDENTS (Less MRR) | | | | | | | | | | | | | |
|---|-------|----------|-----|-----|-----|-------------------------------------|-----|-----|-----|--------------------------------|-----|------|------|
| MRR Site Name : ALL | | | | | | Coordinator's Name : Taurean Morton | | | | Email : tmorton@cmsd.k12.ms.us | | | |
| SY 2021-2022 | | Fall | | | | Winter | | | | FOR DATA MANAGEMENT USE ONLY | | | |
| | | | | | | | | | | Fall to Winter Growth | | | |
| MRR Site Name | Grade | # Tested | T1 | T2 | T3 | # Tested | T1 | T2 | T3 | Avg # Tested | T1 | T2 | T3 |
| ALL | K | 141 | 27% | 73% | 0% | 141 | 49% | 52% | 0% | 141 | 21% | -21% | 0% |
| ALL | 1st | 158 | 4% | 75% | 21% | 158 | 13% | 81% | 6% | 158 | 9% | 7% | -16% |
| ALL | 2nd | 147 | 5% | 29% | 66% | 147 | 14% | 44% | 43% | 147 | 9% | 15% | -24% |
| ALL | 3rd | 144 | 15% | 25% | 60% | 144 | 32% | 29% | 40% | 144 | 17% | 4% | -20% |
| AVERAGE | | | 13% | 51% | 37% | | 26% | 52% | 22% | | 14% | 1% | -15% |

According to iReady data (not including students in MRR), Tier 1 (T1), or students testing at benchmark or higher in the fall averaged 13% across all grades. In addition, those students most at risk, or those at Tier 3 (T3), averaged 37% across all grades.

After a semester of instruction and intervention, these numbers improved significantly and as intended. During January testing, 26% of students averaged across grade levels tested at Tier 1, or an improvement of 14% from the fall to winter. Most notably, 22% of students averaged across grade levels tested at Tier 3, which is 15% fewer students testing at the lowest benchmark.

MRR Results

In addition to school day instruction and intervention, the Clarksdale District utilized the Mississippi Reading Roadmap (MRR) afterschool program. The MRR afterschool program aligns directly with in-school data and interventions protocols, connecting with the District's use of MTSS.

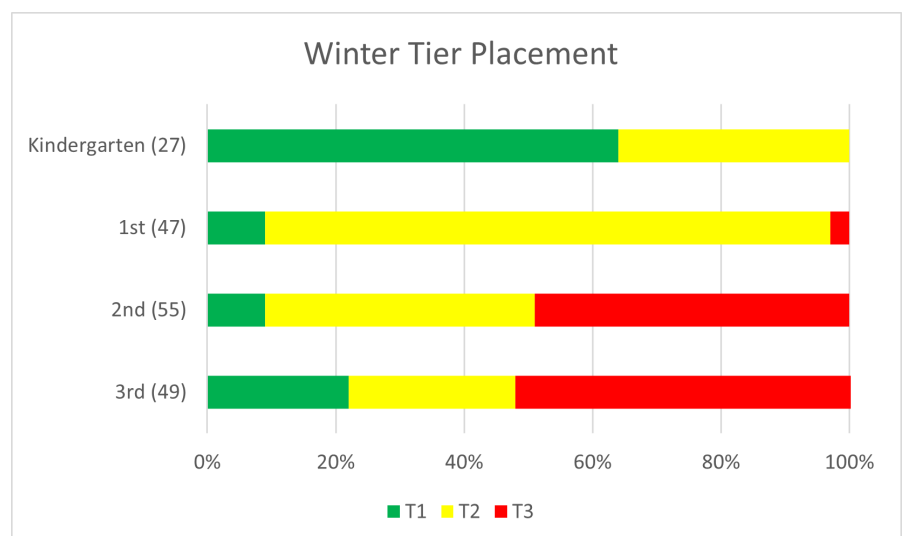
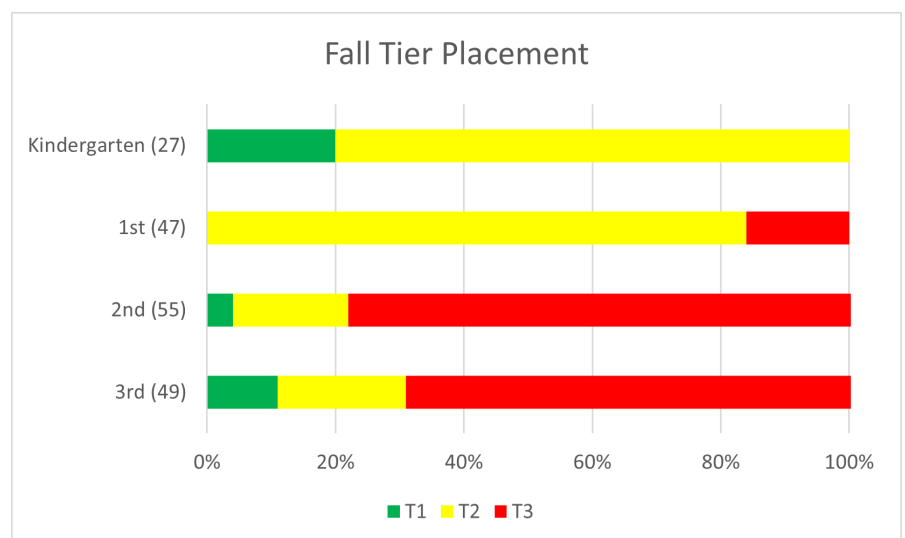
Roughly one third, or 178, of all the District's students grades K-3 attended the afterschool program, participating up to four days per week for one and half hours per day. Specific skill-based interventions were provided to participants based upon individual student needs.

Using the same iReady Fall and Winter screening data, the following progress among MRR afterschool participants was observed.

MRR After School Participants

Highlights

- The percent of Kindergarteners in Tier 1 increased from 20% to 64%
- Four First graders successfully transitioned to Tier 1 and six First Graders were able to exit Tier 3
- The number of 3rd graders testing at benchmark doubled and those in Tier 3 fell by 17 percentage points



While the hope is for there to be at least a five percent (5%) increase in Tier 1 and a five percent (5%) reduction in Tier 3, the Clarksdale Municipal School District exceeded those goals following a very difficult virtual year of schooling due to the pandemic. Many accommodations were made and efforts put forth to ensure the students in the district did not fall behind even further. Universal Screening Results reflect the tremendous efforts put forth by the district during the pandemic virtual learning time, as well as the beginning half of the 2021-22 School Year.

To add to that, the partnership between Mississippi Reading Roadmap and Clarksdale Municipal School District helped MRR participants see greater reductions in Tier 3. MRR is intentionally designed for and seeks out struggling students for the program, so the decrease in Tier 3 students shows how the intention of the program is succeeding. MRR has achieved this in several ways. The science based curriculum is tailored for and updates to the school's specific needs so students get help in the way that best suits them. Also, being an afterschool program allows for students to get more learning time outside of the school day. Many parents work full-time and therefore do not have the time to reinforce materials and skills on their own. MRR gives these students that extra reinforcement without forcing a parent to choose between work and having their child succeed given that the program is free. In addition to this, MRR provides programs that improves a student's connections and relationships between their own family, other families, and the school. Relationship building creates more support networks that help promote and strengthen academic help and success.



These results speak directly to the district, the program, the staff, and the benefits of participating in the structured programming model and supports provided after school by the Mississippi Reading Roadmap.

BY SCHOOL

BOOKER T. WASHINGTON ELEMENTARY

| | |
|--|-------------------------|
| 41 w/ Usable Data | |
| 25/35* In Skills Moved at Least 1 Skill | 71% Skill Growth |
| 14/41 Improved Tier | 34% Tier Growth |
| 1/35 Declined in Tier | |
| 55% Average Attendance Rate | |

GEORGE H. OLIVER ELEMENTARY

| | |
|--|-------------------------|
| 29 w/ Usable Data | |
| 23/28* In Skills Moved at Least 1 Skill | 82% Skill Growth |
| 5/29 Improved Tier | 17% Tier Growth |
| 0/29 Declined in Tier | |
| 70% Average Attendance Rate | |

HEIDELBERG ELEMENTARY

| | |
|--|-------------------------|
| 60 w/ Usable Data | |
| 29/44* In Skills Moved at Least 1 Skill | 66% Skill Growth |
| 22/60 Improved Tier | 37% Tier Growth |
| 2/60 Declined in Tier | |
| 66% Average Attendance Rate | |

KIRKPATRICK ELEMENTARY

| | |
|--|-------------------------|
| 48 w/ Usable Data | |
| 21/39* In Skills Moved at Least 1 Skill | 54% Skill Growth |
| 14/48 Improved Tier | 29% Tier Growth |
| 3/48 Declined in Tier | |
| 82% Average Attendance Rate | |

* Denotes only students in skill groups. Some students were placed in Fluency Groups
(2nd/3rd Grades only)