Cleveland Metropolitan Schools

Welcome to Educational Learning Environments Meeting the Academic Needs of Today's Students:

A Blueprint for Inspiring Literacy Growth for Today's Students

1

Cleveland Metropolitan Schools

Working together:
- Right leadership
- Right partnerships
- Right curriculum
- Right technology
- Right infrastructure

Pearson

iLit
inspireLiteracy

SAMSUNG

CISCO

2

Cleveland Metropolitan Schools

Enabling students

Successful Outcomes

Enabling teachers

Enabling all stakeholders
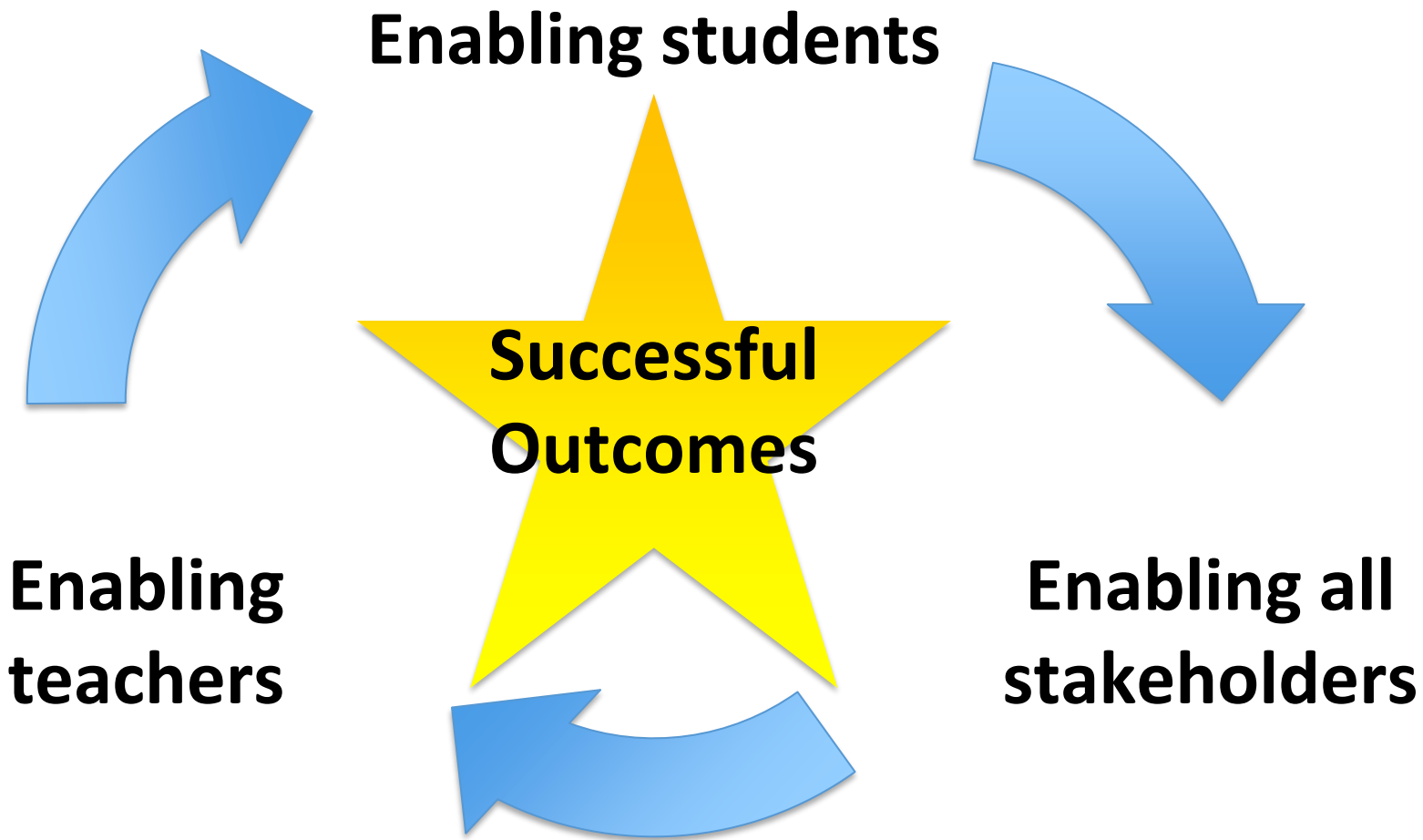
Cleveland Metropolitan Schools

- iLit Pilot opportunity
  - Timeline: 1 year (6 months to plan; 6 months to execute)

- 4 Schools

- 12 Classrooms

- 320 total students

- 14 students per wireless access point and infrastructure
  - Estimated 20MB per student
 - Exceeding the new E-Rate modernization standard

SUMMARY

Cleveland Metro School District

Cleveland Metro School District began implementing iLit on October 5, 2015. E=8th grade F= 9th Grade G=10th grade (reading levels) iLit45= 45 min iLit90 =90min program

| School	Product	Teacher	Level
Design Lab Early College	iLit 45	Sherri Maclin	E
Design Lab Early College	iLit 90	Jeremy Gill	F
Design Lab Early College	iLit 90	Rosemary White	F
Design Lab Early College	iLit 90	Jeremy Gill	G
Design Lab Early College	iLit 90	Shawntel Bailey	G
Ginn Academy	iLit 90	Angeliace Shields	F
Ginn Academy	iLit 90	Melissa Swedlow (2 sections)	F
Ginn Academy	iLit 90	Angelique Shields (2 sections)	G
Facing History	iLit 90	Catina Mitchell	F G
Facing History	iLit 90	Rosemarie Ziegler	F G
New Tech East	iLit 90	Cora German (2 sections)	F
New Tech East	iLit 90	Danielle Clement	G

High Performing Skill Area Averages (Above 75%) across all iLit Classrooms in Cleveland Metro School District
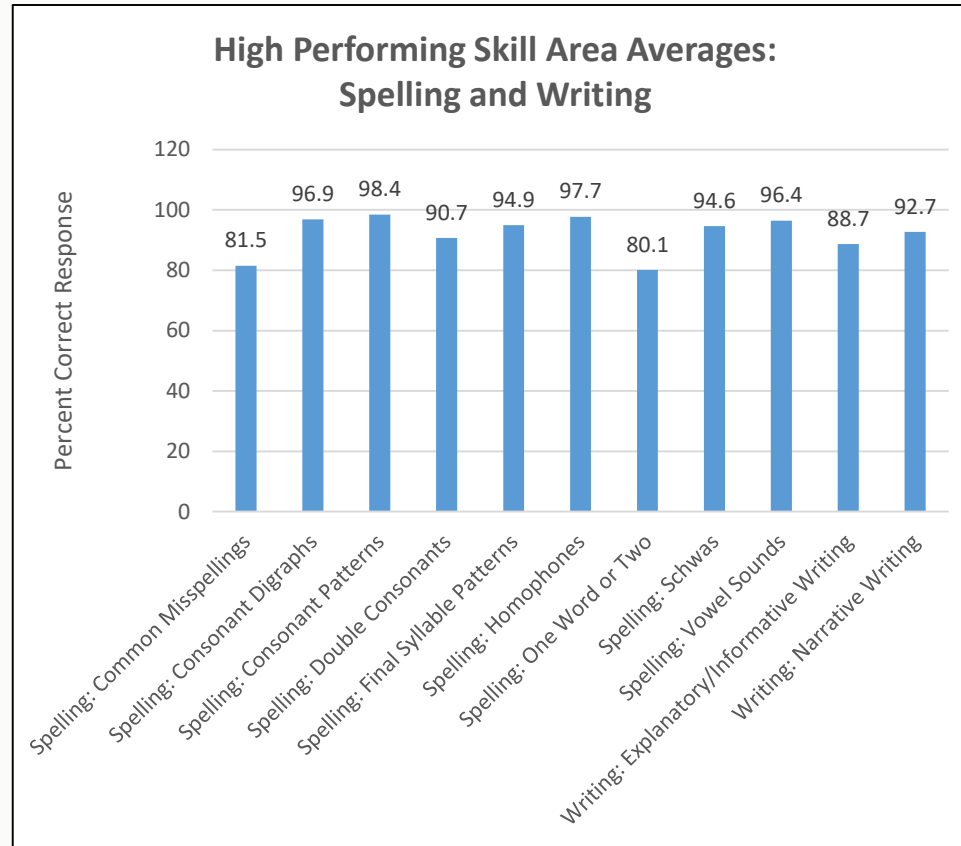
Interactive Reader Performance
Design Lab Early College

**Average Interactive Reading Performance:
Level G iLit Class**
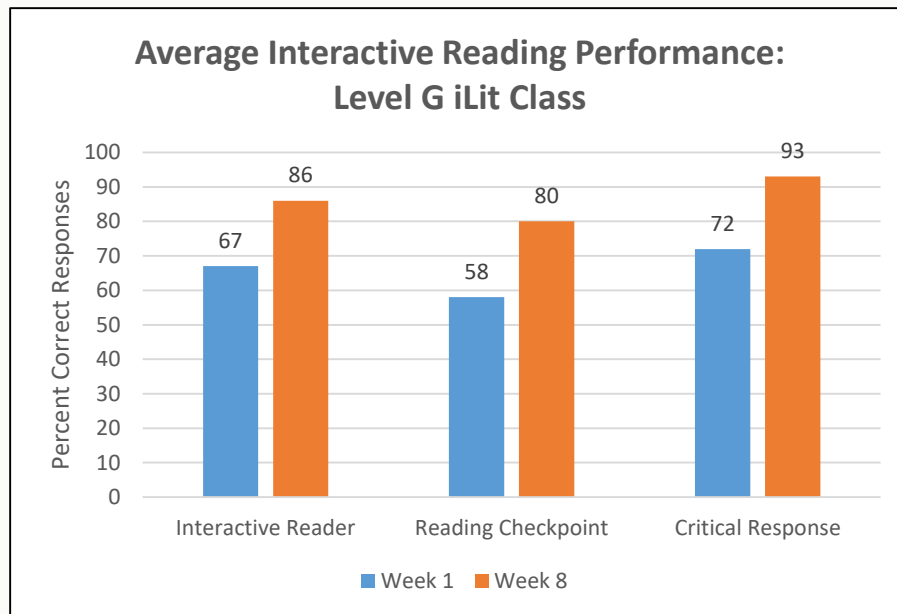
- Interactive Reader (what's assigned to each reader based on reading level) assignments, including Reading Checkpoints (comprehensive portion) and Critical Response (using text to respond & synthesize what they learned) tasks, provide information about students' reading comprehension skills.

- Students in Level G iLit class at Design Lab Early College demonstrated growth in their ability to successfully complete these tasks, including an average 19% increase overall on Interactive Reader assignments, between Week 1 and Week 8 of iLit implementation.

Vocabulary Performance
Facing History School

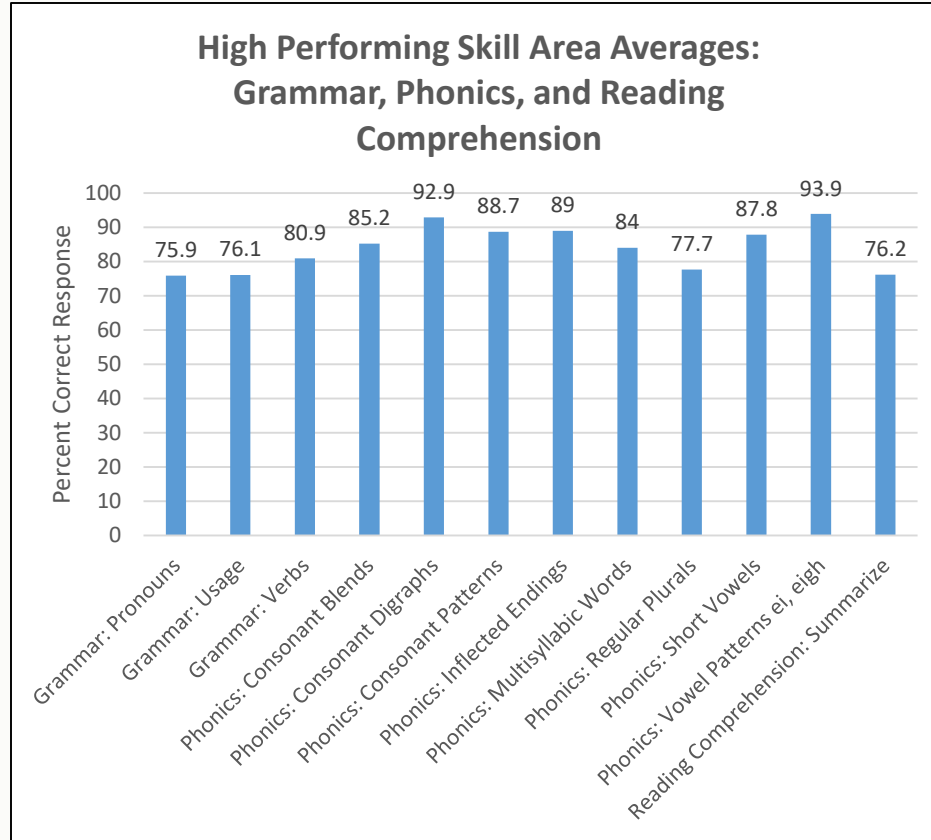### Vocabulary Growth in Level F iLit Class
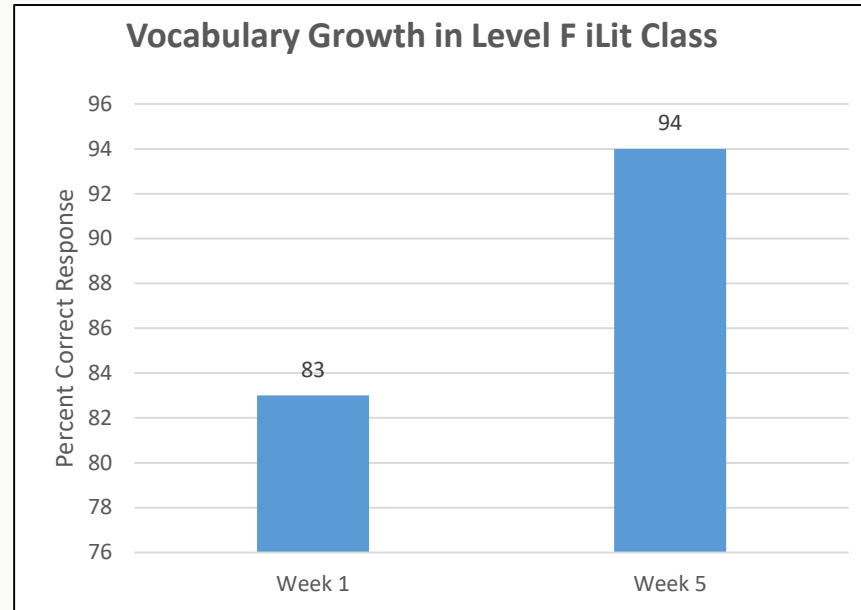
- Vocabulary assignments, including Vocabulary Study Plans and Word Slam activities, provide information about students' vocabulary skills.
- Students in Catina Mitchell's Level F iLit class at Facing History School demonstrated growth in their ability to successfully complete these tasks, including an average 11% overall increase between Week 1 and Week 5 of iLit implementation.
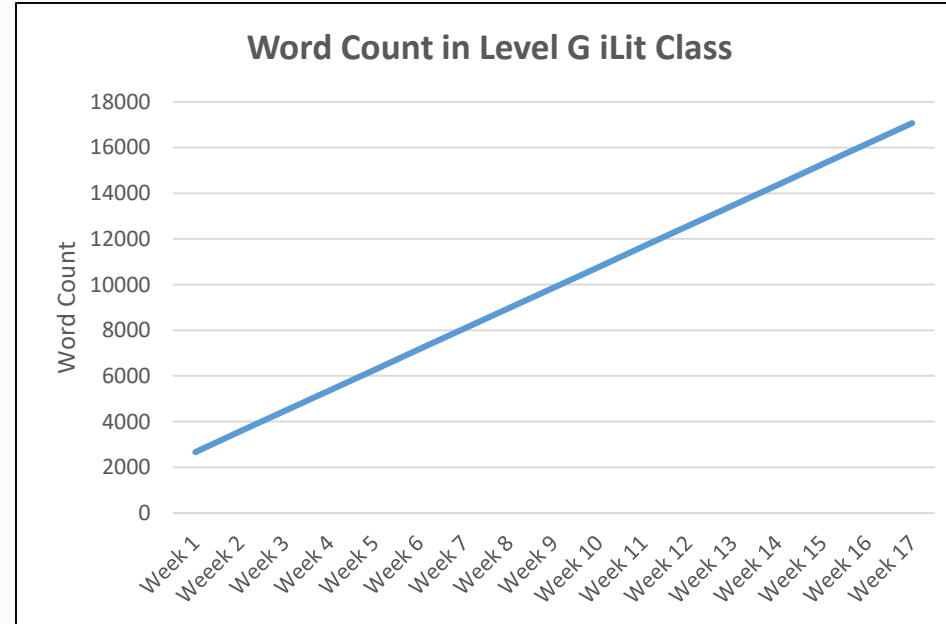
High Performing Skill Area Averages (Above 75%) across all iLit Classrooms in Cleveland Metro School District

High Performing Skill Area Averages:
Grammar, Phonics, and Reading
Comprehension

Skill Area	Percent Correct Response
Grammar: Pronouns	75.9
Grammar: Usage	76.1
Grammar: Verbs	80.9
Phonics: Consonant Blends	85.2
Phonics: Consonant Digraphs	92.9
Phonics: Consonant Patterns	88.7
Phonics: Inflected Endings	89
Phonics: Multisyllabic Words	84
Phonics: Regular Plurals	77.7
Phonics: Short Vowels	87.8
Phonics: Vowel Patterns ei, eigh	93.9
Reading Comprehension: Summarize	76.2

Sample Word Count Data
New Tech East

Word Count in Level G iLit Class

Word count is one indicator of student engagement. During the first 17 weeks of iLit implementation, students in Level G iLit class at New Tech East independently read a total of 17,070 words.
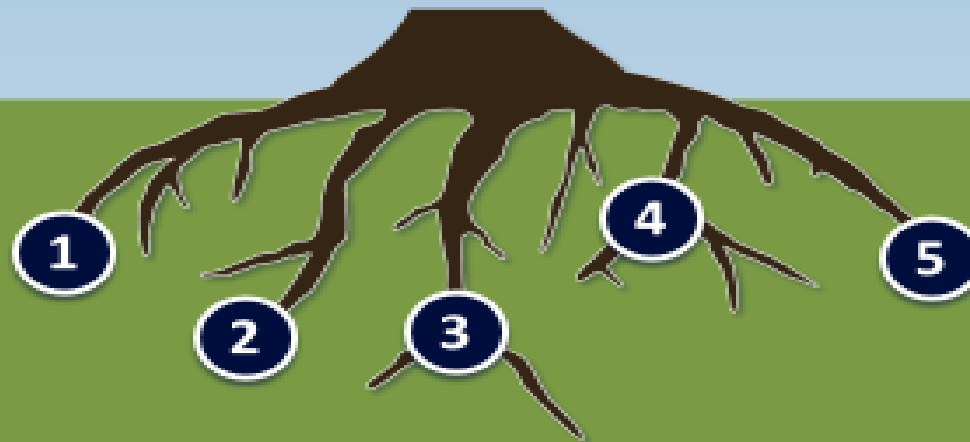
Root Issues (Trends)

1. 32% of our student population has been identified for special education

2. Reading scores reflect 75% of our students read two to three grade levels below their same age peers

3. In a recent survey of students that participated in the pilot only 9% had technology other than a phone in their home

4. Test scores show 84% of the students struggled with Informational text

5. Test scores show 89% of students struggled in the area of reading comprehension

Cleveland Metropolitan Schools

We initiated several strategies to prepare students for the technology based reading curriculum

- Prior Knowledge (technology)
- Scaffolding (Modeling/Explanation)
- Gallery Walks

Implementation

Great Teachers • Great Leaders • Great Schools

Who Participated:

One Intervention Specialist and One General Education Teacher

- 52- 9th grade students (23% were special education students)

- 16- 10th grade students (100% were special education students)

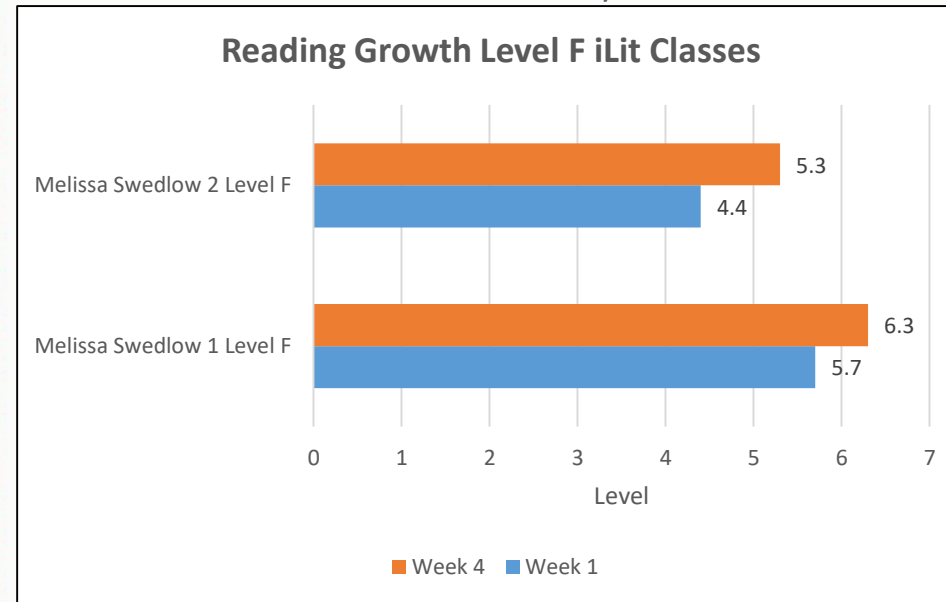- 48- 11th grade students (15% were special education students)

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Reading Growth Sample
Ginn Academy

Reading Growth Level F iLit Classes

Melissa Swedlow 2 Level F	5.3 / 4.4
Melissa Swedlow 1 Level F	6.3 / 5.7

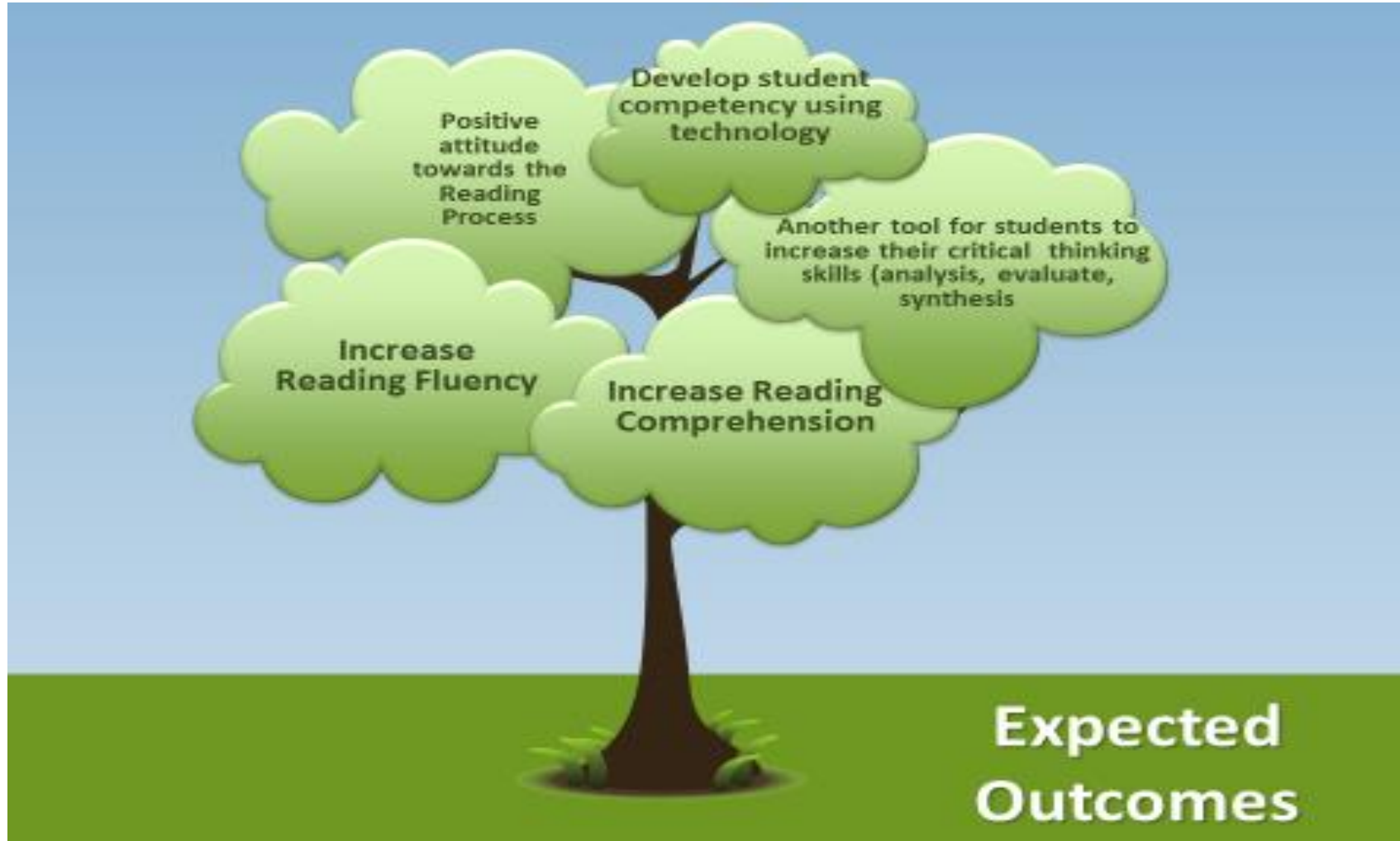Level: 0 1 2 3 4 5 6 7

■ Week 4   ■ Week 1

Students in Level F Section 1 iLit class at Ginn Academy demonstrated an average increase of .6 grade levels in reading growth between Week 1 and Week 4 of the current school year. Students in Level F Section 2 iLit class demonstrated an average increase of .9 grade levels of reading growth during this same time period.

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Thank You

CLEVELAND METROPOLITAN SCHOOL DISTRICT

GINN ACADEMY
Established 2007

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