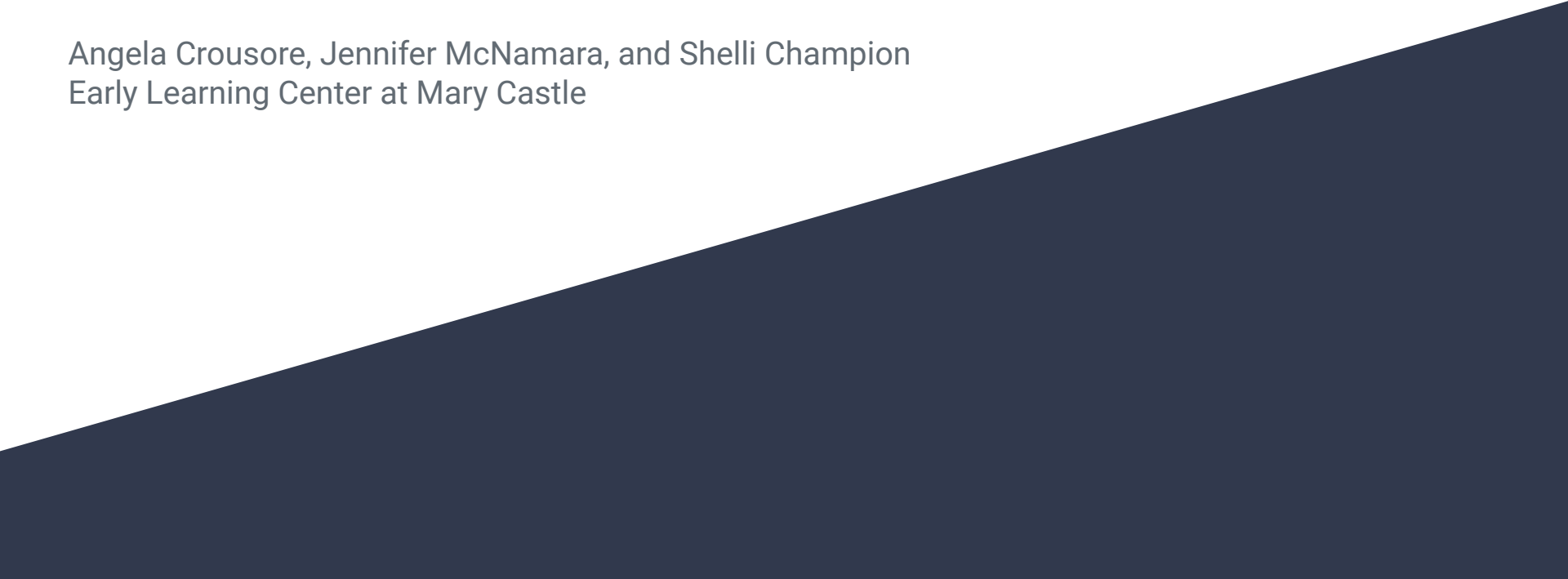


The Impact of OG on Kindergarten Foundational Literacy Skills...Packing One Powerful Punch

Angela Crousore, Jennifer McNamara, and Shelli Champion
Early Learning Center at Mary Castle



Background That Led To Our Inquiry

The Context

Our Kindergarten Team feels providing our students with a guaranteed and viable curriculum is of utmost importance. We believe this to be especially true in the teaching and learning of foundational literacy skills...decoding, encoding, phonological awareness, print concepts, and automatic word recognition.

The Issue

Our Team has used a variety of instructional strategies over the years to teach foundational literacy skills...Heggerty, Augusta Mann, etc. During this time, foundational literacy skills were not being taught in a consistent and systematic way across our building, thus preventing us from providing a guaranteed and viable curriculum to ALL of our students.

The Purpose of Our Inquiry

Therefore, the purpose of our action inquiry was to create a literacy block that included a systematic approach to teaching foundational literacy skills across all of our Kindergarten classrooms.

Statement of Our Wondering

With this purpose, we wondered. . .how can implementing OG (Orton Gillingham) into our Tier I Foundations impact student achievement and student growth for ALL students in addition to overall foundational literacy skills?

To Gain Insight...

Take Action

OG at the ELCMC

To gain insights into our wondering, our entire Kindergarten Team chose to be OG trained and committed to implementing OG with fidelity into our Tier I Foundations (Literacy) Block. In addition, the ELCMC partnered with the Rooney Foundation to receive additional professional development, coaching, and mentoring opportunities.

Our plan included tracking the following:

- Short Term Data...Weekly Data
- Long Term Data...BOY, MOY, EOY Data
- Overall School Growth
- Subgroup Growth

To Gain Insight...

Collect Data

Data Strategies

To gain the best insights into our wondering, we utilized the following to collect data.

- OG SRS (Student Response Sheet)
 - Letters/Sounds
 - New Phonogram
 - Words to Spell
 - New/Review Memory Words
 - Dictation
- Weekly Data Dump
 - Letter ID
 - Letter Sounds
 - Sight Words
- FastBridge
 - Letter ID
 - Onset Sounds
 - Segmenting
 - Nonsense Words

ELCMC Student Response Sheet



ELCMC Weekly Data Dump

K - Data 2021-2022

ELCMC BOY Data

	Overall			Black			Hispanic			White			Multiracial			SpEd			F/R Lunch			ELL		
	Fall 2021		Fall 2020	Fall 2021		Fall 2020	Fall 2021		Fall 2020	Fall 2021		Fall 2020	Fall 2021		Fall 2020	Fall 2021		Fall 2020	Fall 2021		Fall 2020	Fall 2021		Fall 2020
	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark
K	176	50.0%	47.8%	74	46.1%	36.5%	34	22.9%	22.9%	53	71.7%	72.1%	14	53.3%	64.0%	13	84.6%	100%	58	42.4%	39.6%			27.8%

ELCMC MOY Data

	Overall Reading by SubGroup										
	Total Testers		Onset Sounds			Non-Sense			Segmenting		
	BOY	MOY	On Grade BOY	On Grade MOY	On Grade Growth	On Grade	GOAL	Combined	On Grade	GOAL	Combined
Asian	1	2	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black	74	77	5.41%	61.04%	55.63%	29.87%	9.09%	38.96%	15.58%	36.36%	51.95%
Hispanic	33	34	0.00%	67.65%	67.65%	38.24%	11.76%	50.00%	35.29%	35.29%	70.59%
Multiracial	15	16	6.67%	62.50%	55.83%	37.50%	25.00%	62.50%	37.50%	50.00%	87.50%
White	48	52	18.75%	96.15%	77.40%	57.69%	28.85%	86.54%	11.54%	78.85%	90.38%
(blank)	1	2	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	50.00%	0.00%	50.00%
SpEd	15	15	0.00%	80.00%	80.00%	40.00%	13.33%	53.33%	20.00%	46.67%	66.67%
F/R	93	95	2.15%	64.21%	62.06%	37.89%	9.47%	47.37%	24.21%	36.84%	61.05%
ELL	27	27	0.00%	59.26%	59.26%	33.33%	7.41%	40.74%	40.74%	14.81%	55.56%
Overall	172	183	8.14%	72.68%	64.54%	39.34%	16.39%	55.74%	20.22%	48.63%	68.85%

ELCMC BOY Comparison Data

District	Overall					Black					Hispanic					White					Multiracial				
	Fall 2021				Fall 2020	Fall 2021				Fall 2020	Fall 2021				Fall 2020	Fall 2021				Fall 2020	Fall 2021				Fall 2020
	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark
K	978	NA	48.6%	48.6%	41%	373	NA	54.3%	54.3%	45%	313	NA	21.7%	21.7%	22%	221	NA	75.2%	75.2%	55%	62	NA	55.6%	55.6%	54%

ELCMC BOY District Comparison Data

	<u>SpEd</u>					F/R Lunch					ELL					Dual				
	Fall 2021				Fall 2020	Fall 2021				Fall 2020	Fall 2021				Fall 2020	Fall 2021				Fall 2020
	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark	# Testers	% PR Benchmark	% Low Risk Benchmark	% Combined Benchmark	% Benchmark
K	72	NA	55.0%	55.0%	15%	313	NA	40.9%	40.9%	38%		NA			23%	265	NA	34.5%	34.5%	NA

ELCMC MOY District Comparison Data

	Overall Reading by SubGroup										
	Total Testers		Onset Sounds			Non-Sense			Segmenting		
	BOY	MOY	On Grade BOY	On Grade MOY	On Grade Growth	On Grade	GOAL	Combined	On Grade	GOAL	Combined
American Indian or Alaska Na	1	1	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%	0.00%	100.00%
Asian	5	5	0.00%	60.00%	60.00%	20.00%	0.00%	20.00%	20.00%	0.00%	20.00%
Blank	369	394	9.49%	43.91%	34.42%	25.32%	7.59%	32.91%	23.10%	18.27%	41.37%
Hispanic	314	336	3.82%	24.70%	20.88%	14.71%	5.71%	20.42%	13.17%	12.87%	26.05%
Native Hawaiian or Other Pac	1	1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Multiracial	62	68	8.06%	41.18%	33.11%	23.88%	13.43%	37.31%	23.53%	20.59%	44.12%
White	216	229	25.93%	72.93%	47.00%	35.24%	26.43%	61.67%	21.93%	49.56%	71.49%
(blank)	2	4	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	25.00%	0.00%	25.00%
SpEd	92	90	6.52%	32.22%	25.70%	18.68%	8.79%	27.47%	11.11%	15.56%	9000.00%
F/R	577	605	5.37%	36.20%	30.83%	21.32%	6.28%	27.60%	18.51%	15.37%	60500.00%
ELL	272	293	1.47%	18.09%	16.62%	12.07%	3.45%	15.52%	13.06%	7.22%	29100.00%
Grand Total	970	1038	11.13%	43.93%	32.80%	23.91%	11.42%	35.33%	19.71%	23.38%	43.09%

ELCMC Teacher Thoughts

- All eight Kindergarten Teachers have agreed with to utilize OG for Foundations for the the 2022-2023 school year.
- “When done with fidelity, I see a difference in the students learning, ability to identify letters and sounds, and becoming readers. OG is a great addition to the Mann work that we do.”
- “I really love the engagement. It has definitely helped my students improve their Reading and Writing skills.”
- “I have been happy to see so much even growth. This is the first year in the second quarter that it is hard to identify English Language Learners from English-only students based on their letter sounds and identification knowledge scores.”

Our Discoveries

Learning Statements

Can implementing OG (Orton Gillingham) into Tier I Foundations impact student achievement and growth for ALL students in addition to overall foundational literacy skills?

YES

Our Discoveries

Learning Statements

Implementing OG (Orton Gillingham) into our Tier I Foundations has impacted student growth and overall Foundational Literacy Skills. Professional development, coaching, and instructional integrity has allowed us to provide our students with a guaranteed and viable curriculum that has resulted in equitable outcomes for our students.

- Overall student achievement increased.
- Student growth was exhibited in all subgroups.
- Overall foundational literacy skills were developed within a guaranteed and viable literacy curriculum.

What's Next

Reflection and Direction

This Action Inquiry Team Project has had a positive impact on our team and our school as a whole. We have successfully implemented OG into our Literacy Block as the foundational skills piece. This required a professional commitment from all team members to be trained, implement the approach with fidelity, and take advantage of professional development, mentoring, and coaching.

Our commitment has been proven to impact overall student achievement and growth for ALL students. The data collection has encouraged, motivated, and inspired us to continue to make OG implementation part of our regular PLC discussions. Our commitment has also sparked district level conversations on the impact of OG on K-2 literacy foundations.

Bibliography

Marzano, R.J., Warrick, P.B., Rains, C.L., & Dufour, R. (2018). *Leading A High Reliability School*. Bloomington, Indiana: Solution Tree Press.

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Principal Name: Angela Crousore

Team Members: Shelli Champion and Jennifer McNamara

School Name: Early Learning Center at Mary Castle

Principal's Email Contact: angelacrousore@msdlt.k12.in.us

Background Leading to Our Inquiry

Our Kindergarten Team feels providing our students with a guaranteed and viable curriculum is of utmost importance. We believe this to be especially true in the teaching and learning of foundational literacy skills...decoding, encoding, phonological awareness, print concepts, and automatic word recognition.

Our Team has used a variety of instructional strategies over the years to teach foundational literacy skills...Heggerty, Augusta Mann, etc. During this time, foundational literacy skills were not being taught in a consistent and systematic way across our building, thus preventing us from providing a guaranteed and viable curriculum to ALL of our students.

The Purpose of Our Inquiry

The purpose of our action inquiry was to create a literacy block that included a systematic approach to teaching foundational literacy skills across all of our Kindergarten classrooms.

Our Wondering

How can implementing OG (Orton Gillingham) into our Tier I Foundations impact student achievement and student growth for ALL students in addition to overall foundational literacy skills?

Our Actions

To gain insights into our wondering, our entire Kindergarten Team chose to be OG trained and committed to implementing OG with fidelity into our Tier I Foundations (Literacy) Block. In addition, the ELCMC partnered with the Rooney Foundation to receive additional professional development, coaching, and mentoring opportunities.

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To gain the best insights into our wondering, we utilized the following to collect data.

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 - Letter ID
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 - Sight Words
- FastBridge
 - Letter ID
 - Onset Sounds
 - Segmenting
 - Nonsense Words

Our Data

ELCMC BOY Data

	Overall			Black			Hispanic			White			Multiracial			SpEd			F/R Lunch			ELL					
	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020	Fall 2021	Fall 2020	Fall 2020			
	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark	# Testers	% Benchmark	% Benchmark
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SpEd	15	15	0.00%	80.00%	80.00%	40.00%	13.33%	53.33%	20.00%	46.67%	66.67%
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BOY Comparison Data

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K	978	NA	48.6%	48.6%	41%	373	NA	54.3%	54.3%	45%	313	NA	21.7%	21.7%	22%	221	NA	75.2%	75.2%	55%	62	NA	55.6%	55.6%	54%

	SpEd					F/R Lunch					ELL					Dual				
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K	72	NA	55.0%	55.0%	15%	313	NA	40.9%	40.9%	38%	NA	NA	NA	23%	265	NA	34.5%	34.5%	NA	

MOY District Comparison Data

	Overall Reading by SubGroup										
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SpEd	92	90	6.52%	32.22%	25.70%	18.68%	8.79%	27.47%	11.11%	15.56%	9000.00%
F/R	577	605	5.37%	36.20%	30.83%	21.32%	6.28%	27.60%	18.51%	15.37%	60500.00%
ELL	272	293	1.47%	18.09%	16.62%	12.07%	3.45%	15.52%	13.06%	7.22%	29100.00%
Grand Total	970	1038	11.13%	43.93%	32.80%	23.91%	11.42%	35.33%	19.71%	23.38%	43.09%

Our Discoveries

Implementing OG (Orton Gillingham) into our Tier I Foundations has impacted student growth and overall Foundational Literacy Skills. Professional development, coaching, and instructional integrity has allowed us to provide our students with a guaranteed and viable curriculum that has resulted in equitable outcomes for our students.

- Overall student achievement increased.
- Student growth was exhibited in all subgroups.
- Overall foundational literacy skills were developed within a guaranteed and viable literacy curriculum.

Where We Are Heading Next

This Action Inquiry Team Project has had a positive impact on our team and our school as a whole. We have successfully implemented OG into our Literacy Block as the foundational skills piece. This required a professional commitment from all team members to be trained, implement the approach with fidelity, and take advantage of professional development, mentoring, and coaching.

Our commitment has been proven to impact overall student achievement and growth for ALL students. The data collection has encouraged, motivated, and inspired us to continue to make OG implementation part of our regular PLC discussions. Our commitment has also sparked district level conversations on the impact of OG on K-2 literacy foundations.

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