English Language Arts (ELA) Program Review Process Summary 2024

Process Summary

A core team of faculty representatives, including teachers and administrators, of all divisions was formed to inquire into the current and future state of our K-12 English Language Arts curriculum and program. The team had four full-day and one half-day meetings to implement the process between January and May 2024. The team examined achievement data such as MAP scores to look for areas of celebration and growth measured through external data. Through surveys from a variety of stakeholders (alumni, parents, current students, counselors, faculty), curriculum audit, and research/ literature, the team was able to collect and analyze comprehensive perception data.

Data Collection Highlights

Below is a table of highlights that shares the key findings from each data collection method.

Method	Highlights
Measure of Academic Progress Reading Achievement Data (3-8)	• SAS students perform well in comparison to other international schools. SAS reading and language scores are consistently above the average MAP scores of the East Asia Regional Council of Schools (EARCOS). • Over the last 5 years, language achievement scores have been exceptionally strong. 56% of students score at or above the 80th percentile for language usage, while 49% of students score similarly for reading. • In general, girls consistently outperformed boys in reading (1.2 points) and language usage (2.2 points) in their Fall and Spring RIT scores. Boys have slightly lower growth in language usage and reading in comparison to girls.
AP and AT Enrollment and Achievement Data	• Strong increase in enrollment over the past 5 years. • Gender disparities exist in enrollment, with a greater number of girls enrolled than boys. • Overall high performance, with 68% of students scoring a 4 or 5 in AP English Language and Composition and English Literature and Composition (2023).

	• AP English Language has the highest enrollment.
P-12 Curriculum Audit	• Opportunities for students to engage with different genres and writing forms. • Significant opportunity for student choice. • Alignment to CCSS framework. • Inconsistent unit planning structures. • Difficulty finding and retrieving curriculum.
Parent Survey	• Students are regularly reading books from the SAS library. • Some comments name reading instruction as stronger than writing instruction.
Faculty Survey	• Across divisions, clarity of scope and sequence named as the top need with culturally responsive practices, grammar progressions, and rubric clarity needs as well. ES names continued strengthening of foundational skills and resources for teaching ELA. • Teachers across divisions feel most confidence teaching reading and writing and least confident teaching word study, vocabulary, and grammar. • There is inconsistency in the amount of time dedicated to different instructional practices across grades.
Alumni Data/ Step UP SAS	• There was not a large enough response to report trends.
Student survey data HS (n=619) MS (n=589) ES(3-5) (n=148)	• Our students enjoy reading (HS-72%, MS-83%,ES(3-5)-93%) and writing (HS-69%, MS-76%, ES(3-5)-80%). • Our students feel successful in ELA classes (HS-81%, MS-94%, ES-95%) • Our students feel included in ELA classes based on who they are and the needs they have. (HS-92%, MS-93%, ES(3-5)-92%) • Our students report more confidence in reading than writing. • The amount of students receiving ELA tutoring declines from ES to HS. • High school students reported the reason for the English course choices is most affected by requirement interest, course length (year v semester), desire for skill development, and relevance to university admission, and perceived challenge (less or more).

Synthesis of Findings

Below are key themes synthesized from the data collection above as areas of strength and growth.

Overall Strengths	Overall Areas for Growth
• Commitment to critical thinking and career, college readiness, strong instruction. • Grounded in Common Core State Standards (CCSS). • Strong student achievement according to the MAP test. • Strong student achievement in AP courses. • Choice in English courses in HS. • Opportunities for student choice and agency in their learning. • Opportunities to engage with a variety of genres and writing forms. • Teacher commitment to continued learning around research-informed, culturally responsive practices • Students enjoy reading and writing. • Newly adopted foundational skills program K-2 (UFLI) • Diverse text selection and variety of resources.	• Clear scope and sequence of content and skills that integrates reading, writing, speaking, and listening, embedding grammar, syntax, and vocabulary. • Clarity of vision for ELA teaching and learning P-12. • Ongoing consistency of high quality teaching culturally responsive practices. • ELA integration with other core subjects. • Opportunities to read and write across the curriculum connected to ELA. • Continued support of our multilingual and diverse learners. • Consistent use of assessment strategies to make data informed decisions. • Clear and consistent approach to technology integration (e.g. GenAI, typing)

Key Recommendations

Recommendations For Immediate Implementation	***Recommendations That Require Further Investigation***
These recommendations are those that can be actioned quickly without need for further extensive stakeholder input. These recommendations can start implementation within the next six months and into the following years.	Data tells us that we should consider these recommendations, but they also require us to learn more and engage with stakeholders further before making decisions. Most of these investigations would commence after the completion of recommendations implemented (on the left), with an anticipated start date in the next 18 months.
1. **Share a consistent schoolwide philosophy of teaching and learning in English Language Arts** 2. **Solidify a scope and sequence of skills, content, and courses that includes core texts, integrates reading, writing, speaking, and listening, and embed grammar and vocabulary instruction.** 3. **Provide professional learning to faculty on culturally responsive, high impact instructional practices.** 4. **Investigate and pilot curricular resources to support teaching and learning ELA.** 5. **Investigate and pilot assessment tools and practices to allow for data informed decision making**	6. **Investigate opportunities in the 9-12 learning progression to align course offerings and content with our ELA Philosophy.**
Rationale	
● Address inconsistency in both learning experiences and skill development. ● Further aligns instruction with research informed practice.	

- Support transparency and clarity of curriculum taught.
- Support teachers with the instructional tools needed to engage all learners in English Language Arts.
- Increase student engagement and interest in what they are learning.
- Broaden our curriculum to be more inclusive and representative of our school community.

Other Recommendations (Not Specific to English Language Arts)	
• **Align with the revision of current P-12 SAS assessment policy** • **Provide professional learning on backwards design/ Understanding By Design an Universal Design for Learning (UDL)**	• **Provide professional learning on support Multilingual Learners (MLLs)**

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