

# PTLS PROGRAM

AN EVIDENCE-BASED PROGRAM DEMONSTRATING READING SUCCESS  
TWO YEARS IN A ROW FOR STUDENTS IN JACKSON PUBLIC SCHOOLS

## WHAT IS PTLS?

Parents Teaming for Literacy Success (PTLS) is a different approach to the parent-teacher relationship. This evidence-based program is built on the premise that parents are partners in their children's learning. By building a community of learners and partners that include the child, parent, and teacher, parents can support their children's learning by setting benchmarks for their children's STAR reading outcomes and using parent-friendly materials that they are trained to use in learning sessions with their children. Through their PTLS program, Ask for More Jackson (AFMJ) aligns parenting, communications, volunteering, at-home learning, decision making, and collaboration to promote student literacy success. AFMJ has implemented PTLS in select JPS schools and classrooms since 2016. Student reading outcomes for each year of the program have shown promising results in Scale Score growth for PTLS participating students in first, second, and third grade. **Both parents and students experience growth through PTLS.**

## PARENTS LOVE PTLS!



**95%** of participating parents reported that they learned to interpret their child's STAR Data reports through the AFMJ PTLS program.

## UPDATED OUTCOMES IN STUDENT SUCCESS FOR THE PTLS STUDENTS (FALL 2017)

Outcomes data for PTLS participating students versus nonparticipating students for the Fall of 2017 were made available in the Spring of 2018. Students are assessed in August or September 2017 then again in April or May 2018. The post assessment takes place outside of the funded program year however, all program activities or interventions under the PTLS occurred prior to the winter holiday break.

In 2016, AFMJ implemented the PTLS program in Dawson, Galloway, Johnson, Smith, and Walton elementary schools within the LFP. This marked the first year of the full implementation of the program with the exception of Brown Elementary. In 2017, expansion of the program included Brown Elementary with data for kindergarten and second (2nd) grade students only. Additionally, AFMJ began tracking student growth as the measure of student reading improvement. Student scores are represented as the Total Scale Score Growth by grade. For the 2017-18 school year, overall growth for PTLS students exceeded that of non-PTLS students for each grade level. Results for 2016-2017 demonstrated similar success with PTLS participating students achieving a 27.7 point increase in growth over non-PTLS students. This two-year trend established PTLS as an evidence-based practice with successful outcomes for students grade 1 – 3. Figure 1 shows PTLS student participation for 2016 and 2017 while Figure 2 provides a comparison of growth score for Non-PTLS and PTLS students for Fall 2017.

**For the 2017-18 school year, overall growth for PTLS students exceeded that of non-PTLS students for each grade level.**



**Figure 1:**  
*Implementation of PTLs Student Participation*

PTLS – STUDENT COUNT		
ELEMENTARY SCHOOL	2016 – 2017	2017 – 2018
Brown	N/A	21
Dawson	71	45
Galloway	27	54
Johnson	61	54
Smith	70	56
Walton	90	49
<b>TOTAL PARTICIPATION</b>	<b>319</b>	<b>279*</b>

\* There were noted decreases in enrollment for participating grades during the school year.

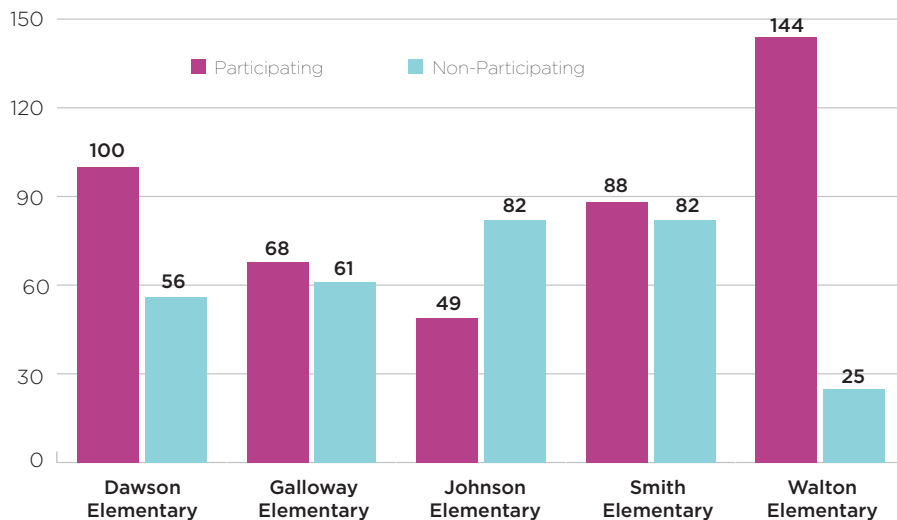
**Figure 2:**  
*Reading Improvement Outcomes – Participating Students 2017-2018 School Year*

TOTAL SCALE SCORE GROWTH (Kindergarten – 2017-2018 School Year)		
ELEMENTARY SCHOOL	PARTICIPATING	NON-PARTICIPATING
Brown	+0.5	N/A*
Dawson	+0.6	+0.6
Galloway	+0.6	+0.7
Johnson	+0.6	+0.6
Smith	+0.6	+0.6
Walton	+0.5	+0.6

\* Brown – All 11 students enrolled in kindergarten were in the PTLs program.

For kindergarten students scale score growth remained relatively consistent between PTLs and non-PTLs students. It is important to note that reading measures for kindergarten are based on association between spoken and written word, recognizing letters in the alphabet in order, distinguishing letters and sounds, rhyming, and retelling a story.

**TOTAL SCALE SCORE GROWTH (First Grade – 2017-2018 School Year)**



\* Brown Elementary score growth was not available. First grade teacher did not complete the PTLs process.

## SUMMARY OF FIRST (1ST) GRADE OUTCOMES

28.6



Average point increase for first-grade students who participated in the PTLS program above those who did not.



144

point increase from the pre and post assessment for first graders participating in the PTLS program at Walton Elementary. This is the most significant variance in scale scores of students that participated versus those that did not.

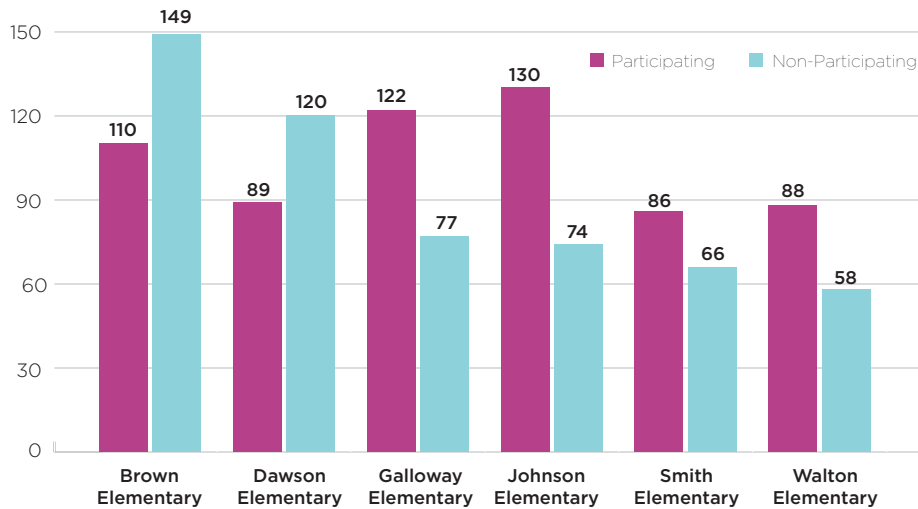
### FIRST GRADE READING IS IMPROVING WITH PTLS

PTLS 1st graders demonstrate higher scale score growth average (points) over non-PTLS students two years in a row!

2016-2017 – **31.8** point increase over non-PTLS students

2017-2018 – **28.6** point increase over non-PTLS students

## TOTAL SCALE SCORE GROWTH (Second Grade – 2017-2018 School Year)

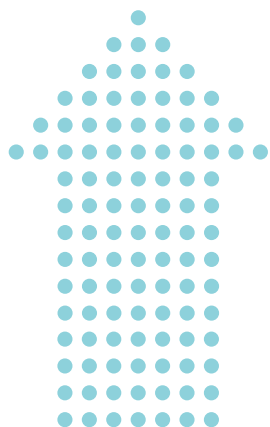


## SUMMARY OF SECOND (2ND) GRADE OUTCOMES

13.5



Average point increase for second-grade students who participated in the PTLS program above those who did not.



130

point increase from the pre and post assessment for second graders participating in the PTLS program at Johnson Elementary. This is the most significant variance in scale scores of students that participated versus those that did not.

During the previous assessment year (2016-2017), Johnson and Smith Elementary Schools demonstrated the highest variance in scale scores of PTLS students versus non-PTLS students.



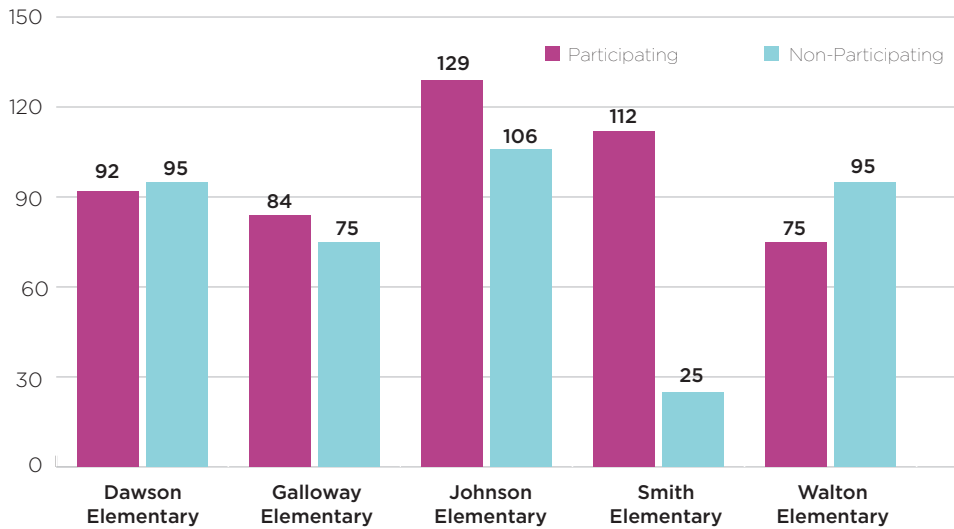
### PTLS SECOND GRADERS OUTPACE NON-PTLS STUDENT GROWTH

PTLS 2nd graders demonstrate higher scale score growth average (points) over non-PTLS students two years in a row!

2016-2017 – **31.6** point increase over non-PTLS students

2017-2018 – **13.5** point increase over non-PTLS students

## TOTAL SCALE SCORE GROWTH (Third Grade – 2017-2018 School Year)



\* During 2017, the third-grade teacher was on leave with limited service teachers sharing that position, therefore the Brown Elementary third grade class was not included in the PTLs.

### SUMMARY OF THIRD (3RD) GRADE OUTCOMES

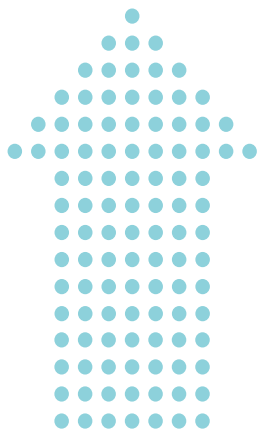
During the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) was passed, placing an emphasis on grade-level reading skills. In 2016, the LBPA was amended to include Individual Reading Plans and increased expectations for third grade students beginning in 2018-2019.

Outcomes for third grade reading do not include Brown Elementary. For all third-grade students at Dawson, Galloway, Johnson, Smith, and Walton Elementary Schools, 97 percent of PTLs Students passed the first administration of the literacy test compared to 93 percent for Non-PTLS students.

19.2



Average point increase for third-grade students who participated in the PTLs program above those who did not.



112

point increase third graders participating in PTLs at South Elementary compared to 25 for non-PTLS students. This was the largest variance in scale scores of students who participated in PTLs versus those that did not.



### PTLS PROVIDES SECOND YEAR OF SUCCESS FOR THIRD GRADE READERS

PTLS 3rd graders demonstrate higher scale score growth average (points) over non-PTLS students two years in a row!

2016-2017 – 19.6 point increase over non-PTLS students

2017-2018 – 19.2 point increase over non-PTLS students