

Do you have any questions or comments about the reading program in T/E Schools?

child was in 4th at VFES last year, extremely disappointed that my above level daughter dropped her reading score over the year and no communication was made nor any books sent home.

Disappointed that children in lower grades k-2 aren't given readers as home work and if they do it is photocopied books which don't give the full visual cues needed.

Once a child is classified on level or above level, there doesn't appear to be any reassessment, only review of standardised testing. Teachers only teach one level of instruction saw no evidence is a 4th grade on level teacher extending those excelling in on level reading with goal to get them to above level. Change of level was only done on my request in middle school.

How do parents access student benchmark scores as well as any other scores parents have access to? Also, how do T/E teachers test for reading level and why don't parents have access to the results (other than just being told what level your child is)?

How/what does it do to help? I've been told my daughters reading has been tailored specifically to her - but I don't know if that's truly the case.

I also taught this child to read using the SRA Distar method before entering K

I am disheartened by the school districts inability to teach children in a way that all children can learn to read. In addition, the lack of transparency with progress reports and how to interpret the data makes it very hard to assess how your child is learning and if they are keeping pace with their peers.

I don't understand why reading isn't leveled in the same way as math. My 5th grader is reading at an 8th grade level and so will be pulled out for reading seminar. If he were similarly advanced in math, he would be placed in pre-algebra or algebra for his daily instruction.

I just would like to understand better how it is evaluated.

I think there's a discrepancy between what's communicated in K through 1st about what's on level - the reality is to finish 1st at Level I(i), K needs to finish as a D. Otherwise really your kid is behind. It took 1.5-2 full years to catch up and be strongly at grade level.

I was impressed by the rigor that was applied in the study of textual analysis in 5th grade reading. I was disappointed that it did not seem that the class was asked to make personal reflections, or had any discussion, about the profound social issues that many of the books were about : intolerance, segregation, bullying, and more. The teacher spent most of the time on the mechanics of writing and too little time, in my opinion, on the joy of reading or the power of literature to enlighten and inspire.

I wish TE would invest in a separate phonics "program" such as Foundations instead of having teachers teach spelling in isolation and only using the small phonics components that come with Literacy by Design. I, myself, am a Reading Specialist and have seen my son struggle with to develop his phonetic foundation based on his school experiences.

I wish there was more one to one contact besides that one or twice a year time you get to speak to the teacher

I would like to know what resources are available for tutoring

I would love for TE to start with full day kindergarten which would allow for reading instruction. If not, kindergarten should still teach reading in small groups. Wilson program is wonderful. As a teacher in a surrounding district who uses Foundations, we have seen an improvement in reading scores and confidence in our young readers as they move throughout the elementary grades!

I'd like the T/E Schools to know that all reading improvement my daughter has shown on the past 2 years is thanks to my own involvement in teaching her how to read phonemes - how to know what letters make what sounds - that was all me. Y'all are getting hung up on the process and forgetting it's about decoding - for the child. Not about neumerics that rhyme that help you remember it.

I'm not aware if the benchmark stats of my daughters reading level and would like more information

I'd love more reading recommendations for at home and how to challenge him.

In 7th and 8th grade, there is only one level English after years of above level reading classes. There are four levels of math instruction offered in 7th and 8th grade. The resources dedicated to the math program are unequal compared to the resources dedicated to the reading program. The math SAT mean for Conestoga is 82 points above the Nation wide mean. However, the Conestoga Reading and Writing SAT mean is only 71 points above the Nation wide mean.

In my experience the program has no structure or specific lesson plan. There is no communication from the reading support teacher so that I know what to focus on at home. Parents and children are held accountable for their work by a monthly calendar but we aren't aware what is happening in school to tie it all together and reinforce learning. My sons teacher of two years left suddenly and there was no notice, letter, email any kind. It was a big change and I only found out because he told me. He has progressed tremendously in a short period of time with a very qualified private tutor and private reading camp. The amount covered in a five day two hour summer reading camp (not T/E) was remarkable. The projects and games designed to help and all related work was incredibly impressive and showed how little the T/E schools are equipped to help children excel and exit the reading support program.

Info on what to do at home to enhance reading comp

It would be nice to have the SD speak in layman's terms about reading. Half the time they speak in acronyms, which clearly they feel everyone knows, but trust me - typical parents - don't. And no one wants to be the one to ask questions because people are afraid to look unintelligent. Or they are thinking "jeez I guess I should know what they are talking about but I have no clue!"

More detailed progress reports

My child had a reading level on his report card, but I have no idea what that meant, where he should be, or how that compares to others in his grade.

Once a student reaches grade level there is little communication about reading progress

Our son entered kindergarten unable to read, but thanks to reading club and reading camp in K-2, was able to catch up and graduate elementary school to enter above level reading in middle school. These programs helped him a lot, but should note that his reading deficiencies were due to his being young for his grade (summer birthday.) He didn't need any specifically tailored instruction.

Reading club should provide feedback on students strengths and weaknesses and should have reports. They should make phone call to parents at end of year or have conference to discuss students progress and goals for student. There is no summary of what is being worked on in reading club with my child and how they are progressing

Reading level has never been communicated to me

Son (who graduated Conestoga and now College) found BRIDGE program helpful in K to get him on track as he was a younger student in his grade; perhaps you should also look at recent graduates for survey

The bridge program for kindergarteners at Valley Forge has not produced any positive outcomes for either of my children that participated in it.

There is a lack of communication and benchmarks in general towards parents. In English, reading, maths, or any topic. My youngest has been wonderfully supported by an amazing team in reading. I'm sad it was not the case for my oldest. Now my son is above level while his sister, who has always read way much more at home, never got the same attention.

Unless it is something like the PSSAs which are eventually mailed home, no reading test scores are ever communicated.

Very happy my son was identified in 1st grade and transferred to Beaumont for reading support and Wilson (personally I think all early elementary students would benefit from Foundations)

We feel it's not reaching our son.

We had a wonderful experience in kindergarten with Mrs. Troy. She identified my daughter as a stronger reader, and made sure she was challenged in this area. Mrs. Troy went ahead and set up an evaluation with the reading specialist, so that she could even further her skills. Very impressed and it continued the love of reading for my daughter.

We moved here from a district where reading scores and benchmark data were freely shared and explained. Moved here with don in second grade and the decline in info sharing was very noticeable and disappointing

We moved here in 2015 and attended Valley Forge EL. Had it not been for Marybeth Humbert, Eileen Barton, Sheila Hayes, and Jaclyn Klunder my daughter would still be struggling with

reading. She was below a kindergarten level when we moved here at the end of first grade and today she no longer needs reading help of any kind. These women forever changed my daughter's life and I couldn't be any more grateful or happy of the care and help we received.

Why is my kid not registered for honors or ap courses in reading?

Why isn't there more transparency in which level my child is in and when they are put in different groups?

Would enjoy receiving more information on how my children are doing with regard to reading level etc

Would like to see information in the middle school like we did in the elementary school regarding curriculum and approach

Would like updates from reading teachers

Would love more info on how my kids are doing

Yes why does the district not provide certified reading specialists to the most needy students?