February 26, 2008

The Santa Monica-Malibu Unified School District Board of Education held a workshop on Tuesday, February 26, 2008, in the District Administrative Offices: 1651 16th Street, Santa Monica, CA. The Board of Education called the meeting to order at 4:10 p.m. in the Board Room at the District Offices.

I   CALL TO ORDER
      A. Roll Call – Board of Education
            Oscar de la Torre
            Jose Escarcé
            Maria Leon-Vazquez
            Ralph Mechur
            Kelly Pye
            Barry Snell
            Kathy Wisnicki

      B. Pledge of Allegiance
          Led by Ms. Leon-Vazquez.

II Informational Workshop – Districtwide Literacy Programs and Interventions
This study session is intended to inform the Board of Education regarding districtwide efforts to improve literacy. The session will include: 1) a review of the achievement data, 2) the K-8 standards-based core curriculum, 3) supplemental and intervention programs and services, 4) promising practices, challenges, and innovative practices for differentiated instruction, and 5) recommendations.

Ms. Maureen Bradford (Director of Assessment, Research, and Evaluation), Ms. Peggy Harris (Director of Curriculum), and Dr. Cindy Kratzer (Literacy Coordinator) from the Educational Services Department will address the Board of Education regarding this study.

    ★★★★★   ★★★★★   ★★★★★   ★★★★★   ★★★★★   ★★★★★

Ms. Bradford, Ms. Harris, and Dr. Kratzer addressed the following areas: SMMUSD Core Curriculum for K-8, Literacy and English Learners, the Writing Process, Instructional Practices that Support Student Learning, Intervention Programs, Literacy Instruction through Special Education, Compendium of School Site Programs, What Works, and Recommendations.

In regards to Core K-8 Curriculum, Board Member Mechur asked about the drop in performance on the Houghton Mifflin Summative Assessment from 2nd to 3rd grade and from 6th to 7th grade. Staff responded that curriculum delivery in 3rd and 7th grade consists of more academic language than the previous grades. Dr. Wisnicki asked if the district is proactive in addressing concerns that are identified in the data. Staff assured the board that if the district office notices abnormalities or contradictory data, staff contacts the site Principal directly; academic conferences and training are then provided. Staff clarified for Board Member Leon-Vazquez that all student data and progress is reviewed annually and follows students as they matriculate up through the grade levels. Staff further clarified for

Ms. Leon-Vazquez that while students do not have individual portfolios, their individual progress is monitored.

Board Member Pye asked how many students in the district were identified as English Language Learners. Ms. Harris answered that there are 1,200 students districtwide, 600 of which are at the elementary school level.

In regards to the STAR Writing Assessment, Board Member Pye requested to see the data for all grade levels. Staff responded that the STAR Writing Assessment is only given to 4th and 7th graders. Ms. Pye expressed her concern that creative writing "falls off" in middle school. Dr. Kratzer explained that state writing standards require creative/expressive writing at each grade level.

Regarding preschool intervention programs, Board Vice President Escarce expressed concern that not all Kindergartners had attended preschool in the district and some had not attended a preschool at all before entering Kindergarten. Ms. Bradford and Ms. Harris responded that regardless of these scenarios, the notion of pre-K and Kindergarten collaborating on teaching methods is important and meaningful. Ms. Harris added that pre-K teachers often communicate strategies and approaches to teaching that Kindergarten teachers may not have considered.

Board Member Snell inquired as to conversations the Educational Services department has had with the Measure "BB" Advisory Committee regarding technology that will be required to support the programs. Ms. Bradford replied that Dr. Sally Chou has had an active role with the "BB" Committee; discussions are focusing on infrastructure needs.

Ms. Bradford explained that in many cases, Principals suggest programs, strategies, or interventions that have proved to be successful at their sites. Board Member Snell expressed his support in having a staff member at each site to review, monitor, and analyze the data from their site's intervention programs. Ms. Bradford responded to Mr. Snell's question regarding implementing "READ 180" at the middle schools by saying that the program works well, but is expensive, requires time, and needs technology. She said that the program would need to be rolled out in a manner that would lead to successful implementation.

Board Member Pye urged the board as a whole to commit itself to finding and supporting ways to improve literacy in the district.

Board Vice President Escarce requested that staff develop a plan for the implementation of literacy interventions with a specific focus on Early Education Literacy and Reading Specialists. He suggested that the plan show what resources are currently at the district's disposal, what would be needed, and cost implications. The other board members were in support of this request.

The presentation that was given by staff can be found under Attachments.

III PUBLIC COMMENTS

Public Comments is the time when members of the audience may address the Board of Education on items not scheduled on the meeting's agenda. All speakers are limited to three (3) minutes. When there is a large number of speakers, the Board may reduce the allotted time to two (2) minutes per speaker. The Brown Act (Government Code) states that Board members may not engage in discussion of issues raised during "III, Public Comments" except to ask clarifying questions, make a brief announcement, make a brief report on his or her own activities, or to refer the matter to staff. This Public Comment section is limited to 20 minutes.

- *Rebecca Kennerly, President of the PTA Council, reported to the board that PTA's largest expense is "in-class" support and interventions. She said that the PTA Council would not only support the development of a districtwide framework and an increase in reading specialists, but would partner with the district in helping this move forward.*

IV ADJOURNMENT

It was moved by Mr. Snell, seconded by Ms. Pye, and voted 6/0 (Dr. Wisnicki left before adjournment), to adjourn the meeting at 6:26 p.m. The next meeting is a board retreat scheduled for **Wednesday, February 27, 2008**, at **4:00 p.m.** in the **District Administrative Offices**: 1651 16th Street, Santa Monica, CA.

Approved: 3/13/08

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President

_____
Superintendent

ATTACHMENTS

ATTACHED ARE THE FOLLOWING DOCUMENTS:

- Presentation: "SMMUSD K-8 Literacy and Intervention Programs"

- Spreadsheet: "SMMUSD Elementary Literacy Intervention Programs for 2007-08: Rogers"

SMMUSD
K - 8 Literacy and Intervention Programs

Board Study Session
February 26, 2008

For today's discussion

- Our Core Curriculum for K - 8
- Literacy and English Learners
- Writing Programs
- Instructional Practices That Support Student Learning
- Intervention Programs
- Literacy Instruction Through Special Education

For today's discussion

- Compendium of School Site Programs
- What Works?
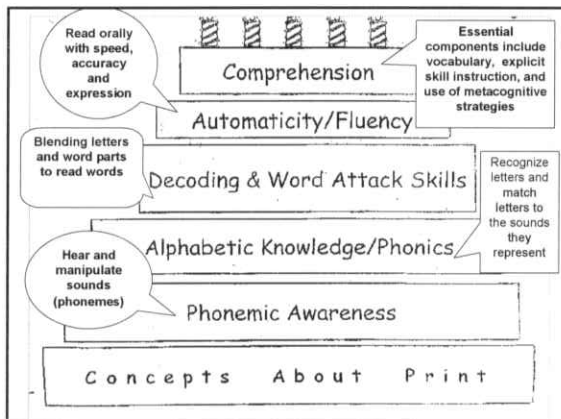- On-going Professional Development
- Recommendations
- Questions

Since 2002, SMMUSD has developed and implemented a K-8 standards-based core curriculum in Reading/Language Arts

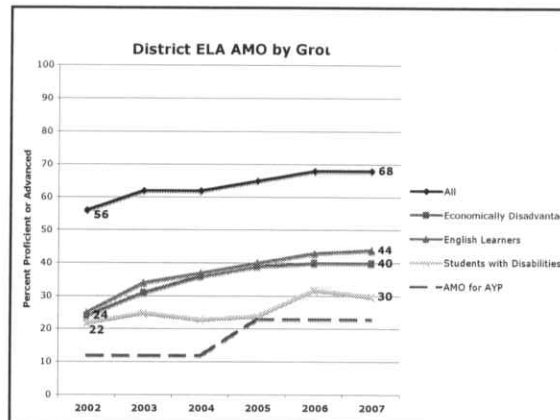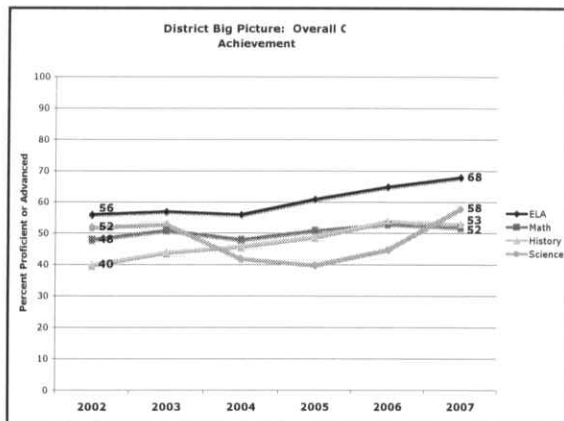Curriculum is based on what we know to be the components of an effective literacy program*

*Report from the National Reading Panel
http://www.nationalreadingpanel.org/Publications/citation_examples.htm

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Read orally with speed, accuracy and expression

Comprehension

Essential components include vocabulary, explicit skill instruction, and use of metacognitive strategies

Automaticity/Fluency

Blending letters and word parts to read words

Decoding & Word Attack Skills

Recognize letters and match letters to the sounds they represent

Alphabetic Knowledge/Phonics

Hear and manipulate sounds (phonemes)

Phonemic Awareness

Concepts About Print

California R/LA Framework

- Balance of **oral and written** language—focused on **literature, language** and **comprehension**

- Explicit and sequential skills instruction in **phonemic awareness, phonics** and **decoding** for emergent readers

- Ongoing **assessment** to inform teaching and provide accountability

District Big Picture: Overall Achievement

Chart (2002–2007), Percent Proficient or Advanced:
- ELA: 56 … 68
- Math: 52 … 58
- History: 48 … 53
- Science: 40 … 52

District ELA AMO by Group

Chart (2002–2007), Percent Proficient or Advanced:
- All: 56 … 68
- Economically Disadvantaged: 24 … 44
- English Learners: 24 … 40
- Students with Disabilities: 22 … 30
- AMO for AYP

Houghton Mifflin Reading (K-5)

- Sequential direct instruction and guided practice in the following areas aligned with California content standards:
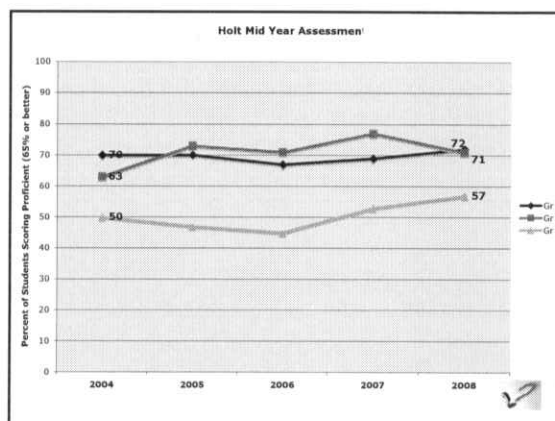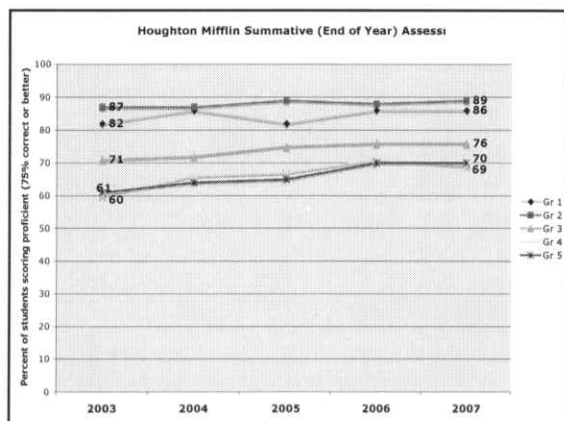
  - Concepts of Print (K)
  - Phonemic Awareness (K-2)
  - Phonics and Decoding (K-5)
  - Vocabulary (K-5)
  - Listening Comprehension Skills (K-5)
  - Reading Comprehension Skills and Strategies (1-5)
  - Word Work: Spelling (1-5), Structural Analysis (2-5)
  - Writing and Language - Writing Process, Genres, Grammar (K-5)
  - Handwriting (K-4)

Holt Literature & Language Arts (Grades 6-8)

- Sequential direct instruction and guided practice in the following areas aligned with California content standards:
  - Literature (reading comprehension and literary analysis)
  - Writing (process and genre)
  - Grammar

Houghton Mifflin Summative (End of Year) Assessment

Percent of students scoring proficient (75% correct or better), 2003–2007:
- Gr 1
- Gr 2
- Gr 3
- Gr 4
- Gr 5

Values: 87, 82, 71, 61, 60 … 89, 86, 76, 70, 69

Holt Mid Year Assessment

Percent of Students Scoring Proficient (65% or better), 2004–2008:
- Gr 6: 70 … 72
- Gr 7: 63 … 71
- Gr 8: 50 … 57

Literacy and English Learners

- *Into English* for Grades K-5
- *High Point* in Grades 6 - 12
- Frontloading, a focused approach to differentiation for English Learners

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What is Frontloading?

- Specially designed explicit language instruction that provides ELs with the academic vocabulary and syntactical forms necessary for them to comprehend and perform the academic reading demands in Houghton Mifflin Reading.
  (Provides access to the core Language Arts curriculum through building Cognitive Academic Language Proficiency)
- An approach to teaching, not a program
- Applicable to any subject matter
- Useful for teaching English Only students as well
- Pre-teaching the language necessary for ELs to access and participate in the upcoming lesson

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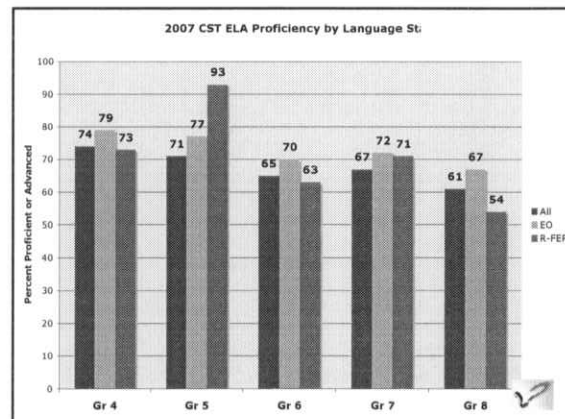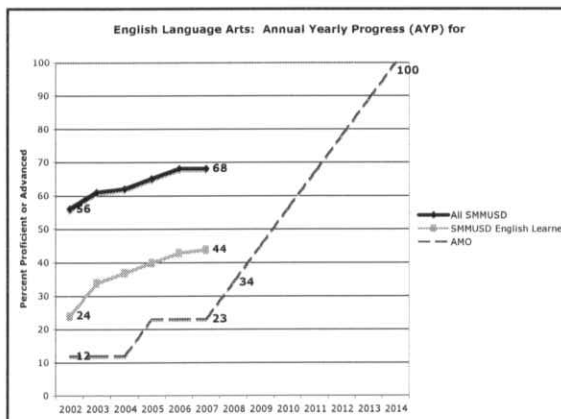## How does Frontloading work?

The teacher...

- Identifies vocabulary and comprehension skills
- Creates academic language frames
- Pre-teaches reading strategy using the frames
- Pre-teaches vocabulary and builds background knowledge
- Uses SDAIE strategies during the reading of the text
- Conducts a discussion about the text using the frames

High Point

High Point is the only standards-based core and intervention language program approved by the state of California for EL students. It is designed to address the needs of California's struggling readers and English Learners.

- The goals of High Point are to:
  1) provide instruction covering all of the content from the Reading/Language Arts Framework
  2) accelerate growth in both language and literacy.
- Instruction is explicit and systematic.
- High Point is used in English Language Development (ELD) classes with English Learners, Grades 6-12; thus, providing a common coherent curriculum for all secondary English Learners.
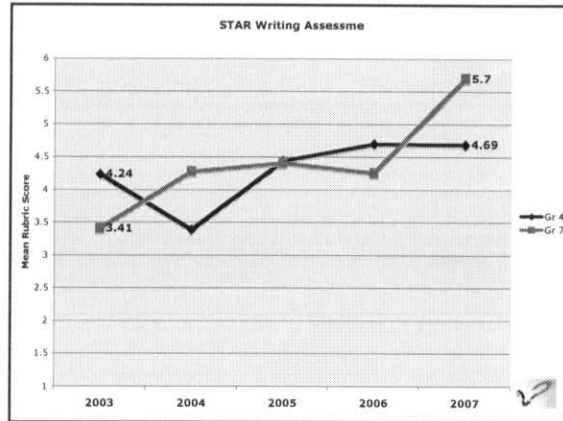

English Language Arts: Annual Yearly Progress (AYP) for

2007 CST ELA Proficiency by Language St

Writing Programs

- Six Traits
  - Explicit lessons on the "**traits**" of good writing
    - Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions
  - Research-based
- Writing Workshop
  - Explicit lessons on the **process** of good writing
  - Teachers' College, New York
  - Writing Workshop in SMMUSD

6 Traits and Writing Workshop: A combined approach!

STAR Writing Assessme

Mean Rubric Score

- 4.24
- 3.41
- 5.7
- 4.69

Gr 4
Gr 7

2003   2004   2005   2006   2007

Instructional Practices that Support Student Learning

- Differentiated Instruction
- Student Onramp Strategies

A Definition for Differentiation

The process of modifying

curriculum   and   instruction
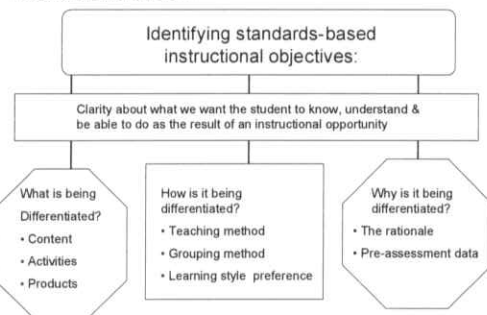
Content, Activities, Products   Instructional Strategies, Management Techniques

in response to the individual differences among students'
- •Readiness Levels
- •Interests
- •Learning Profiles

so that each student is engaged in continuous rigorous learning.

Reflecting on Differentiation...

Identifying standards-based instructional objectives:

Clarity about what we want the student to know, understand & be able to do as the result of an instructional opportunity

What is being Differentiated?	How is it being differentiated?	Why is it being differentiated?
• Content	• Teaching method	• The rationale
• Activities	• Grouping method	• Pre-assessment data
• Products	• Learning style preference	

Student Onramp Strategies:

Accessing the Literacy Superhighway

- Lessons designed to make visible the invisible processes that good readers use to comprehend text.
- Direct instruction in how to predict, question, clarify, summarize, etc.
- Step-by-step processes to make complex processes concrete for struggling readers
- A common language to talk about thinking processes

Delivery of Student Onramp Strategies in SMMUSD

- Intensive Intervention Summer School Curriculum
- Link to Houghton Mifflin Pacing Plans
- Elementary Professional Development
- Middle School Professional Development (cross-content)

Intervention Programs

- Intensive Intervention Summer School
- State funded hourly programs
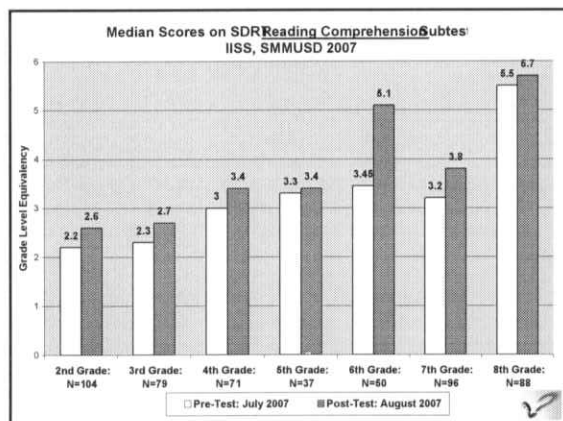- Differentiated Instruction during school day
- Site-based programs

How do students qualify for IISS?

	Test Scores	Grades	Teacher Recommendation
2nd grade	Houghton Mifflin Scores from January and June	Inadequate growth on Feb. and June Progress Reports	Primarily teacher recommended
3rd – 5th Grade	1 or 2 (or a scaled of score 315 or lower) on CST	Inadequate growth on Feb. and June Progress Reports	Teacher recommendation considered
6th – 8th Grade	1 or 2 (or a scaled of score 325 or lower) on CST	Fails in ELA or Math at semester grading period	Teacher edits considered

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IISS Shows Continued Gains on Pre/Post Stanford Diagnostics

- 2007 demonstrated our 3rd year of positive results in reading achievement
- Gains of several months after 5 - 6 week program
- Gains even more impressive in the area of Reading Comprehension

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Median Scores on SDR Reading Comprehension Subtest
IISS, SMMUSD 2007

	2nd Grade: N=104	3rd Grade: N=79	4th Grade: N=71	5th Grade: N=37	6th Grade: N=60	7th Grade: N=96	8th Grade: N=88
Pre-Test: July 2007	2.2	2.3	3	3.3	3.45	3.2	5.5
Post-Test: August 2007	2.6	2.7	3.4	3.4	5.1	3.9	6.7

Y-axis: Grade Level Equivalency

State Funded Hourly Programs

- State funds $4.08 per student per hour for before school, after school, Saturday school, and intercession
  - Uncapped funds for grade 2 - 9 students who have been retained or recommended for retention (1s and 2s)
  - Capped funds for students at risk of retention (hours extremely limited)

State Funded Hourly Programs

- At $4.08 per hour per student, the "magic number" to make these programs cost effective is 12 - 14 students
- State reimbursement is typically about 75% of hours submitted
- Most schools supplement the funding with other budgets to bring group size down

Challenges of After School Programs

- Staffing
- Attendance
- Scheduling conflicts
- Appropriate materials
- Planning, coordination and monitoring

During the School Day Intervention Programs

- Departmentalization/Rotations
- Pull out/Push in programs
- One-to-One Tutoring programs
- Technology-based programs
- Middle School Literacy Support classes

During the School Day Intervention Programs

- Departmentalization/Rotations
  - Some grade levels at some sites have departmentalized language arts and math in order to provide teachers with more focused planning and instruction for differentiation
  - Some grade levels at some sites have regrouped students and "rotated" them through units of study (i.e. social studies) with some students getting a double dose of reading/language arts in a small group setting with an emphasis on Frontloading.

During the School Day Intervention Programs

- Pull Out Programs
  - Reading specialists, Resource Program Specialists and ELD coaches at some sites pull students out of their regular classroom for small group, targeted instruction
- Push in Programs
  - Reading specialists, Resource Program Specialists and ELD coaches at some sites work inside classrooms alongside classroom teachers to provide additional small group instructional support
- Combination Approach
  - Many school sites use a combination of push-in and pull-out programs

During the School Day Intervention Programs

- One-to-One Tutoring Programs
  - Instructional Aides
  - Volunteers (parents, WISE, college students)
  - Valued Youth
  - Peer Tutoring/Buddy Readers

During the School Day Intervention Programs

- Technology-based Programs*
  - Reading incentive programs (Accelerated Reader, Reading Counts)
  - Lexia (Special Education)
  - Read Naturally (reading fluency)
  - Achieve 3000 (Differentiated, non-fiction text and on-line activities, based on students' reading levels)
  - Read 180 (comprehensive intervention program)

*Some of these programs are also used after school

Literacy Support through Special Education

- Learning Resource Centers
  - McKinley and Grant Elementary Schools
  - Open to K-12 SMMUSD Special Education students who meet specific literacy criteria
  - Before, after and during school programs
  - Also provides service to grades 1 and 2 non-special education students, when space is available

Literacy Instruction Through Special Education

- Elementary Resource Specialist Programs
  - Combination of pull out and push in programs
  - Language! Program
  - Read Naturally
  - Lexia
- Special Day Class Programs
  - Language! Program
  - Read Naturally
  - Lexia
- Middle School Reading Support Classes
  - Language! Program
  - Read Naturally
  - Lexia
  - Great Leaps

Compendium of School Site Interventions

- Green packet summarizes what is currently in place at K - 8 sites.
- Data gathered from principals and assistant principals
- Many of the intervention programs listed are just getting underway for second semester

What Works?

The What Works Clearinghouse (*Sometimes known as the "Nothing Works Clearinghouse!*)

- Gold Standard = Randomized Control Trials
- The WWC looks at four aspects of **Beginning Reading**:
  - Alphabetics
  - Fluency
  - Comprehension
  - Overall Reading

What Works?

- The What Works Clearinghouse

  - **Overall Reading: Only one program** demonstrates evidence of positive effects for overall reading:
    - Reading Recovery

What Works in SMMUSD?

In the absence of randomized control trials, what counts as evidence in determining what works in SMMUSD?
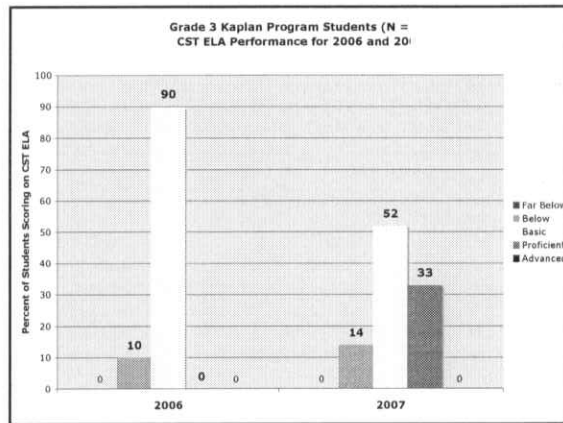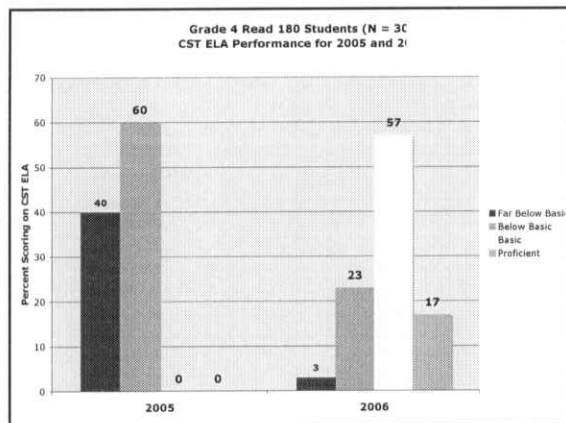
- Program pre-post tests
- District HM, Holt and DWA assessments
- A greater challenge to see results transfer to CSTs

What Works in SMMUSD?

As an example, we looked at a group of 4th grade students who participated in Read 180 in the 2006 school year. Throughout the course of the year, they made tremendous gains in their "Lexile Levels," the built-in assessment tool for monitoring student progress in the program.

We also looked at how these same students did on their CSTs in 2006, as compared to 2005 to see if their Lexile Level gains were reflected in standardized achievement test scores.

Grade 4 Read 180 Students (N = 30)
CST ELA Performance for 2005 and 2006

Grade 3 Kaplan Program Students (N = ...)
CST ELA Performance for 2006 and 2007

What Else Works?

Effective Classroom Practices*

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

*Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). What works in classroom instruction. Aurora, CO: Mid-continent Research for Education and Learning.

What Else Works?

What research tells us about effective professional development:

- Job embedded (within or close to classroom)
- On going (not one-shot workshops)
- Data driven (based on student work/performance)
- Content area focused

On-Going Professional Development

- Frontloading
- Differentiated Instruction
- Lesson Link
- Grade-level Team Work
- Banked Time Workshop Series
- Reading Specialist Training
- Writing Workshop Study Group
- Instructional Leadership for Literacy

Frontloading Professional Development

- Fourth year of a multi-year implementation cycle.
- Trained approximately 185 elementary teachers.
- Trained all elementary principals.
- Placed ELD Coaches at sites who provide on-going training at staff meetings, grade level meetings, and modeling in classrooms.

Frontloading Professional Development

- Two of our teachers are now certified trainers for CRLP; They provide internal expertise
- Created Frontloading Teacher Guides for Houghton Mifflin "Reading."

Differentiated Instruction

First year of systematic training provided by the district.
Training has occurred at some individual school sites prior to this year.
More than 80 teachers in grades 4-8 participated in a two-day D.I. Institute this year.

Lesson Link

- Small teacher teams meet together to co-plan lessons, observe each other teach the lessons, and revise and refine the lessons after each observation.
- Teacher teams are led by trained teacher facilitators in SMMUSD.
- 41 teams, 140 teachers at 15 sites

Grade Level Team Work

- Literacy Coordinators meet with individual grade level teams over time on literacy-related topic.
- Over the past 4 years, Coordinators have worked with grade level teams at 13 sites

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Banked Time Workshop Series

- Whole staff training on literacy-related topics
  - From "one shot" workshops to workshop series
  - 14 school sites have participated over the past several years

Reading Specialist Training

- Monthly workshop series that focused on current research on reading instruction as well as instructional strategies for working with below-grade-level students
- Content focused on: Strategies for Struggling Readers, Phonemic Awareness , Phonics/Decoding, Comprehension , Vocabulary & Fluency

Reading and Writing Workshop Forum

- An example of "organic" professional learning community
- 5 - 15 teachers coming together monthly after school to meet and discuss best practice in the teaching of writing
- Led and facilitated by Cotsen mentors and experienced Writing Workshop teachers

Instructional Leadership for Literacy

- Learning Walks
- Academic Conferencing

Recommendations

1. Focus on New Adoption Cycle
2. Establish Early Intervention Programs
3. Establish Adolescent Intervention Programs
4. Use Effective Technology-Based Programs
5. Provide On-Going Professional Development
6. Fund Reading Teacher Positions

Focus on Upcoming Adoption

- April 2008—California teachers and content experts (including Dr. Kratzer!) review publishers' materials in Sacramento
- September 2008—State Curriculum Committee makes recommendations to State Board of Education
- November 2008—State Board of Education adopts curricular materials
- Winter 2009—Districts go through adoption/selection process
- Spring 2009—Orders are prepared; materials purchased
- Fall 2009—SMMUSD implements new Reading/ Language Arts curriculum

Early Intervention

- Research, develop and implement programs for Pre-K, K and Grade 1 students
- Provide opportunities for Pre-K and K articulation and academic conferencing

Adolescent Intervention

- Research and implement effective reading intervention programs for adolescents and early adolescents
- Provide training for adolescent intervention programs
- Provide "double block" sections for intervention programs during the school day

Effective Use of Technology

- Develop and maintain robust infrastructure to support existing and emerging technology-based literacy programs
- Carefully scrutinize and select programs that:
  - interface seamlessly with existing (or newly developing) systems
  - have a solid research base
  - are cost effective over the long term

On-Going Professional Development

- Continued investment in PD that is embedded in classroom practice
- Provide training and resources for Reading Specialists
- Provide on-going networking for Reading Specialists, Special Education Reading Specialist, and ELD coaches

Fund Reading Specialists Positions

- Fund Reading Specialists positions (full or shared FTEs, depending on school size and need)
- Provide district framework for
  - Direct instruction to students
  - Classroom coaching
  - Coordination, monitoring, and data collection

Thank you for your time and attention!