


California Literacy Initiative CALI Reads

California Assessment Conference
October 10, 2023
Dr. Susan Van Zant
Shelia Wells, M.A.Ed.
Dr. Sonaleena Lowry





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Cohort: Diverse in Content Areas and Strengths

Progress Monitoring:
Willing to Take Risks


"Screws Fall Out All The Time. The World's An Imperfect Place."

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The Original Game Plan:

"You Have Exactly 8 Hours And 54 Minutes To Think About Why You Are Here – To Ponder The Error Of Your Ways."



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Use of funds

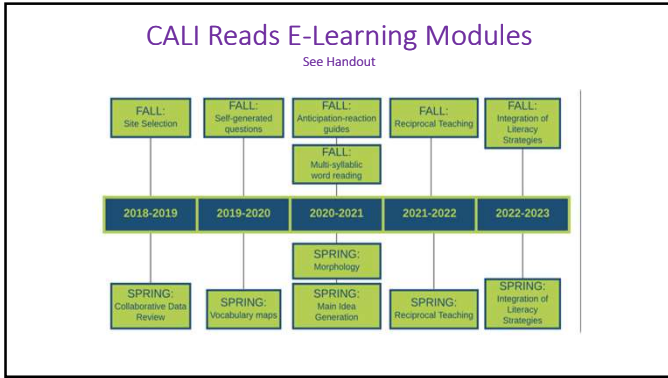
- Participation Funds to support teacher release time or extended time for project activities and literacy training
- A District Coach to support systems development
- A Site Coach to support literacy training and instruction
- Literacy Training through online modules, videos, and in-person trainings
- Book Funds for high interest, low-level readers
- Family Workshop Funds to host annual events
- Partnership & Collaboration across state agencies



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District CALI Reads Site Coach & District Coach

- Worked together to provide continuity between the schools and the District Office
- Provided coaching to all teachers especially those who were new to the site or a new position
- Supported teachers as they implemented: CALI Reads strategies across grade levels and in all content area classrooms including intervention as well as Intervention/ Special Education classes
- Completed CALI Reads Fidelity of Implementation Tool (FIT) designed to ensure that data was used to sound instructional decisions and teachers were trained to provide an effective an tiered program that followed students in and out of interventions program

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Components of the CALI Reads Grant:

- District/Site Coach
- Regional Coach
- Literacy Professional Development
- Family Workshops at every school site
- Site Implementation Teams
- Data Driven-Decision Making
- Systems Change: short-term/long-term decisions that improve learning outcomes
- Digital feedback tool
- Tiered Literacy Programs

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Gains Despite the Pandemic...

Middle schools in three California School Districts that participated in the CALI Reads Initiative increased the number of students who met or exceeded standards on the CAASPP English Language Arts between 2018 and 2022.

Anaheim High School District
 Moreno Valley Unified School District
 Azusa Unified School District

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Anaheim's Middle Schools: % Met/Exceeded

School	Grade	2018	2022	Difference
Ball	7 ⁺	21.9%	26.94%	+5.0%
Ball	8	28.9%	28.7%	- .2%
Brookhurst	7	28.5%	29.7%	+1.2%
Brookhurst	8	25.0%	25.3%	+ .3%
South	7	22.5%	25.5%	+ .3%
South	8	22.3%	25.1%	+2.7%

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Moreno Valley's Middle Schools: % Met/Exceeded

Badger Spr	2018	2022	Difference
6	19.85%	24.85%	+5.00%
7	18.59%	25.95	+7.36%
8	19.47%	27.71%	+8.24%
Mt. View			
	2018	2022	Difference
6	30.66%	32.44%	+1.78%
7	30.35%	38.79%	+8.44%
8	33.82%	29.89%	-3.93%
Sunnymead			
	2018	2022	Difference
6	21.55%	19.02%	-2.51%
7	21.06%	21.33%	+ .27%
8	21.06%	18.55%	-2.51%
Landmark			
	2018	2022	Difference
6	24.03%	25.31%	+1.28%
7	24.93%	25.66%	+ .73%
8	25.48%	26.50%	+1.02%

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Azusa's Middle Schools: % Met/Exceeded

Slauson	2018	2019	2021	2022	Difference 2018-2022
6	33.06%	42.44%	N/A	45.50%	+12.14%
7	35.99%	39.28%	N/A	51.09%	+25.10%
Foothill					
	2018	2019	2021	2022	Difference 2018-2022
6	27.42%	39.31%	43.57%	45.11%	+17.69%
7	35.95%	38.98%	49.95%	49.22%	+13.27%
8	27.81%	28.49%	47.38%	40.14%	+12.33%
Center					
	2018	2019	2021	2022	Difference 2018-2022
6	31.04%	36.49%	N/A	NA	
7	39.69%	41.78%	N/A	43.55%	+3.96%
8	38.82%	37.78%	N/A	30.37%	+8.45%

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- ### Here is what we found that worked:
- Cohort for Teacher Leadership:
 1. Literacy strategies
 2. Coached other teachers
 3. Decisions at the site
 - Cohort for Data Leadership:
 1. Monitored data at site and district levels shared trends.
 - Progress Monitoring
 - Supported the TOSA, teachers, school leadership, and district leadership

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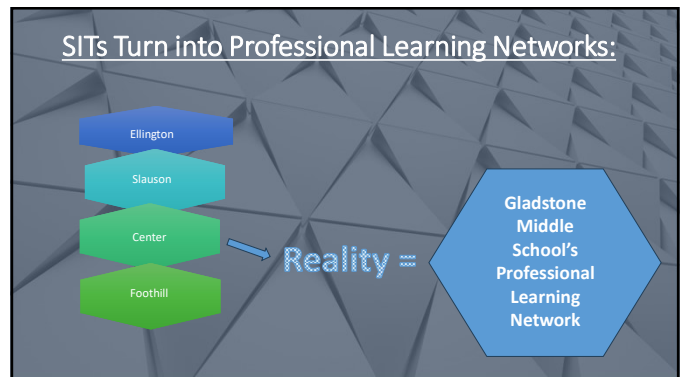
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CALI Reads E-Learning Modules
 "Literacy Lasagna"

Reciprocal Teaching Morphology
 Anticipation-Reaction Guides
 Vocabulary Maps
 Self-Generated Questions

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Family Workshops

Parents Support of Literacy at Home

Focused on providing Spanish-speaking parents with Reciprocal Teaching skills to help their students master reading homework assignments in English.

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School Implementation Team (SIT)

1. A shared mission vision, values and goals
2. A collaborative culture with a focus on learning and eliminating barriers
3. A commitment to integrate best practice and current reality
4. A commitment to continuous improvement – “whatever it takes”

How about your school or district?

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How About Your School or District?

- What does your school have in place for a site-based team that makes these decisions or could make these decisions?
- Would a cohort model be appropriate?
- What would need to change, be modified, or added to create a team like this?
- Who would need to be added to the conversation? Who would you invite to the table to join this team?
- What would be your next steps to make this a reality?

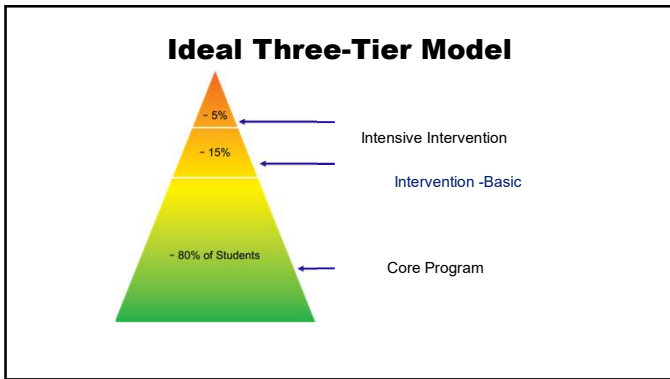
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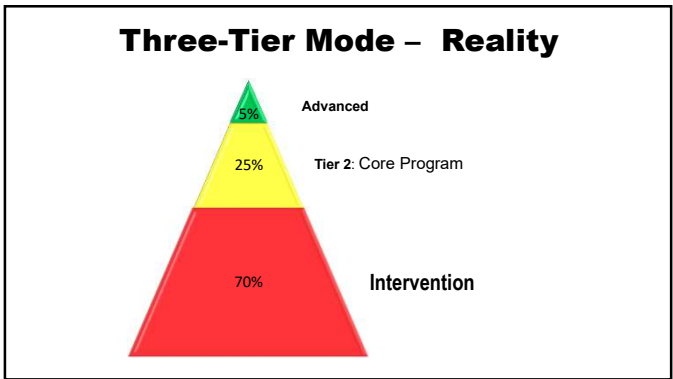
- **Cohort for Data Leadership:**
 1. Monitored data at site and district levels shared trends.
- **Progress Monitoring**

“Without lamps there’d be no light.”

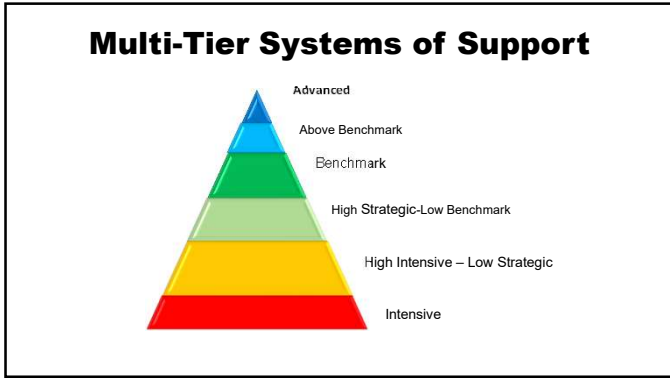
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Data Driven Decision Making


Progress-monitoring:

- Used a digital curriculum that provided data on student performance and learning.
- Grade-level and department teams, school leadership, and district leadership looked at various forms of data.
- SIT teams used data to make systems-level decisions at the school sites.
- Helped drive motivation and increase capacity of the SIT teams at each site.

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SIT Team Meetings

- Scheduled SIT meeting every other month or monthly
- CALI Reads Coach initially led the meeting
 - Gradually, passed responsibility to school site SIT Team Leader
- Assessments were analyzed:
 - Screening, Diagnostic, Progress Monitoring,
 - End of the Year Outcome
- Meeting minutes were kept and filed for future reference
- Sustainability and Growth Plans were developed by the SIT members:
 - Years four/five CALI Read Coach role transitioned from facilitator to observer



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SIT: INITIAL DISCUSSION TOPICS



What is our school assessment plan?
 How is our school assessment plan shared with all staff? With new staff?
 Do all teachers know the purposes for each assessment and how the types of assessments work together?
 How are teachers maintaining & organizing the data?
 Do all teachers know how to interpret the data?
 Do teachers respond instructionally to the data as it's collected on an ongoing basis?
 What action steps are needed to support the administration and analysis of data at our school?

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System of Support



Each of the three tiers represents a specific style of instruction and intensity based on student need.

- **Tier 1:** Core reading program for all students
- **Tier 2:** Targeted support for students who are not making adequate progress
- **Tier 3:** Intensive instructional intervention – usually longer term delivered in larger blocks of time


Every other month assessment data is used to determine how and when students move between tiers.

Tier 2 support was embedded in Tier 1 instruction by embedding Tier 1 instructional strategies.


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The BIG Question

What happens at our school when students don't learn?



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Even if you're on the right track,
you'll get run over if you just sit there.

Will Rogers

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SIT TEAMS “worked smarter not harder”:
Review Types & Purposes of Assessments

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What Assessments?

Screening & Benchmarking	MAZE, DIBELS, AIMSweb, NWEA MAP San Diego Quick, Reading Inventory
Diagnostics & Placement Tests	<ul style="list-style-type: none"> Multiple Measures : MASI-R, Phonics Surveys Read 180, Corrective Reading Achieve 3000 –Lexile Data
Progress Monitoring	<ul style="list-style-type: none"> Internal: Publisher: McGraw Hill: Actively Learn (digital); Achieve 3000, I-Ready External: DIBELS, AIMSweb, NWEA MAP
Outcome	<ul style="list-style-type: none"> State Tests: CAASPP Smarter Balance Summative (ELA) Alternative Assessment (CAA's) English Language Proficiency (ELPAC)

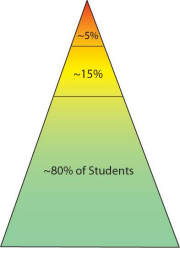
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I-Ready, NWEA (MAP), and Reading Inventory

- Used a screeners
- I-Ready used for progress monitoring only
- Strategies were implemented and their affect on student learning was measured through progress monitoring.
- Many programs are available for progress monitoring, as well as for differentiating instruction! **What are your progress monitoring tools?**

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Tier 2/3 Interventions



Achieve 3000


Read 180

REWARDS

Corrective Reading

Actively Learn- all content areas

I-Ready



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Achieve 3000

Accelerates reading growth through differentiated content

Students read content several times:


- First, at their current reading level
- Next, approaching grade level passages
- Finally, with grade level specific material

Continually measures student growth

Allow a process for students to catch up with grade mates

Students have been known to make 4X the average growth per school year.

<https://www.mheducation.com//>




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Corrective Reading

- Intensive and accelerated reading intervention for very poor readers
- Tightly sequenced, explicit, scripted and planned lessons
- Provides structure and small group practice:
 - Decoding skills, rhyming, sound out, sentence reading, - fluency
 - 65 lessons at 45 minutes each
 - Vocabulary and comprehension are in the companion strand

<https://www.mheducation.com/>




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Actively Learn

Digital curriculum focus critical thinking, and comprehension skills,

- Invites students find author's Purpose
 - English, Science, Social Studies
- Students to write using claims, evidence, reasoning
 - Built in question prompts
- Encourage active student collaboration
- Can be customized by classroom teacher

• www.mheducation.com




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Read 180

Reading program designed for struggling reading who are 2 or more years below grade level.

- Combines digital with whole and small group instruction
- Requires two class periods per day. www.read180.com




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REWARDS

Teach intermediate and secondary students a flexible strategy for decoding long words

- Consisting of 25- 25 fifty-minute lessons
 - Increase decoding skills
 - Read multisyllabic words in sentences
 - Read within the content areas
 - Expand vocabulary
- Bonus – Enhance spelling skills (Come close enough to make spell checker work)

<https://www.voyagersopris.com/products/reading/rewards/overview>





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Steps for Frequent Progress Monitoring

- Set appropriate goals for the student.
- Create an aim line.
- Decide on monitoring frequency.
- Assess and record data.
- Evaluate progress and change instruction as indicated.

"You Do Everything Everyone Tells You To, And That Is The Problem."

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Why Use Progress Monitoring?

Allows teachers to:

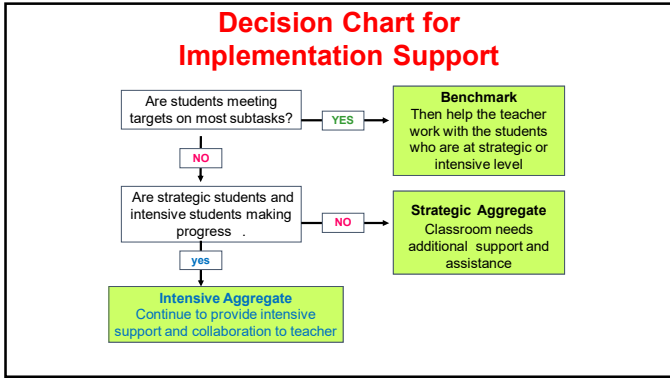
- Estimate rates of improvement
- Identify students who are not demonstrating adequate progress
- Compare the efficacy of different forms of instruction in order to design more effective, individualized instruction

Answers the questions:

- Are students making progress at an acceptable rate?
- Are students meeting short- and long-term performance goals?
- Does the instruction or intervention need to be adjusted or changed?




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Intervention for Middle and High School Students


- It is **NOT** too late!!!
- **Explicit reading instruction** continues to be key (ex., modeling, feedback, and practice)
- Older struggling readers benefit from **multicomponent interventions**.
- Reading comprehension gains are likely to be **significantly smaller** than foundational skills.
- **Results take time** - multi-year interventions have greatest success.




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Team Examines Progress Monitoring Data







EVERY OTHER MONTH THE TEAM WILL:



REVIEW INDIVIDUAL STUDENT PROGRESS



SET TARGETS FOR STRUGGLING STUDENTS, ESPECIALLY THOSE ON EACH SIDE OF THE BUBBLES.



IDENTIFY NEEDED TEACHER SUPPORT

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Action Plan

What	Who	By When	Outcome

Next Meeting: _____ Date: _____


Topic: _____ Facilitator: _____

Recorder: _____ Timekeeper: _____

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CALI Reads grant led to a shift:

From...	To...
A focus on teaching	A focus on learning
What was taught	What was learned
Assessment of learning	Assessment for learning Demonstrating proficiency
Covering content	Collaborative, School Implementation
Teachers working alone	Teams working together, Teachers drive growth


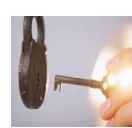


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Final Thought A Matter of Time and Focus

...Physicals at a certain point in life can be an uncomfortable ordeal but, on the whole, they are preferable to and less intrusive than autopsies...The keys to assessment for learning – the physical rather than the autopsy – are **consistency, timeliness, and differentiation**.

Douglas Reeves as quoted in *On Common Ground*, page 53

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CALI Reads Resources
Available through Napa COE
www.calireads.org

Dr. Sonaleena Lowry, McGraw Hill Center for Innovation and Independent Education Success Consultant drsonaleena@gmail.com
Shelia Wells, M.A. Ed., McGraw Hill National Achievement Specialist shelia.wells@mheducation.com
Dr. Susan Van Zant, Independent Literacy Consultant suvanzant@aol.com