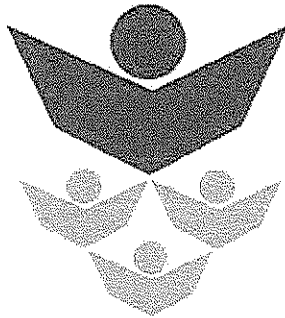# Madison Metropolitan School District K-12 Literacy Program Evaluation

Findings and Recommendations for Continual Improvement of Literacy Achievement & K-12 Alignment

Submitted to the Madison Metropolitan School District
Board of Education

February 22, 2011

Prepared by the Literacy Advisory Committee
with support from the
Hanover Research Council

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Acknowledgements

Wordle™ is a program for generating "word clouds" from text. The clouds give greater prominence to words that appear more frequently in the source text. The Wordle™ above was generated from the responses to the librarian survey on literacy.

This report could not have been possible without the dedicated efforts of the following people and groups.

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Introduction

Why Prioritize Literacy?

Literacy is a Human Right
Amidst the plethora of research and news sound bites about the declining quality of our nation's educational system, the question is valid - why prioritize literacy? What is it about literacy that is worthy of precious resources in dismal financial times, worthy of a laser-like focus among competing needs and demands, and worthy of a disproportionate investment in time and energy for educational professions to deepen their knowledge and hone teaching skills?

Being able to read, write and communicate ideas and thoughts across geography and time has defined human kind. In the 21st Century, literacy is an increasingly critical license to participate in daily activity of any kind, and certainly, to obtaining and maintaining a living wage. High level literacy skills are requisite for all students to be fully able to access post-secondary college and/or career options. The challenges are steep, as our national percentage of literate citizens rank low among developed countries and as our state ranks among the highest in literacy achievement gaps in both race and socio-economics.

Reading and writing are essential skills. The Alliance for Excellent Education's 2007 report on adolescent literacy indicates that writing skills, along with reading comprehension, is the best predictor of academic success and a basic requirement for participation in civic life and in a global economy.

Reading by the End of Third Grade Matters
In 2000, the Madison Metropolitan School District (MMSD) set forth a strategic goal that all students will read at grade level by third grade. This goal was created based on solid research that this benchmark is critical to future success in education and in life. Yet, in 2011, our district, our state, and our nation continue to struggle to make this goal a reality for all students.

> **Learning to read is one of the most important skills in modern society. Not only does reading serve as the major foundational skill for school-based learning, but reading ability is strongly related to opportunities for academic and vocational success. For children, a critical transition takes place during elementary school: until the end of third grade, most students are *learning to read*. Beginning in the fourth grade, however, students begin *reading to learn*. Students who are not reading at grade level by third grade begin having difficulty comprehending the written material that is a central part of the educational process in the grades that follow. Meeting increased educational demands becomes more difficult for students who struggle to read.**
>
> Reading on Grade Level in Third Grade: How Is It Related to High School Performance and College Enrollment? (Lesnick, Goerge, Smithgall, Gynne, 2010)

Increasingly Sophisticated Reading and Writing Skills Are Essential
The type of instruction needed for most students to be successful with content area reading and writing changes drastically in middle and high school. Content literacy instruction is needed for students to meet the reading, vocabulary, critical thinking, and writing demands they face. With just basic reading instruction, students are unprepared to read, write, and discuss using the language of science, social studies, mathematics, and English language arts—the result is that many are not successful without support to do this within the context of content area instruction.

"Students in middle and high schools are bombarded with a wide variety of complex expository and descriptive text, technical content vocabulary, and writing requirements of content classes. Many (students) do not know how to "read to learn" more complex texts on their own; they do not know how to independently use reading, writing, and critical thinking strategies to comprehend information. Literacy instruction should support students to continue developing reading fluency; improving vocabulary knowledge; developing higher-level reasoning and thinking skills; improving reading comprehension strategies, and increasing student motivation and engagement with reading and writing."

Content Area Literacy Guide
Council of Chief State School Officers
August, 2007

A Systems Approach is Needed to Accomplish a Complex Task
Learning to read is a complex human activity. It requires much more than basic skills to decode text. All students should be able to engage with the written word, unpack the literal meaning and make it come alive in order to connect meaning to their world, interact with their lives and enrich their opportunities for life-long learning. Achieving this is our goal for a "proficient" reader and writer.

Likewise, teaching reading and writing are complex and sophisticated endeavors. There are mechanistic and socio-constructivist elements. As is seen across all content areas, there are divergent perspectives about how to approach the subject matter itself, and how to best teach the subject matter (e.g. Whole Language versus Phonics). Literacy experts and experienced literacy teachers have different perspectives and practices regarding how to best achieve proficient and vibrant readers and writers. There are different curricula, models and practices grounded in various fields of research, including cognitive sciences and behavioral sciences. The complexities of urban classrooms require a blend of approaches and perspectives – interweaving carefully crafted approaches, matched to the particular type of learning need at a specific point in time. Our core responsibility is to ensure our students are literate. Therefore, apart from sentiment or perspective, achievement data must serve as our marker. If particular curricula, models or practices do not yield strong student data, then systemic improvements and/or changes must be implemented.

The Madison Metropolitan School District is widely known for its high quality education. Our District has earned accolades and won distinguished awards for academic success; schools that have beat the odds, highly qualified and dedicated staff and administrators, and meritorious student achievement. At one time, our literacy achievement gap was nearly closed. While there are many reasons that our District should be proud and have cause to celebrate success, at the same time, must re-focus our energy, expertise and resources on ensuring our students are truly literate when they leave our classrooms and graduate from our schools.

Given the urgency of our data and the primacy of our charge to ensure a literate future, this report is intended to shed light on our current literacy systems and practices in order to replicate best practices, make our areas of weakness transparent, and systematize those practices validated by student achievement data. It is incumbent upon our District and community to take responsibility for our data and put plans in place to change it – dramatically and swiftly.

Chapter 1

Program Evaluation:
History and Background

> "If current trends hold true, 6.6 million low-income children in the birth to age 8 group are at increased risk of failing to graduate from high school on time because they won't be able to meet the National Assessment of Educational Progress (NAEP) proficient reading level by the end of third grade."
>
> *Early Warning! Why Reading by the End of Third Grade Matters*
> *Annie Casey Foundation, 2010*

Purpose of Program Evaluation

At its core, literacy is the ability to access and share information and ideas through listening, speaking, reading, and writing. Ensuring students are able to read and write proficiently is a basic charge of public education. The Madison Metropolitan School District embarked on a systemic plan to review all content-area programs to determine how to improve our learning opportunities for all students. Literacy, due to its fundamental underpinnings for the ability to learn and thrive in a human society, was chosen as the first program area for review.

The demographics in the Madison Metropolitan School District have changed dramatically over the last decade (see chart below). In 2010, the number of students of color has reached the 50% mark. In addition to the racial demographics of the district changing rapidly, there has also been an influx of students that are English Language Learners (ELL) from 9% to 18% and an increase in the number of students receiving free or reduced meals from less than 30% to almost 50%.

These dramatic changes speak to the critical and urgent need for the District to fully review its curricular programming to ensure that systems and classroom practices respond to the current and future learning needs of the students. Furthermore, program evaluation requires that after analysis and reflection, programs and practices that are not proven effective must be abandoned or substantially revised so that improved student learning can be clearly demonstrated.

Enrollment in MMSD Over Time
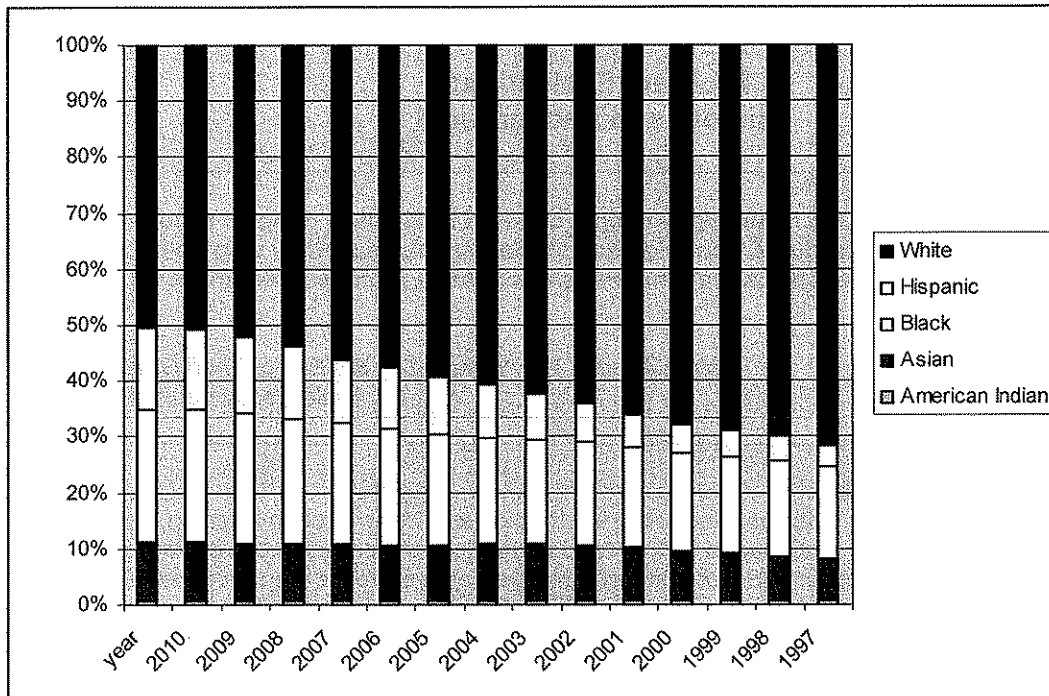
School districts are expected to continuously improve student achievement and ensure the effective use of resources. Evaluation is the means by which school systems determine the degree to which schools, programs, departments, and staff meet their goals as defined by their roles and responsibilities. It involves the collection of data that is then transformed into useful results to inform decisions. In particular, program evaluation is commonly defined as the systematic assessment of the operation and/or outcomes of a program, compared to a set of explicit or implicit standards as a means of contributing to the improvement of the program.

Program evaluation is a process. The first step to evaluating a program is to have a clear understanding of why the evaluation is being conducted in the first place. Focusing the evaluation helps an evaluator identify the most crucial questions and how those questions can be realistically answered given the context of the program and resources available. With a firm understanding of programs and/or activities that might be evaluated, evaluators consider who is affected by the program (stakeholders) and who might receive and or use information resulting from the evaluation (audiences). It is critical that the administration work with the Board of Education on clearly defining the key questions any evaluation is designed to answer to assure that what is produced meets expectations.

Whether the evaluation is being conducted in order to determine success or failure (summative evaluation) of a program, or to make improvements through adjustments based on ongoing feedback (formative evaluation), planning the evaluation includes developing processes to understand the target audience, developing meaningful program objectives, and selecting appropriate indicators to answer questions. An effective evaluation should identify if the program has been implemented as intended and has produced desired outcomes. As prioritizing evaluations can be challenging for a school district with many programs, there are several considerations that may be weighed when determining stakes of programs and their outcomes including:

- **Program cost** – Programs that are expensive need to be proven effective and if not improved or abandoned.

- **Importance of outcomes** (e.g., implications of program failure) – Certain programs have serious implications for failure.

- **Perceived importance of program/outcomes by stakeholders and audiences** – In some cases the reason a program is being evaluated has to do with a request by an audience (e.g., a funding source).

Board of Education Program Evaluation Approval
The following steps were approved by the MMSD Board of Education to formalize the MMSD evaluation protocol. The recommendations were informed in large part by the work commissioned to Hanover Research Council (HRC). The HRC study included contacting several K-12 districts across the country to determine current and best practices.

Curricular Program Review Cycle
A key part of the MMSD overall district evaluation strategy includes a regular curricular program review. Curricular areas recommended for review include literacy, math, science, social studies, world languages, the arts, health and physical education, and career and technical education. Each curricular area would rotate through a cycle of review on a seven year basis. The stages of the review include:

- **Year 1** – Evaluation design and preliminary data collection, evaluation committee established and oversight tasks, Evaluation Year/Data interpretation, report and recommendations
- **Years 2/3** - Refinement of evaluation design and data collection based on continuous feedback and oversight, review and select curriculum resources, conduct professional development
- **Year 4** – Program revisions and implementation of curriculum, additional professional development, on-going monitoring
- **Year 5** – Additional professional development and on-going monitoring
- **Year 6** – Continued professional development, preparation for year 1 program evaluation cycle tasks

Program Evaluation	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Year 1	Literacy	Science	World Languages	Social Studies	Career & Technical	Physical Education & Health
Year 2		Literacy	Science	World Languages	Social Studies	Career & Technical
Year 3			Literacy	Science	World Languages	Social Studies
Year 4				Literacy	Science	World Languages
Year 5					Literacy	Science
Year 6						Literacy
Program Evaluation	2016-2017	2017-2018	2019-2020	2020-2021	2021-2022	2022-2023
	Mathematics	Fine Arts	Literacy	Science	World Languages	Social Studies

Literacy Program Evaluation Approval
The first program MMSD approved for review in 2010-2011 was literacy. A working definition of literacy was chosen to include "reading and writing". Research suggests that a comprehensive reading program measures progress in five essential components:

- Phonemic awareness – The ability to hear, identify, and manipulate individual sounds in spoken words in order to relate speech sounds.
- Phonics – Understanding how letters and sounds relate to print.
- Reading fluency – Smooth, accurate and expressive reading.
- Vocabulary – The ability to grasp the meaning of words and concepts as well as strategies to learn new words.
- Comprehension – Understanding and communicating the meaning of all kinds of printed materials.

On June 2, 2010, Wisconsin State Superintendent, Tony Evers, announced the adoption of the Common Core State Standards for English Language Arts. State Superintendent Evers stated on June 2, 2010, "These standards are aligned with college and career expectations, will ensure academic consistency throughout the state and across other states that adopt them, and have been benchmarked against international standards from high-performing countries." The Common Core State Standards can be found at http://www.corestandards.org/the-standards/english-language-arts-standards.

This initiative highlights the *significant and explicit correlation between writing and reading in literacy and language*. Literacy instruction must reconcile any dichotomy between the two as separate or distinct. Instruction in writing develops the capacity in students to build knowledge on subjects through analytical, literary, and informational sources. To create a foundation for college and career readiness, student literacy is developed through writing across content by:

- Understanding key purposes for writing;
- Writing as a way of offering and supporting opinions;
- Demonstrating understanding of the subjects they are studying;
- Conveying real and imagined experiences and events;
- Communicating clearly to an external, sometimes unfamiliar audience
- Adapting the form and content of writing to accomplish a particular task and purpose;
- Devoting significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

"As students are asked to read texts of increasing complexity from grade level to grade level, their skills as readers must also become increasingly sophisticated. High school students need support in learning how to comprehend and critically think about media, lectures, demonstrations, charts and graphs, and hands-on activities. When they are confronted each year with increasingly complex texts to read in every class, in content areas that are either new to them or require higher order analysis, evaluation, and synthesis, many students find that they "can read it, but don't get it" (Tovani, 2000). Students need to realize that the skills, comprehension requirements, and understanding of text structures involved with reading a mathematics textbook, a science journal article, a primary source in a history class, and a Shakespearian play are quite different—and they need to be able to use effective learning strategies with each."

Content Area Literacy Guide
Council of Chief State School Officers
August, 2007

Further, effective program evaluating also requires an understanding of the elements of successful reading programs, including:

- Good leadership and organization;
- Parental and community involvement;
- Effective intervention strategies;
- Adequate time allotted to reading;
- Assessments based on multiple measures; and
- Thorough professional development.

The essential first step to a literacy program evaluation is to clearly define the research objectives and questions which decision makers consider most important for the study to address. The questions below have been reviewed and discussed by the MMSD Board of Education.

- How has the literacy program improved student learning in regard to reading achievement scores?

- How extensively and consistently do teachers use best instructional practices in literacy? How can the District best use professional development and other means to extend the use of best practices across all schools and classrooms?

- What do principals and teachers consider the highest priorities of the District in support of literacy practices within schools and classrooms?

- What specific interventions have improved significantly student reading achievement performance? How much have they improved achievement?

- Is reading achievement performance uniformly improved by certain literacy interventions or does it vary by specific subgroups of students? If not uniform, what factors, including specific instructional practices, affect this?

- Is student reading achievement performance improved consistently across all schools and classrooms or does improvement occur inconsistently across schools and classrooms? If not uniform, what factors, including specific instructional practices, affect this?

- How much do we spend on our literacy program efforts annually? In what areas are expenses incurred?

- How cost-effective are the current literacy interventions used in terms of student reading achievement scores?

- Are there differences in the effectiveness/cost-effectiveness of specific literacy interventions?

- What factors contribute to the some interventions being more or less effective/cost-effective?

- How effective is the District at bringing effective/cost-effective interventions to scale across all schools? What factors contribute to this? What factors create barriers to this?

It is important to note that program evaluation is most intensive in year 1, but is a multi-year cyclical process. The work of the Literacy Evaluation Committee is detailed the following chapters of this report. The processes and tools used to clarify these essential questions are summarized in addition to illuminating areas requiring further study and evaluation throughout the full six-year cycle of program review.

Chapter 2

Literacy Program Evaluation Process

> "The current status of literacy nationally demonstrates a critical need to move swiftly and purposefully to enhance development of literacy skills. The intense need for literacy support is demonstrated by large literacy achievement gaps when our state data is disaggregated by race and socio-economics. The gap between African-American and white students is among the largest in the nation. In Wisconsin, the gap in reading proficiency between white and black students is similar to the gap between disabled and non-disabled students. This stark reality gives cause for serious concern and a concerted response."
>
> *DRAFT Wisconsin Literacy Plan*
> *Department of Public Instruction, January 31, 2011*

Purpose
The Madison Metropolitan School District is committed to implementing a process of continual improvement. At the most critical core of its mission, the District must ensure all students are literate and prepared for college or to enter careers of their choosing upon graduation. Toward this end, the Literacy Advisory Committee was established. The purpose of the Literacy Advisory Committee is to consult and advise toward the development and refinement of an articulated continuum of curricula, assessment and literacy interventions as directed by the Board of Education and as described in the Literacy Program Evaluation documents.

Charge Statement
At the December 14, 2009 Board of Education meeting, the following motion was passed:
> *"Direct the administration to evaluate district reading programs, which could include development of additional interventions for students below proficiency in elementary schools."*

The process to carry out this directive was approved on February 8, 2010. The literacy program is the first content area to be reviewed under the MMSD Program Evaluation and Curriculum Review Process.

Literacy Advisory Committee
The literacy advisory committee included broad pre K-12 district-wide representation. The purpose of the literacy advisory committee was to research, develop and refine an articulated continuum of curricula, assessment and literacy interventions. Membership included: Assistant Superintendents; Executive Directors of Curriculum & Assessment, Student Services and Educational Services; Directors of Professional Development and Title Programs; Research & Evaluation staff; ESL Program Support Teacher; Assistant Director of ESL, Bilingual, and Dual Language Immersion; Special Education Program Support Teacher; Reading Recovery Teacher Leader; Literacy Instructional Resource Teachers; elementary, middle and high principals and school-based leaders; family; student; and higher education representation. (See Appendix A for Literacy Advisory Committee Membership.)

Protocol
The Literacy Advisory Committee and any established Subcommittee(s) was advisory. The work of the Literacy Advisory Committee and Subcommittee(s) took place during scheduled meetings. The District defined and described parameters for Literacy Advisory Subcommittee(s), including specific charge and size. The Literacy Advisory Subcommittee(s) dissolves upon completion of the specified subcommittee charge.

Role
The role of the Literacy Advisory Committee included:
- Attendance at Literacy Advisory Committee meetings
- Active participation during Literacy Advisory Committee meetings

The role of Literacy Advisory Committee members also included:
- Participation in designated Literacy Advisory Subcommittee meetings
- Active participation during Literacy Advisory Subcommittee meetings
- Projects and/or work as defined by the District to support the specified goal of the subcommittee

Meetings and Communication
The Literacy Advisory Committee met for one full day in August. Half-day meetings were scheduled bi-weekly from September through November. To assure completion of the work, monthly meetings were also scheduled in December, January and February. Agendas were sent out to the full committee prior to meetings. All meetings were publicly noticed and open to the public. (See Appendix B for meeting schedules and agendas.)

Timeline
The Literacy Advisory Committee and Literacy Subcommittees worked under a mutually agreed upon timeline to complete the overall charge. (See Appendix C for the Literacy Evaluation Timeline.)

Literacy Subcommittees
Several Subcommittees were established to work on specific topics. Each of the subcommittees worked under a charge statement and adhered to the overall timeline.

Instructional Practices
The Instructional Practices Survey Subcommittee charge statement was:
- To research, draft, vet, communicate and provide guidance in the administration of an electronic survey to gather information on the instructional practices and professional development needs of all Pre-K12 MMSD teachers.

Current Program and Practices
The Current Programs & Practices Subcommittee charge statement was:
- To create a document that accurately reflects MMSD's current programs, core practice, resources, supports, interventions and assessments in PreK-12. The final document will enable public communication of MMSD's current programs, core practice, resources, supports, interventions and assessments specific to grade level and school. The intent of the document is to communicate the state of MMSD's current literacy program for the purpose of ensuring equity and access district-wide.

Interventions
The Interventions Subcommittee charge statement was:
- To research, draft, communicate and provide questions to frame the secondary research on effective interventions to the Hanover Research Council.

Focus Groups
The Focus Group Subcommittee charge statement was:
- To design, vet, communicate and organize a process to administer focus group questions to instructional leaders in MMSD regarding literacy programs, core practices, sense of responsibility, obstacles and professional development. The focus group process is intended to elicit extended answers and insights to compliment/triangulate data from other data gathering tools employed in the Literacy Program Evaluation. The groups that participated in the focus group input were:
  - Principal and Instructional Leader
  - Teacher and Teacher Leaders
  - Library Media Specialists
  - Psychologists
  - Parent Council
  - Student Senate
  - Teacher Council
  - Chavez Parent Group

Chapter 3

Student Achievement Data and Findings

Student Mobility

In the context of literacy instruction, fidelity among MMSD schools is critical to helping ensure that regardless of a student's movement from one school environment to another that he or she does not miss out on important lessons.

Highlights. The mobility factor for students either moving between MMSD schools or from another district averaged 18.4 per 100 students over the last four school years.

Transfers from other districts accounts for 11.2 per 100 students; transfers from one MMSD school to another account for 7.2 per 100 students.

The mobility factor of students transferring in at the elementary and middle school levels has been declining.

Elementary schools see a higher transfer in mobility factor than either middle or high schools, which underscores the need for fidelity in literacy instruction among MMSD elementary schools.

Mobility disproportionately impacts student subgroups that have historically struggled with reading proficiency. Transfer in mobility rates during the 2009-10 school year included:
- Over 33 per 100 black students;
- Over 25 per 100 low income students and 100 special education students;
- Nearly 25 per 100 ELL students; and
- Nearly 20 per 100 Hispanic students.

Methodology. This analysis focuses on transfers into and among MMSD schools. Transfers out of a school may be disruptive for a student or have a negative impact on his or her classmates, but when it comes to literacy instruction the district has a responsibility to ensure that a continuity of instruction is present. The district also has the responsibility to ensure that a student transferring in from another district has the opportunity to achieve the same reading proficiency as his or her peers.

Transfers in can be broken into two categories depending on where the student is coming from.

"External transfers in" is defined as any time a student enters an MMSD school from another school district outside of MMSD during the school year. The mobility value is cumulative. So, if a student enters MMSD, leaves, and returns again in the same school year, the value for the student would be 2.

"Internal transfers in" is defined as any time a student moves from one MMSD school to another MMSD school within a school year. If a student moves to more than one MMSD school within the same school year the count value is cumulative (i.e., two transfers in = 2, three transfers in = 3, etc.).

"Transfer in mobility rate" uses the third Friday count as the denominator to calculate the number of moves per 100 students. Expressing mobility as a function of total enrollment captures the overall impact on MMSD schools and affords a better comparison among student subgroups.

For both internal transfers in and external transfers in, the focus is on moves made during a school year. Accordingly, these numbers capture moves into a school after the third Friday count each fall.

Internal transfers in do not include summer school or paired K-2/3-5 school. It does not include natural feeder pattern progression between elementary, middle, and high schools. Progression that breaks the feeder pattern is also excluded because breaking that pattern can occur for a number of reasons

including specific choices made regarding a student's academic path. Alternative schools are also excluded from the calculation.

Subgroups used to analyze the most recent year of transfers in are race/ethnicity, English language learners, low income, and special education.

Historic transfers in. The following numbers are a combination of both external transfers in (from other districts) and internal transfers in (from within MMSD) during the school year.
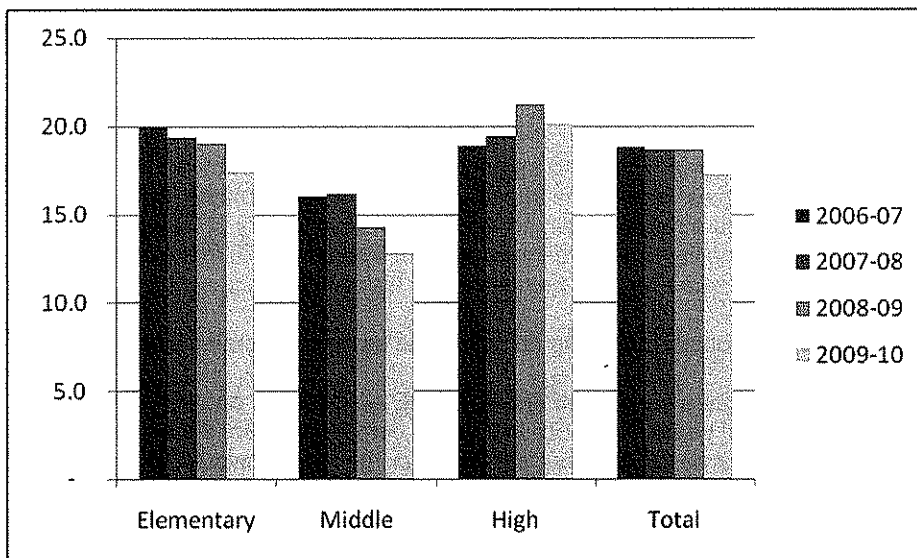
The mobility factor of students moving into MMSD schools from either other MMSD schools or other districts has averaged 18.4 per 100 students over the last four full school years. The 2009-10 school year saw a decline from 18.7 to 17.2 per 100 students, which is the first overall decline since at least 2006-07.

Transfers in at the elementary level have declined in recent years from 20.0 per 100 students during the 2006-07 school year to 17.4 per 100 students during 2009-10.

Transfers in at the middle school level have also declined. Transfers in during the 2006-07 school year were 16.0 per 100 students. Transfers in during 2009-10 were down to 12.8 per 100 students.

Transfers in at the high school level peaked at 21.2 per 100 students during 2008-09, but they declined slightly to 20.1 per 100 students the following year.

All Transfers In per 100 Students by Level
Students moving into MMSD schools from other MMSD schools and other districts

Historic external transfers in. Because students moving to MMSD schools come from a variety of backgrounds and resulting reading proficiencies, external transfers in present a unique challenge in literacy instruction.
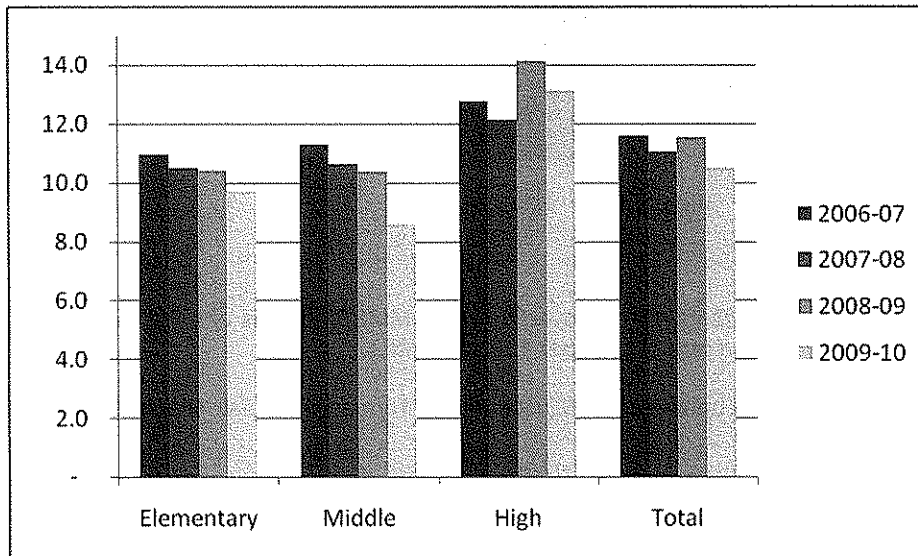
The transfer in mobility factor of students moving into MMSD schools from other districts during the school year has averaged 11.2 per 100 students over the last four full school years. The 2009-10 school year saw a decline from 11.6 to 10.5 per 100 students.

External transfers in at the elementary level have declined in recent years from 11.0 per 100 students during the 2006-07 school year to 9.7 per 100 students during 2009-10.

External transfers in at the middle school level have also declined. Transfers in during the 2006-07 school year were 11.3 per 100 students. Transfers in during 2009-10 were down to 8.6 per 100 students.

High schools consistently see more transfers in from outside the district than elementary or middle schools. Transfers in peaked at 14.1 per 100 students during 2008-09, but declined slightly to 13.1 per 100 students the following year.

External Transfers In per 100 Students by Level
**Students moving into MMSD schools from other districts**

Historic internal transfers in. The total transfer in mobility factor of students moving from one MMSD school to another during the school year has averaged 7.2 per 100 students over the last four full school years. The 2009-10 school year saw a slight decline from 7.1 to 6.7 per 100 students.

Elementary schools consistently see a higher transfer in mobility factor among other MMSD schools than either middle or high schools. This underscores the importance of fidelity among literacy curricula and practices at the elementary level. Internal transfers in at the elementary level have declined in recent years from 9.0 per 100 students during the 2006-07 school year to 7.7 per 100 students during 2009-10.

The internal transfer in mobility factor at the middle school level has also declined. Transfers peaked in 2007-08 at 5.5 per 100 students, but during 2009-10 they were down slightly to 4.2 per 100 students.

Internal transfers in at the high school level have been at a fairly consistent rate over the last four years. Transfers in peaked at 7.3 per 100 students during 2007-08, but declined slightly to 7.0 per 100 students by 2009-10.

Internal Transfers In per 100 Students by Level
Students moving into MMSD schools from other MMSD schools
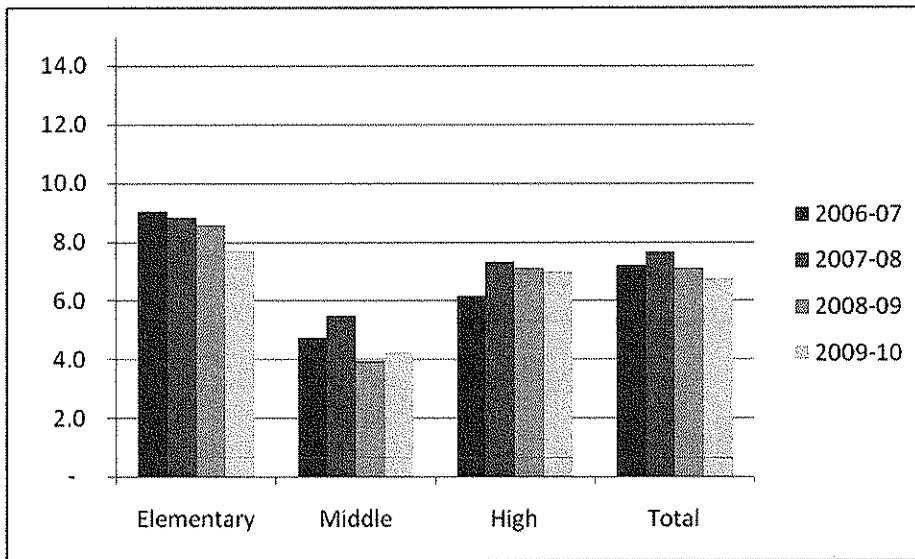
Total transfers in by subgroup. Black students either moved between MMSD schools or from another district during the 2009-10 school year at a rate of 33.6 per 100 students.

Hispanic students at MMSD either moved between MMSD schools or from another district at a rate of 18.6 per 100 students.

In contrast, only 8.6 per 100 white students moved between MMSD schools or from another district.

Low income students either moved between MMSD schools or from another district at a rate of 27.1 per 100 students. In contrast, this rate was 8.6 per 100 non-low income students.

ELL students either moved between MMSD schools or from another district at a rate of 23.5 per 100 students. In contrast, the transfer in mobility factor among non-ELL students was 16.1 per 100.

Special education students had a transfer in mobility factor of 25.5 per 100 students. In contrast, non-special education students had a rate of 15.8 per 100.

All Transfers In per 100 Students by Student Subgroup
Students within a subgroup moving into MMSD schools from other MMSD schools and other districts

Key Performance Indicators – Core Measures for Reading

The following tables provide data on the Strategic Plan Core Performance Measures (Key Performance Indicators) related to reading proficiency that were identified by the Board of Education as its primary measures of accountability. The summary narrative includes information about performance over time on each measure as well as reference to the annual measurable targets set for each key performance indicator.

Key Performance Indicator	Level	2009/10	Goal	Result
READING				
WKCE Reading Proficiency Percentage	Grade 4	73.1	74.0	**Not Met**
WKCE Reading Proficiency Percentage	Grade 8	81.1	74.0	**Met**
WKCE Reading Percent Above 90th State Percentile	Grade 4	12.4	15.0	**Not Met**
WKCE Reading Percent Above 90th State Percentile	Grade 8	14.4	17.0	**Not Met**

Note: These percentages are drawn from the Wisconsin Student Assessment System (WSAS) District Proficiency Summary Reports prepared by the Wisconsin Department of Public Instruction (DPI). The percentages reported for reading and math proficiency levels on Wisconsin Network for Successful Schools (WINSS) and WSAS proficiency summary reports vary slightly as a result of the difference in number format. WINSS uses decimals; WSAS proficiency summary reports use whole numbers. For the Wisconsin Knowledge Concepts Examination (WKCE) 90th percentiles reported, the data was derived from the WSAS Individual Student Data File. The State of the District report has historically only included data on the WKCE. By reporting WKCE proficiencies only, the figures on the State of the District report are slightly lower than what was reported in the key performance indicators summary that included proficiencies for the WKCE and the Wisconsin Alternate Assessment for students with disabilities (WAA-SwD).

WKCE Grade 4 READING Data

WKCE Reading Proficiency Percentage Grade 4 - NOT MET

The percentage of all Grade 4 students identified as proficient on the state WKCE reading assessment in 2009-10 was 73.1%. This was a decline from the previous year and marked the lowest percentage achieving proficiency for the past three years. As a result, the performance goal set for this indicator of 74.0% was not met. (Note: The goal for WKCE tests is the state-defined adequate yearly progress target.)

WKCE Reading Percent Above 90th State Percentile - Grade 4 - NOT MET

As an indicator that represents the idea of challenging all students, the proportion of students scoring at the 90th state percentile or higher on the Grade 4 state WKCE reading assessment decreased in 2009-10 compared to the prior year - from 13.4% to 12.4%. The figure this year is the lowest it has been for the past four years. The numerical target for this indicator of 15.0% was not met.

WISCONSIN KNOWLEDGE & CONCEPTS EXAM (WKCE)
GRADE 4 READING
PROFICIENT OR ADVANCED PERFORMANCE

ETHNIC/RACIAL GROUPS

Full Academic Year Students
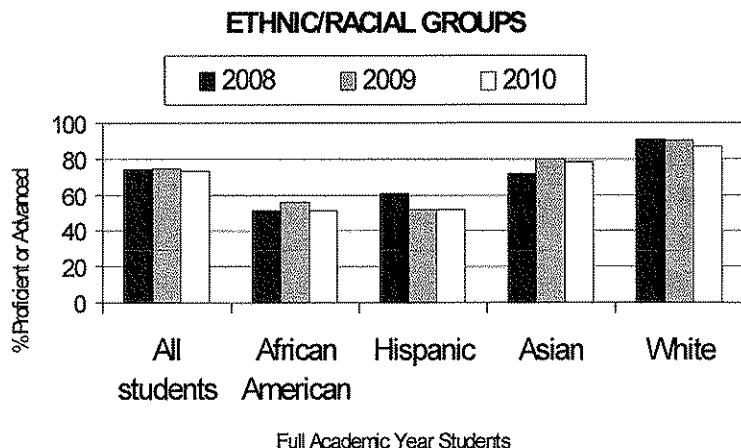
- District wide 73% of students scored proficient or advanced in reading on the 2009-10 a decrease of 2 points from 2008-09.

- 4th grade reading proficiency fell slightly among all ethnic subgroups – except Hispanic students – between 2008-09 and 2009-10.

WKCE GRADE 4 READING 2009-10
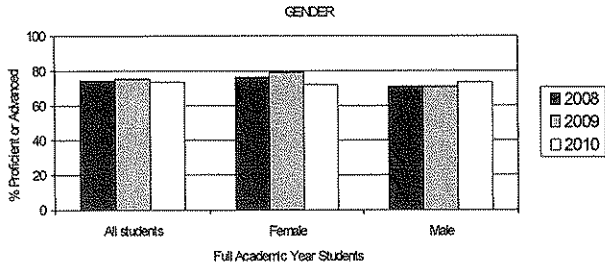## FAY by Ethnic/Racial Group and Socio-Economic Status
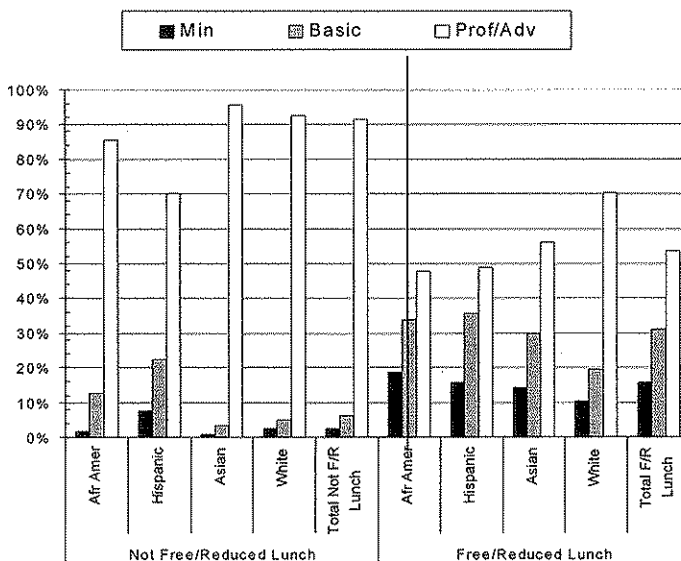
Greater variation exists across ethnic/racial subgroups for low income students versus not low-income students' proficiency levels.

Among not low income students the greatest gap exists between Hispanics and Whites. 31% of Hispanic students performed below proficient compared to 8% of not low income White students. Similarly, 15% of African American students were below proficient – a gap of 7 points compared to whites.

Among low income students, African Americans followed by Hispanic students face the biggest gap in below proficient performance 53% and 52% respectively, compared to just 19% for whites – gaps of 34 and 33 points respectively.

GENDER

% Proficient or Advanced — Full Academic Year Students
Legend: 2008, 2009, 2010
Categories: All students, Female, Male

INCOME GROUPS

% Proficient or Advanced — Full Academic Year Students
Legend: 2008, 2009, 2010
Categories: All students, Low Income, Not Low Income

ENGLISH LANGUAGE LEARNERS (ELL)

% Proficient or Advanced — Full Academic Year Students
Legend: 2008, 2009, 2010
Categories: All students, ELL, Not ELL

SPECIAL EDUCATION

% Proficient or Advanced — Full Academic Year Students
Legend: 2008, 2009, 2010
Categories: All students, Special Education, Not Special Education

WKCE GRADE 4 READING
PROFICIENT OR ADVANCED PERFORMANCE

- A slightly higher proportion of male students scored proficient or advanced in reading compared to females.
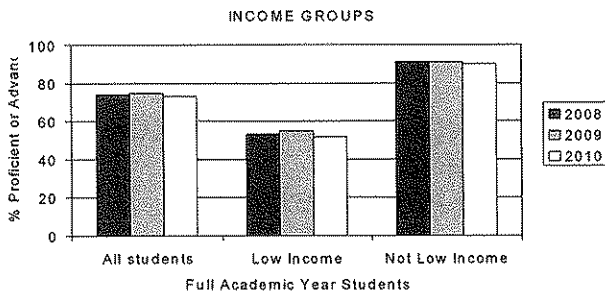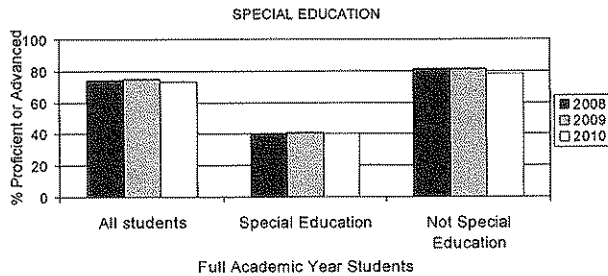
- At grade 4, the gap in reading proficiency between students in low income households and those living in not-low income households increased by 2 points from 2008-09 to 2009-10.
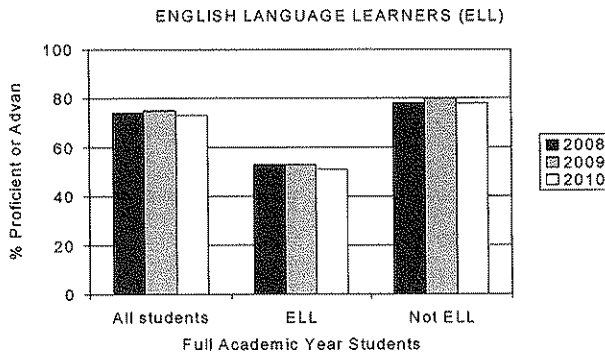
WKCE GRADE 4 READING
PROFICIENT OR ADVANCED PERFORMANCE

- The proportion of both ELL and non-ELL students scoring proficient or higher decreased slightly in 2009-10.

- In 2009-10, the proportion of special education students who scored proficient or higher decreased 1%.

* Both ELL and Special Education numbers traditionally fluctuate due to performance, group composition, and test eligibility.

WKCE Grade 8 READING Data

WKCE Reading Proficiency Percentage Grade 8 - MET
The proportion of students scoring proficient or higher on the Grade 8 state WKCE reading assessment increased slightly in 2009-10 over the prior year - from 81.0% to 81.1%. Performance over the past several years is best described as flat. The measurable target level of 74.0% was met. (Note: The goal for WKCE tests is the state-defined adequate yearly progress target.)

WKCE Reading Percent Above 90th State Percentile - Grade 8 - NOT MET
The proportion of students scoring at the 90th state percentile or higher on the Grade 8 state WKCE reading assessment decreased in 2009-10 compared to the prior year - from 16.0% to 14.4%. The figure this year is the lowest it has been for the past four years. The numerical target for this indicator of 17.0% was not met.

WISCONSIN KNOWLEDGE & CONCEPTS EXAM (WKCE)
GRADE 8 READING
PROFICIENT OR ADVANCED PERFORMANCE
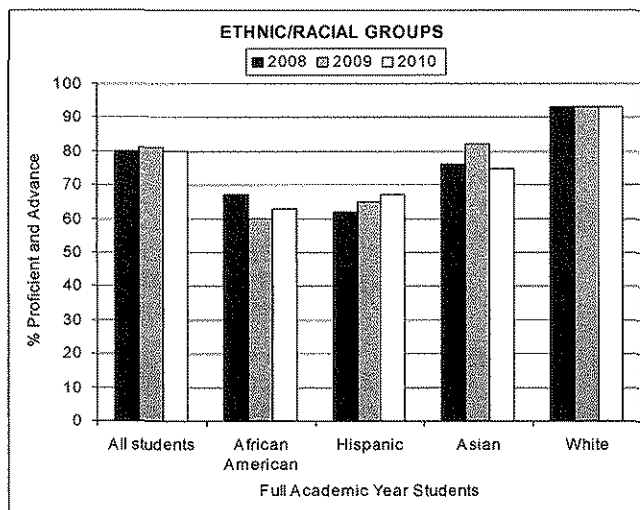
Among ethnic subgroups, only Hispanic 8th graders posted three consecutive increases in proficient or higher performance in reading, moving from 62% to 67%. African American 8th graders increased from 60% in 2009 to 63% in 2010 while Asian student performance declined from 82% to 75% for the same period. White student performance in reading has remained flat at 93%.

GENDER
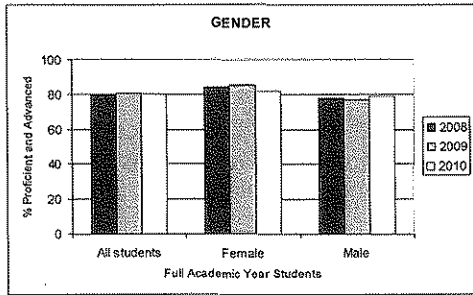
WKCE GRADE 8 READING
PROFICIENT OR ADVANCED
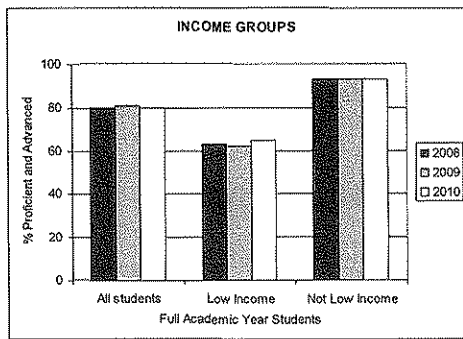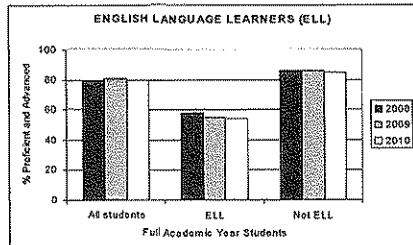## PERFORMANCE

The percentage of female scoring proficient or higher in reading declined slightly between 2009 and 2010, from 85% to 82%. Males posted a slight increase for the same period, moving from 77% to 79%.

INCOME GROUPS

Proficient or higher reading performance among non-low income 8th graders has remained flat at 93% between 2008 and 2010.

The gap between low income and non-low income students persists, despite a small gain in proficient or higher performance among low income students who posted a one year increase from 62% to 65%. The gap between income groups is 28 points.

ENGLISH LANGUAGE LEARNERS (ELL)

WKCE GRADE 8 READING
PROFICIENT OR ADVANCED
PERFORMANCE

Reading performance among ELL students has declined 4 points from 2008 to 2010 (58% to 54% proficient or higher). As a result, the gap between ELL and non-ELL students grew slightly in 2010 to 31 points.

SPECIAL EDUCATION
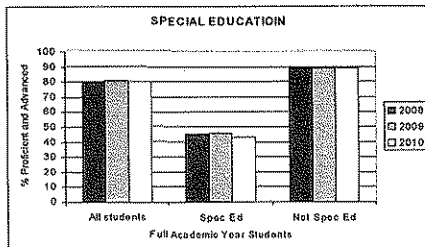
Students with disabilities who scored proficient or higher in reading declined 3 points in 2010 to 43%.

A 46 point gap exists in proficient or higher reading performance between students with disabilities and their peers without disabilities at grade 8.

Kindergarten Readiness

The Kindergarten Screener is designed to provide information used to base class lists, identify children to monitor for further evaluation, and guide initial curriculum planning for the beginning weeks of Kindergarten. In addition, some social and behavioral assessments are included. The screener aligns with early childhood students. It is not required.

Highlights. Overall, kindergarten readiness has declined since 1992 when 77% of all incoming students were determined to be ready for kindergarten. Today 57% are determined to be kindergarten ready. However, it is important to note that the Kindergarten Screener changed substantially in 2002. For this reason, only results since 2002 are analyzed here.

Data for 2002 is not available but since that year, overall readiness has been relatively stable between 57% and 62%. However, there is a four-year decline from 2008 through 2011, which could indicate a downward trend that may continue.

Decreasing Kindergarten readiness, particularly among black and Hispanic students, low income students, English language learners, and special education students underscores the necessity for four-year-old Kindergarten (4K).
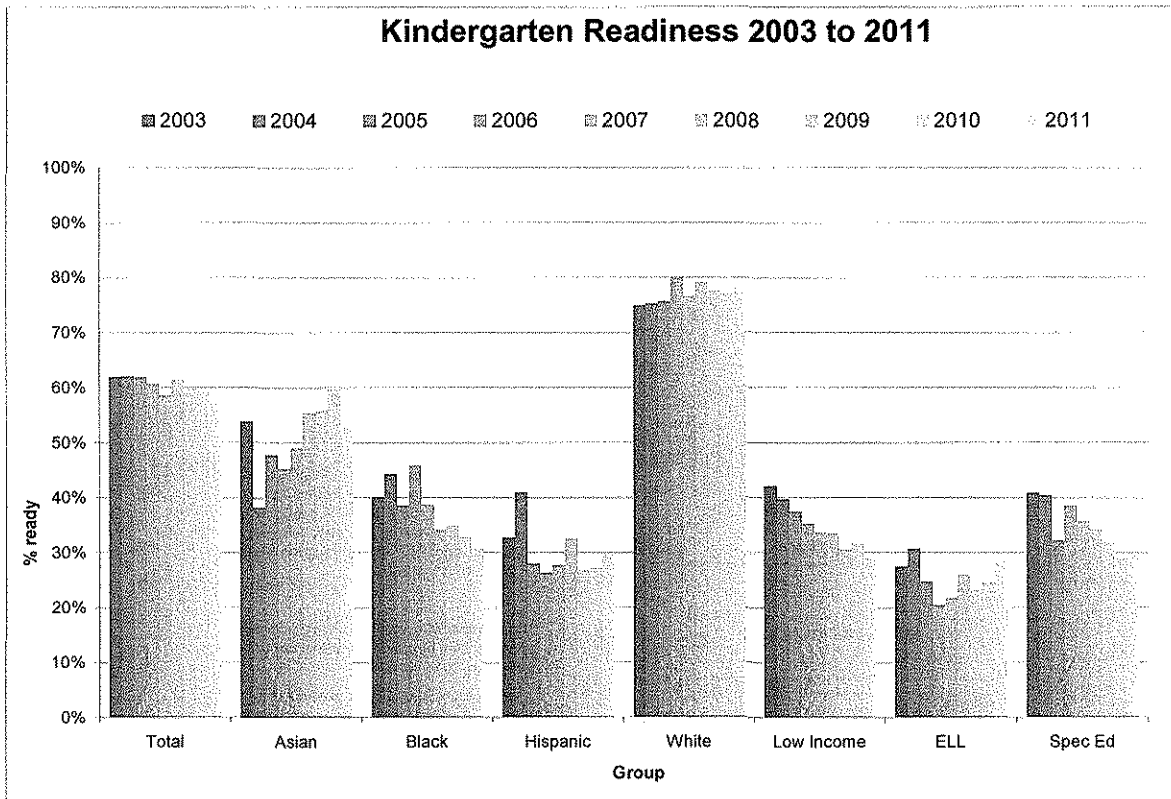
Race/Ethnicity. In 2011, 78% of incoming white students were identified as kindergarten ready. Results for white students have remained stable since 2003 between 75% and 80%.

In 2011, 31% of incoming black students were identified as kindergarten ready. Results for black students have declined from 46% in 2006 to 31% in 2011.

In 2011, 30% of incoming Hispanic students were identified as kindergarten ready. Results for Hispanic students have remained stable between 26% and 32% from 2005 through 2011. However, 30% preparedness in 2011 is down from 2004 when 41% were identified as prepared for kindergarten.

In 2011, 53% of incoming Asian students were identified as kindergarten ready. Results from 2003 to 2004 showed a substantial decline from 54% to 38%, but Asian students have generally improved since 2004 peaking in 2010 at 60%.

To ensure confidentiality and protect their privacy, results for Native American students have been excluded from this analysis due to their small numbers.

Low Income. In 2011, 29% of incoming low-income students were identified as kindergarten ready. This represents a steady decline from 2003 when 42% were identified as kindergarten ready. Each year from 2003 through 2011 (with the exception of 2010) saw a decrease in preparedness among low-income students.

English Language Learners (ELL). In 2011, 29% of incoming ELL students were identified as kindergarten ready. This represents a decline from 2004 when 31% were identified as kindergarten ready, but results have generally improved since 2006 when 20% were identified as kindergarten ready.

Special Education. In 2011, 29% of incoming special education students were identified as kindergarten ready. This represents a decline since 2003 when 41% were identified as kindergarten ready.

Primary Language Arts Assessments (PLAA). The PLAA is a series of subtests that measure students' achievement in the areas of reading and dictated writing. The subtests vary by grade level, and reflect developmental differences across students even within those levels. All subtests are aligned to the district's language arts grade level performance standards. Some of the subtests are administered on an individual basis to students, while others are given in either small or large group settings. Given over time, the assessments are meant to provide an ongoing profile of student literacy in the early grades.

The PLAA is given to students in Kindergarten, Grade 1 and Grade 2.

The purposes of the PLAA are to:
- Identify the reading and dictated writing proficiency of individual students with respect to district performance standards;
- Provide schools and the district with information that will help them evaluate the effectiveness of their early literacy programs;
- Provide opportunities to measure growth in literacy proficiencies over time at the student, school, and district levels; and
- Aide in informing classroom instruction by providing key information to the teacher about student literacy.

The fall administration is required at Kindergarten and encouraged but optional at Grades 1 and 2. Because the spring administration is required, results for the spring tests of 2000 through 2010 are analyzed here. Parts of the assessment are also a "grade" that students receive on their report card. Grades range from minimal (the lowest), basic, proficient, and advanced (the highest).

Highlights. There are concerns about the use and administration of PLAA described below, but it does provide perspective on several important current realities and areas of improvement.

- Proficiency among non-white racial and ethnic subgroups continues to lag behind those of white students. This gap is greatest among African American and Hispanic students.

- Proficiency among low income, English language learners, and special education students continue to lag behind those of students as a whole.

- Each grade level appears to have its own distinct trend. While the PLAA indicates that overall proficiency in literacy among Kindergarteners has improved over the last 11 years, results among Grade 1 students have remained relatively constant, and results among Grade 2 students have declined.

Concerns regarding reliability of PLAA results. Concerns have been raised regarding the reliability of PLAA, particularly in the way that is it used and implemented as an assessment tool. Similar instruments have been found to have low reliability.

> A study[1] of the reliability of the Observation Summary Text Reading level score (very similar to our PLAA Text Reading level scores) estimated reliability for this test to be .64 (reliability reported as a value between 0 and 1). This means that 36% of the variance in text reading level is unexplained. This analysis looked only at the end of Grade 1. At the end of Kindergarten proficiency is identified as reading at text level of 5 or higher. The text reading level is an ordinal rather than an equal interval scale which constrains the use of the scores for comparison purposes. For instance lower level scores are closer together than higher scores in terms of difficulty. The low reliability (.64) means that a student's real text reading level could be as much as 1 or 2 text reading levels higher or lower. Due to the small range of scores at the end of Kindergarten defining proficiency is imprecise and any report of 'proficiencies' should be treated with caution.

> [1]Validity, reliability, and utility of the Observation Survey of Early Literacy Achievement score, Denton, Ciancio, Fletcher, Reading Research Quarterly, Vol. 41, No 1, January/February/March 2006 © 2006 International Reading Association, (pp. 8-34) doi:10.1598/RRQ,41,1.1

Frequent errors. At the local level, the reliability of PLAA may be better, but its error rate remains high which is a cause for concern. A number of reporting errors for PLAA results are possible. Examples include:
- Out of range scores (i.e., text reading levels are rated zero to 30, but scores may be recorded above this level, or a child is credited for mastering 42 out of 26 letters);
- Scale scores are missing;
- A value of zero is entered instead of leaving it blank when a student does not take a section of the test;
- Modified Expectation (ME) grades have been entered in the past (while this issue has been resolved, it is uncertain what these scores actually meant);
- N/A is used when a score is actually reported; and
- Proficiency levels that are too high or too low for the scale score.

This last error may be the result of a "perceptive error". A teacher may enter a proficiency level that exceeds or falls short of the level that raw test scores would suggest. This may reflect the consideration of a student's observable qualities that are not part of the assessment tool.

Records with out of range or null values are removed from the data set. In 2010, 5% of PLAA scores reported had out of range or null values. Of the remaining records, 21% had discrepancies between the teacher recorded proficiency level and the corresponding raw score. Those records' proficiency levels required correction before the data were uploaded to the score files. For standardized testing with results that are used to assess a student's progress and make decisions about his or her placement, this error rate should be much lower.

As a predictive tool. Further, because of these issues, PLAA may have questionable value as a poor predictive tool. While some variation from one year to the next is to be expected, the magnitude of the shift is sizable, which brings into question the validity of the PLAA instrument as it is currently administered.

Proficiency levels among Kindergarten students generally increased when comparing 2000 to 2010. In some cases they more than doubled, as was the case with African American, Hispanic, low income and ELL students.

Proficiency levels among students in Grade 1 were comparatively flat. The biggest gains from 2000 to 2010 were among Asian (24%), ELL (17%), and special education students (10%). However, most gains were in the range of 2% to 8%.
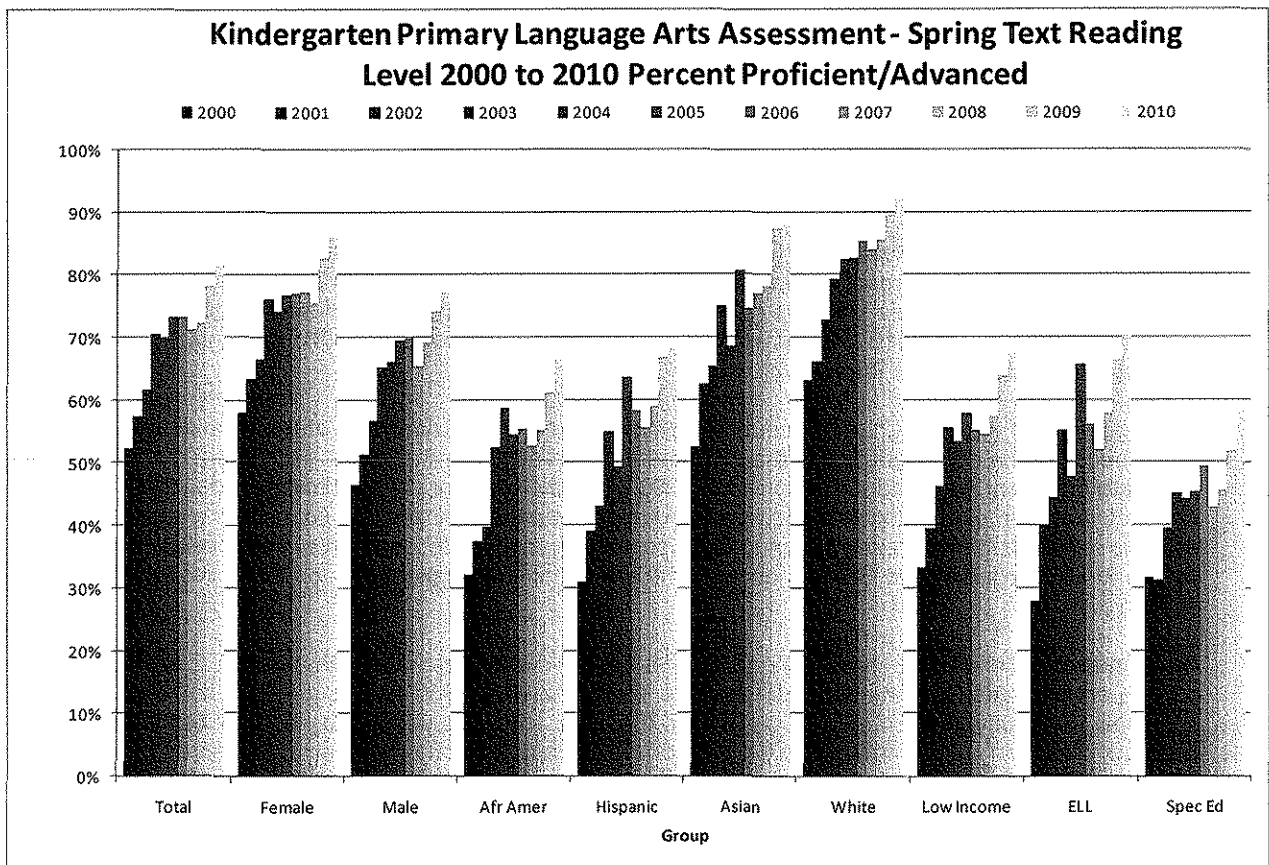
Proficiency levels among nearly every subgroup of students in Grade 2 saw a decrease for 2010 compared to 2000. The largest declines were among special education (-29%), African American (-22%), low income (-14%) and male students (-10%). Only results for Hispanic and Asian students increased marginally from 2000 to 2010. However even among these subgroups, results during this 11-year period were at times below results from 2000.

Administration of the PLAA. Lastly, caution should be used when comparing annual results from the PLAA because the administration of the instrument has varied over the years. Resetting "cut scores" that delineate proficient performance occurred in 2003 when the level for proficient was made more difficult. The first year of implementation of the new PLAA texts was 2007-08 and the cut scores were reset again, which is reflected in a decrease in spring 2008 scores among Grade 2 students. However, a decline in scores for Kindergarten and Grade 1 occur in the prior year – an explanation for this is not readily available.

Also, under No Child Left Behind, schools that do not have a tested grade with the WKCE are required to provide an Alternate Determination of Adequate Yearly Progress (AYP). This annual letter asks principals to identify what criteria will be used to measure adequate yearly progress. These alternative criteria are either 1) use of the paired 3-5 school's AYP data or 2) other academic measures of reading and math performance. For alternative criteria 2, MMSD uses the PLAA for reading and the PMA for math.

With this requirement, several student subgroups that typically opted out of the PLAA (such as ELL and special education students) began to be included. Because those subgroups tend to have results that are lower than other subgroups, this could also have an impact on overall proficiency ratings and trends.

Kindergarten. Overall, proficiency in literacy among Kindergarten students has increased over the last 11 years. In 2000, 52.3% of students were identified as proficient or advanced in their reading level. By 2010, this number had grown to 81.6%.

Kindergarten Primary Language Arts Assessment - Spring Text Reading Level 2000 to 2010 Percent Proficient/Advanced

■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ 2004 ■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009 ■ 2010

Gender. Proficiency for both male and female Kindergarten students has generally increased over the last 11 years.

Proficiency among male Kindergarten students has increased nearly 31 percentage points from 46.5% in 2000 to 77.4% in 2010. Proficiency among female Kindergarten students has increased nearly 28 percentage points from 58.2% in 2000 to 86.0% in 2010.

Proficiency among female Kindergarten students has consistently been higher than males. In 2010, proficiency among females was almost nine percentage points higher than males. The difference can be as great as 12 percentage points as was the case in 2001.

Race/Ethnicity. Each racial and ethnic subgroup has generally seen increased proficiency 2000 through 2010.

Proficiency among white Kindergarten students has been consistently higher than all other racial and ethnic subgroups. In 2010, proficiency among white Kindergarten students were four percentage points above Asian, almost 24 percentage points above Hispanic, and over 25 percentage points above African American students.

To ensure confidentiality and protect their privacy, results for Native American students have been excluded from this analysis due to their small numbers.

Low Income. Proficiency among low income Kindergarten students increased 34 percentage points from 33.3% in 2000 to 67.6% in 2010. However, results for low income students consistently lag behind Kindergarten students as a whole. The difference in 2010 was 14 percentage points and has been as great as 19 percentage points as was the case in 2001.

English Language Learners (ELL). Proficiency among ELL Kindergarten students increased almost 43 percentage points from 27.9% in 2000 to 70.5% in 2010. However, results for ELL students consistently lag behind Kindergarten students as a whole. The difference in 2010 was over 15 percentage points and has been as great as 30 percentage points as was the case in 2001.

Special Education. Proficiency among special education Kindergarten students increased over 26 percentage points from 31.7% in 2000 to 58.1% in 2010. However, results for special education students consistently lag behind Kindergarten students as a whole. The difference in 2010 was 19 percentage points and has been as great as 24 percentage points as was the case in 2005.

Grade 1. Overall, proficiency in literacy among Grade 1 students has remained steady over the last 11 years. Results have increased and decreased during this time, but net increases have not been dramatic as increases seen in Kindergarten.

Grade 1 Primary Language Arts Assessment - Spring Text Reading Level 2000 to 2010 Percent Proficient/Advanced

In 2000, 76.4% of students were identified as proficient or advanced in their reading level. By 2011, this number had grown slightly to 79.2%.

Gender. Proficiency among both male and female Grade 1 students has generally increased over the last 11 years.

Proficiency among male Grade 1 students has increased almost four percentage points from 71.6% in 2000 to 75.2% in 2010. Proficiency among female Grade 1 students has increased just over two percentage points from 81.4% in 2000 to 83.7% in 2010.

Results for female Grade 1 students have consistently rated higher than males. In 2010, proficiency among females was over eight percentage points higher than males. The difference can be as great as almost ten percentage points as was the case in 2010.

Race/Ethnicity. Each racial and ethnic subgroup has seen increased proficiency levels comparing from 2000 to 2010.

Proficiency among white Grade 1 students has been consistently higher than all other racial and ethnic subgroups. In 2010, proficiency among white Grade 1 students was almost five percentage points above Asian, 23 percentage points above Hispanic, and almost 25 percentage points above African American students.
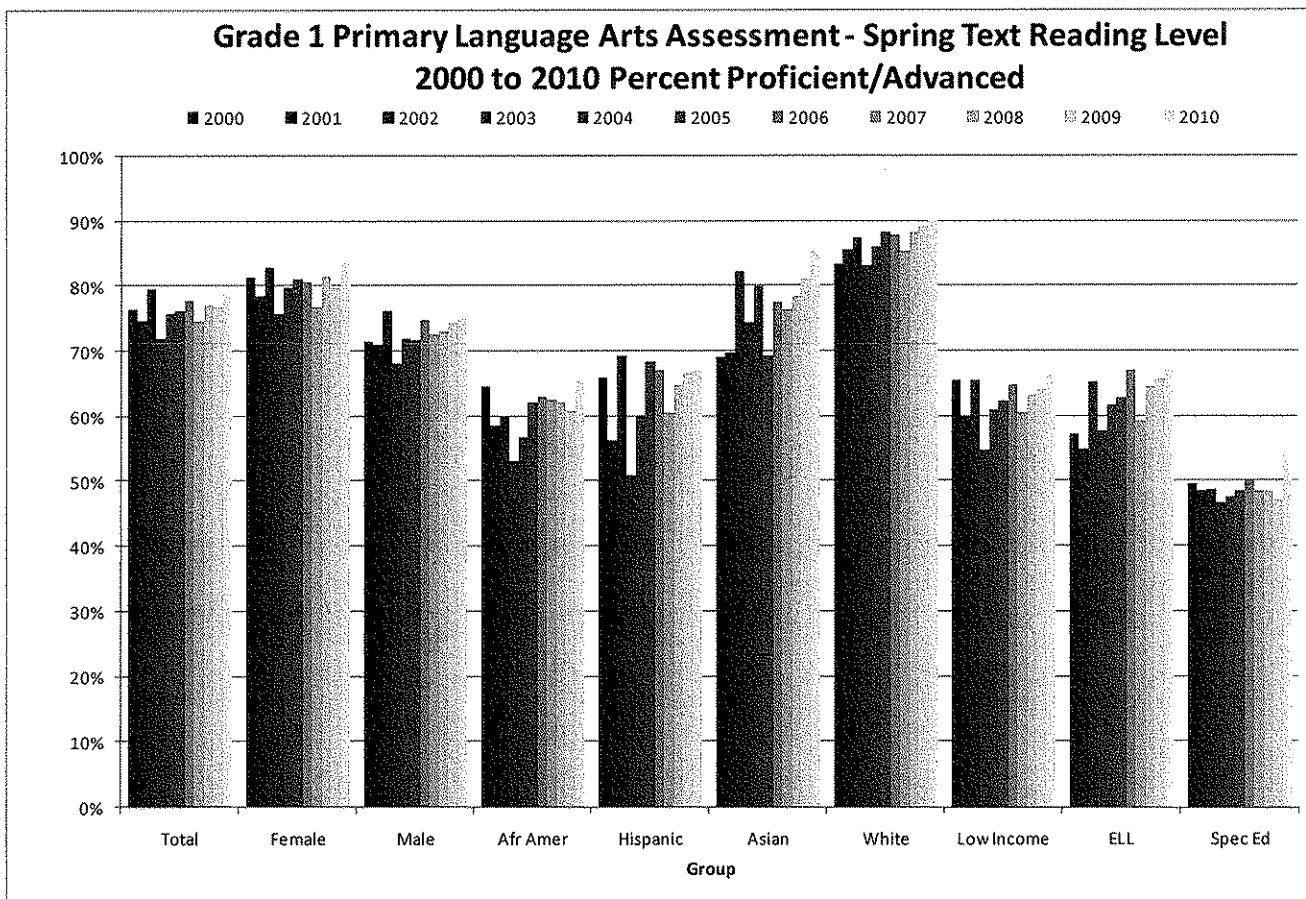
Low Income. Proficiency among low income students in Grade 1 remained constant, increasing less than 1.5 one percentage points from 65.6% in 2000 to 67.0% in 2010. Further, results for low income students consistently lag behind Grade 1 students as a whole. The difference in 2010 was 12 percentage points and has been as great as 17 percentage points as was the case in 2003.

English Language Learners (ELL). Proficiency among ELL students in Grade 1 increased nearly ten percentage points from 57.3% in 2000 to 67.0% in 2010. However, results for ELL students consistently lag behind Grade 1 students as a whole. The difference in 2010 was 12 percentage points and has been as great as almost 20 percentage points as was the case in 2001.

Special Education. Proficiency among special education students in Grade 1 increased almost five percentage points from 49.8% in 2000 to 54.5% in 2010. However, results for special education students consistently lag behind Grade 1 students as a whole. The difference in 2010 was almost 25 percentage points and has been as great as nearly 31 percentage points as was the case in 2002.

Grade 2. Overall, proficiency in literacy among Grade 2 students has declined over the last 11 years. In 2000, 84.8% of students were identified as proficient or advanced in their reading level. By 2011, this number had fallen to 76.7%.

Grade 2 Primary Language Arts Assessment - Spring Text Reading Level 2000 to 2010 Percent Proficient/Advanced

■ 2000   ■ 2001   ▩ 2002   ▨ 2003   ▥ 2004   ▦ 2005   ▨ 2006   ▨ 2007   ▩ 2008   ▩ 2009   ▩ 2010
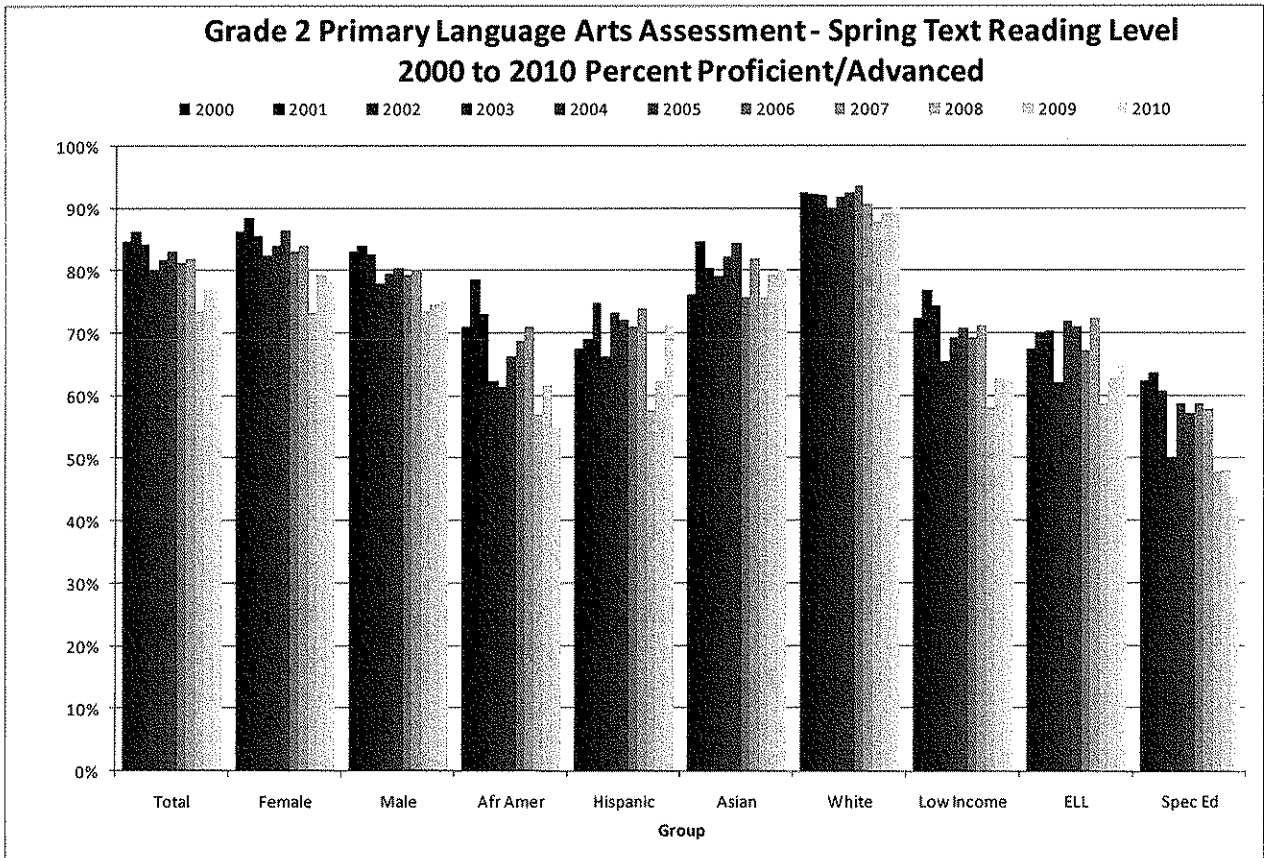
Gender. Proficiency among both male and female Grade 2 students has decreased over the last 11 years.

Proficiency among male Grade 2 students has decreased eight percentage points from 83.1% in 2000 to 75.1% in 2010. Proficiency among female Grade 2 students has also decreased eight percentage points from 86.4% in 2000 to 78.3% in 2010.

Results for female Grade 2 students have consistently rated higher than males. In 2010, proficiency among females was more than three percentage points above males. The difference can be as great as six percentage points as was the case in 2005.

Race/Ethnicity. Proficiency among all racial and ethnic subgroups in Grade 2 has been a mix of increases and decreases from 2000 through 2010.

Results among African American students declined 16 percentage points from 71.1% in 2000 to 55.1% in 2010. Results for 2010 represent an even greater decline from the 11-year high of 78.7% in 2001.

Results among Hispanic students increased almost four percentage points from 67.6% in 2000 to 71.3% in 2010. However, results ranged from a high of 74.9% in 2002 to a low of 57.7% in 2008.

Results among Asian students increased four percentage points from 76.3% in 2000 to 80.3% in 2010. These results fluctuated, but gains and losses are less pronounced than those among African American and Hispanic students.

Results among white students declined two percentage points from 92.6% in 2000 to 90.4% in 2010. These results fluctuated, but gains and losses are less pronounced than other racial and ethnic subgroups.

Proficiency among white Grade 2 students has been consistently higher than all other racial and ethnic subgroups. In 2010 proficiency among white Grade 2 students were ten percentage points above Asian, 19 percentage points above Hispanic, and more than 35 percentage points above African American students.

Low Income. Proficiency among low income students in Grade 2 lost 10 percentage points from 72.6% in 2000 to 62.6% in 2010. Results for low income students consistently lag behind Grade 2 students as a whole. The difference in 2010 was over 14 percentage points and has been as great as almost 16 percentage points as was the case in 2008.

English Language Learners (ELL). Proficiency among ELL students in Grade 2 lost two percentage points from 67.5% in 2000 to 65.1% in 2010. Results for ELL students consistently lag behind Grade 2 students as a whole. The difference in 2010 was almost 12 percentage points and has been as great as 18 percentage points as was the case in 2003.

Special Education. Proficiency among special education students in Grade 2 decreased 18 percentage points from 62.4% in 2000 to 44.4% in 2010. Results for special education students consistently lag behind Grade 2 students as a whole. The difference in 2010 was over 32 percentage points, which is the greatest gap over the last 11 years.

WKCE Reading Proficiency

The 2009-10 school year marked the fifth consecutive year in which testing in grades 3 through 8 and 10 was conducted in fulfillment of the federal No Child Left Behind Law. The Wisconsin Knowledge and Concepts Exams (WKCE) is a criterion-referenced test (CRT) where a student's performance is compared to a specific set of learning standard outcomes.

Testing in reading and math in Grades 3, 4, 5, 6, 7, 8, and 10 is a federal requirement. Testing in science, social studies, language arts, and writing in Grades 4, 8, and 10 is a state requirement.

Approximately 12,300 students were tested in November 2009. Under NCLB, schools are required to test 95% of their full academic year (FAY) students in reading and math. Grades 3 through 8 achieved 99% test participation or higher while the district's 10th graders reached 98% in test participation. All schools meet the test participation requirement of 95% or higher.

All exam scores are determined to be in one of four proficiency levels: advanced (the highest), proficient, basic, or minimal (the lowest).

Overall performance for WKCE Reading. Reading performance across all grades and student groups remained essentially the same between 2008-09 and 2009-10 as measured by the percentage of students scoring proficient or higher.

A student that is proficient demonstrates competency in the academic knowledge and skills tested on WKCE for that grade level. A student with advanced proficiency demonstrates in-depth understanding of academic knowledge and skills tested on WKCE for that grade level.

Reading Performance by Grade Level
Percentage of Scoring Proficient or Advanced
WKCE only, District FAY only

Subject	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Reading	2009-10	72%	73%	74%	76%	83%	80%	72%
	2008-09	71%	75%	73%	77%	81%	81%	69%
	2007-08	72%	74%	78%	81%	80%	80%	68%
	2006-07	75%	76%	79%	82%	79%	81%	66%
	2005-06	77%	77%	79%	78%	81%	82%	73%

KEY ->

Decline from previous year	No change from previous year	Improvement from previous year

Source: DPI's WSAS District Proficiency Summaries

Proficient and Advanced by Student Subgroup. Groups that traditionally perform well on WKCE achievement tests continued to do so in 2009-10. Non-low income, Asian, and white students had significantly higher percentages of students scoring in the highest performance categories – proficient and advanced – on the reading test when compared to their peers statewide.

Despite the change in the proportion of these subgroups within the total MMSD student population, there has been no decrease in the percentage scoring at the proficient and advanced level. This percentage point difference ranged from 10 to 14 points across all grade levels in reading for non-low income students in the MMSD compared to their statewide peers.

For Asian students, this differential between MMSD students and their statewide peers is between 5 and 13 percentage points in reading.

For the white subgroup who scored advanced in reading, MMSD averages over 14 percentage points higher compared to their statewide peers.

Special education students in the district scored at about the same rate in reading compared to the statewide special education subgroup.

MMSD African American students had a 2% higher average difference in the proficient or higher categories compared to their statewide peers. In reading, African American students in the MMSD scored about the same or slightly lower in all but grades 8 and 10 where students outperformed their statewide peers by 3 and 8 points, respectively, as measured by proficient or higher performance.

MMSD's Asian and non-low income student subgroups score somewhat higher than their statewide peers in reading.

When compared with the state as a whole, MMSD has a much higher percentage of white students scoring proficient or higher in reading.

Changing demographic effects on overall performance. The changing demographics of the Madison School District affect the overall aggregate achievement data. As the district has experienced a greater proportion of students from subgroups which are at a disadvantage in testing, e.g., non-native English speakers or English language learners (ELLs), the overall district averages have correspondingly declined.

Other subgroups which traditionally perform well on student achievement tests, i.e., non-low income students and white students, continue to perform very high relative to statewide peer groups.

Therefore, it is important to disaggregate the data to interpret and understand the district results.

- ELL population increased from 8.1% in September 1998; and 14.3% in September 2005, to 16% in September 2009.

- Low income population increased from 26.8% in September 2000; and 38.4% in September 2005, to 47% in September 2009.

The following charts compare the percentage of students scoring proficient or advanced on the 2009-10 WKCE for MMSD and the state as a whole. Results are for WKCE only and single school full academic year (FAY) only.

Comparison of Wisconsin to other states. The WKCE is a useful tool for comparing reading proficiency among students within MMSD, tracking student proficiency over time, and comparing the reading proficiency of MMSD students with students from other districts throughout the state. However, it is also appropriate to compare the reading proficiency of Wisconsin students to those in other states.

When WKCE results are estimated as National Assessment of Education Progress (NAEP) equivalents for 2005, from 60% to 75% or other states tested outranked Wisconsin in reading proficiency. In other words, when we talk about reading proficiency in Wisconsin, we are already talking about a lower bar than much of the rest of the nation. The excerpts below from a report[1] prepared by the National Center for Education Statistics illustrate this point.

The study found that proficiency levels among Wisconsin students in Grade 4 were lower than 19 of 32 states tested.

Reading–Grade 4

There were 32 states in the grade 4 reading analysis. As shown in figure 2, the estimated NAEP score equivalents range from 161 (Mississippi) to 234 (Massachusetts), and the median estimated standard error is 1.5. As can be seen from figure 2, the margin of error for all but 10 of the estimated NAEP score equivalents falls below the cut-point of the NAEP *Basic* achievement level. There is also a negative correlation[12] of -0.88 (with a standard error of 0.094) between the estimated NAEP score equivalents and the statewide percents proficient; that is, the larger the NAEP score equivalent, the lower the percent of students in a state deemed proficient (see figure C-1 in Appendix C).

Figure 2.   NAEP score equivalents of states' proficiency standards for reading, grade 4: 2005.

[12] Correlations calculated are standard Pearson correlations.

Similarly, the study found that proficiency levels among Wisconsin students in Grade 8 were lower than 25 of 34 states tested.

Reading–Grade 4

There were 32 states in the grade 4 reading analysis. As shown in figure 2, the estimated NAEP score equivalents range from 161 (Mississippi) to 234 (Massachusetts), and the median estimated standard error is 1.5. As can be seen from figure 2, the margin of error for all but 10 of the estimated NAEP score equivalents falls below the cut-point of the NAEP *Basic* achievement level. There is also a negative correlation[12] of -0.88 (with a standard error of 0.094) between the estimated NAEP score equivalents and the statewide percents proficient; that is, the larger the NAEP score equivalent, the lower the percent of students in a state deemed proficient (see figure C-1 in Appendix C).

Figure 2.   NAEP score equivalents of states' proficiency standards for reading, grade 4: 2005.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, and National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

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[12] Correlations calculated are standard Pearson correlations.

[1]National Center for Education Statistics (2007). Mapping 2005 State Proficiency Standards Onto the NAEP Scales, (NCES 2007-482). U.S. Department of Education. Washington, DC: Contact: Taslima Rahman, 202-502-7316, taslima.Rahman@ed.gov.

Comparison of MMSD to the state as a whole – Proficient and Advanced. A consistently higher percentage of MMSD students score at the lowest proficiency level - minimal - than do students across the state. This is evidence of the higher degree of economic and ethnic/racial diversity in MMSD compared with other Wisconsin school districts.

In other words, MMSD is a more "bi-modal" distribution of student achievement performance than the state as a whole. This reinforces the array of learning needs within the MMSD, and is descriptive of the instructional challenges within MMSD classrooms and schools.

- Just as MMSD has proportionately more students scoring at the highest level – advanced – than the state as a whole, it also has a greater proportion of students scoring at the lowest level – minimal.

- This suggests that the district's schools and classrooms have a much broader range of achievement performance than elsewhere in the state.

All FAY students. For all grades tested, proficiency among MMSD's single school full academic year students ranks below the state as a whole in reading at a proficient level or higher. This shortfall ranges from two to nine percentage points.

Overall, the percent of readers at the proficient and higher level remains fairly constant from one grade to the next with a notable increase for MMSD in Grade 7.

Results in each MMSD grade tested met or exceeded the Adequate Yearly Progress (AYP) goal for 2009-10 of 74%. However, the 2010-11 AYP goal of 80.5% would have been met or exceeded only in Grades 7 and 8.
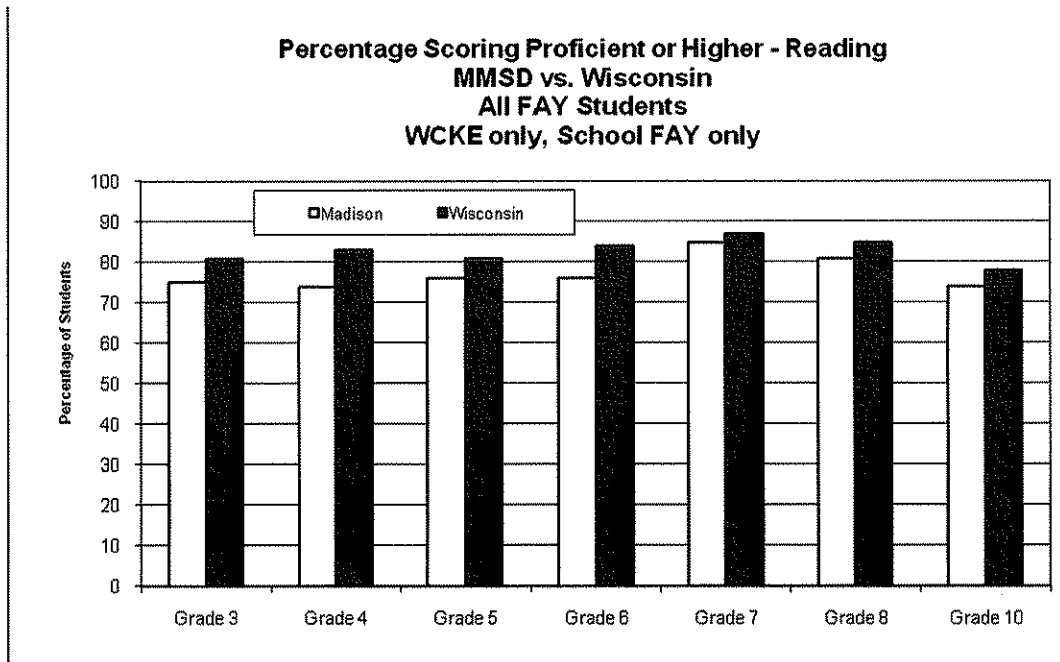
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

White students. For all grades tested, proficiency among MMSD's white students ranks above the state as a whole in reading at a proficient level or higher. This gain ranges from one to six percentage points, as is the case in Grade 10.

MMSD experiences a notable increase in proficiency in Grade 7 with declines in subsequent years, which is similar to the state as a whole.

Results in each MMSD grade tested exceeded the AYP goal for 2009-10 of 74% and would have exceeded the 2010-11 AYP goal of 80.5%. The same applies to the state as a whole.

Percentage Scoring Proficient or Higher - Reading
MMSD vs. Wisconsin
White Students
WCKE only, School FAY only

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

African American students. For Grades 3, 4, 6 and 7, proficiency among MMSD's African American students ranks below the state as a whole in reading at a proficient level or higher. For Grade 5 it matches the state average.

In Grades 8 and 10, however, proficiency among MMSD's black students ranks above the state as a whole. Specifically in Grade 10, 40% of black students in the state as a whole read at a proficient or higher level compared to 48% in MMSD.

Results in each MMSD grade tested did not meet or exceed the AYP goal for 2009-10 of 74%. In Grade 10, results were 26 percentage points below this goal. Results would not have met or exceeded the 2010-11 AYP goal of 80.5%. The same applies to the state as a whole.
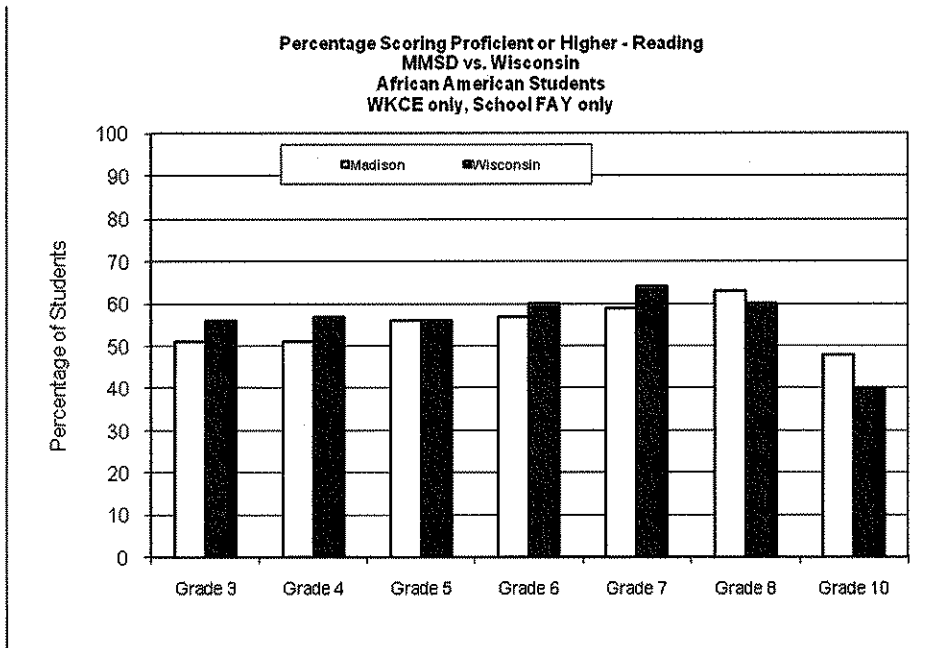
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Hispanic students. For all grades tested, proficiency among MMSD's Hispanic students ranks below the state as a whole. In early grades, the shortfall can be as much as 13 percentage points. This shortfall is reduced to one percentage point in Grade 10.

Results in each MMSD grade tested did not meet or exceed the AYP goal for 2009-10 of 74%. In many cases, results were 21 to 22 percentage points below this goal. None of the results would not have met or exceeded the 2010-11 AYP goal of 80.5%.

Results for the state as a whole were also below these AYP goals with the exception of Grade 7, which would have met the 2009-10 goal of 74%. Statewide, none of the grades would have meet the 2010-11 goal of 80.5%.

Percentage Scoring Proficient or Higher - Reading
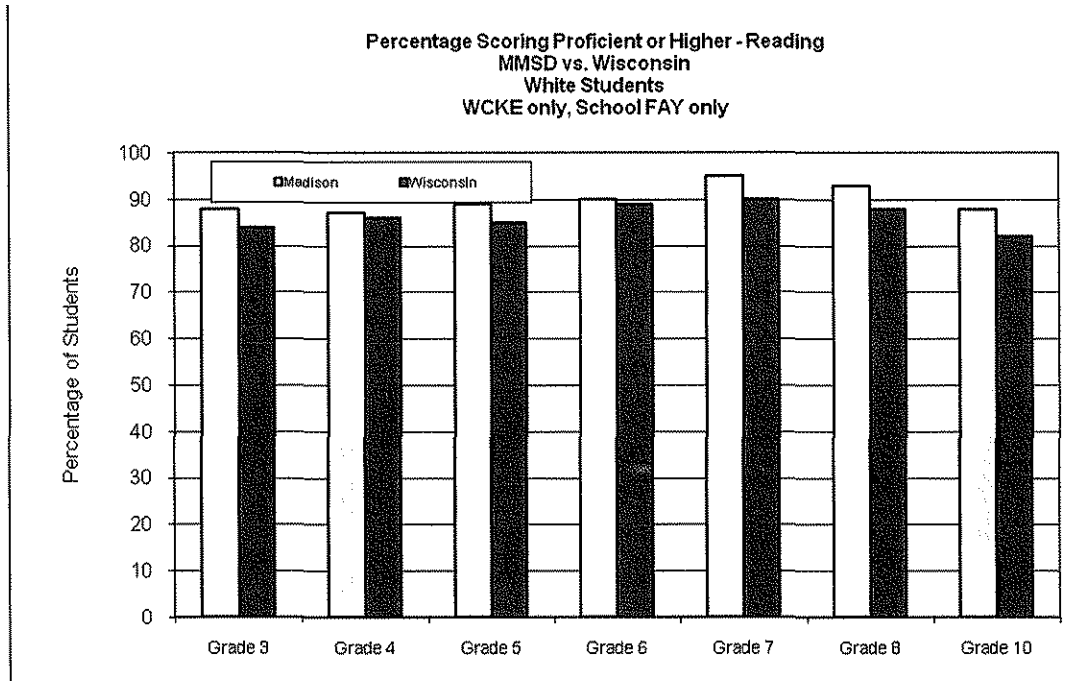MMSD vs. Wisconsin
Hispanic Students
WKCE only, School FAY only

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Asian students. Proficiency among MMSD's Asian students ranks <u>above or below the state</u> as a whole from one grade to the next by one to four percentage points. A notable exception is Grade 7 in which MMSD is six percentage points above the state as a whole.

Results in each MMSD grade tested, except Grades 3 and 10, <u>meet or exceed the AYP goal</u> for 2009-10 of 74%. Results in Grade 3 were just <u>below this goal</u>, but results in Grade 10 were 12 percentage points <u>below this goal</u> at 62%. With the exception of Grade 7, none of the results would have met or exceeded the 2010-11 AYP goal of 80.5%.

Results for the state as a whole were generally between the APY goals for both 2009-10 and 2010-11 with the notable exception of Grade 10 well below these goals at 64%.
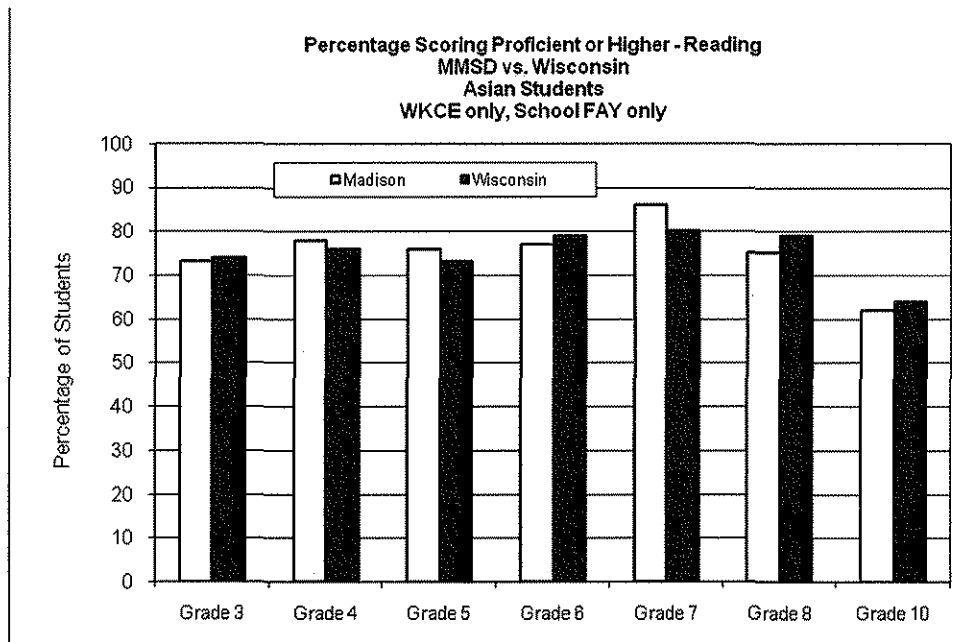
Percentage Scoring Proficient or Higher - Reading
MMSD vs. Wisconsin
Asian Students
WKCE only, School FAY only

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Economically disadvantaged students. For all grades tested, proficiency among MMSD's economically disadvantaged students ranks below the state as a whole. The difference can be as great as 16 percentage points as is the case in Grade 4.

Results in each MMSD grade tested did not meet or exceed the AYP goal for 2009-10 of 74%. In Grade 10, results were 26 percentage points below this goal. Results would not have met or exceeded the 2010-11 AYP goal of 80.5%.

Results for the state as a whole were also below these AYP goals with the exception of Grade 7, which would have met the 2009-10 goal of 74%.

Percentage Scoring Proficient or Higher - Reading
MMSD vs. Wisconsin
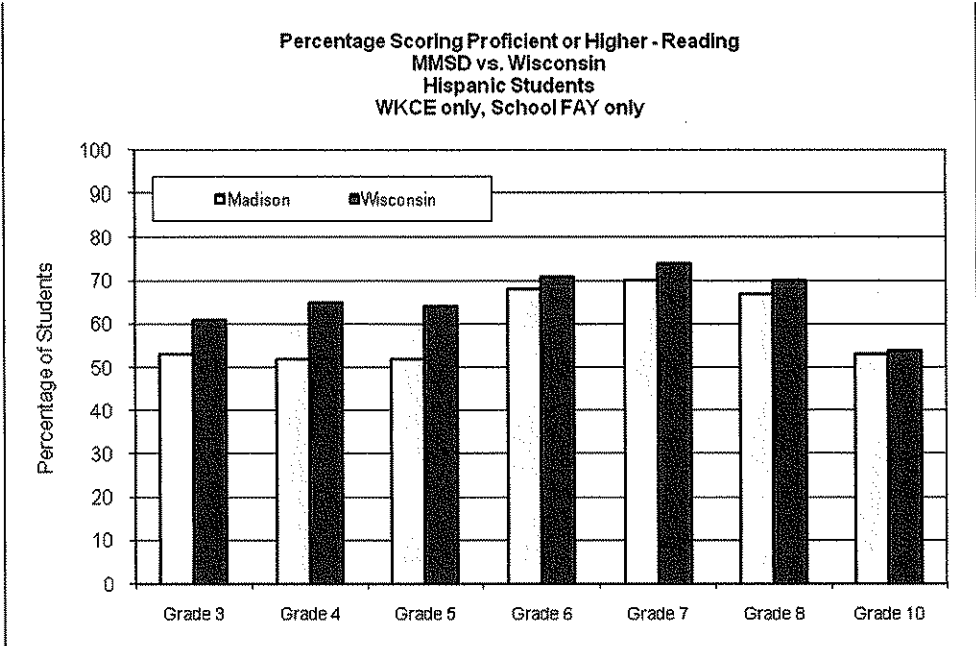Economically Disadvantaged Students
WKCE only, School FAY only
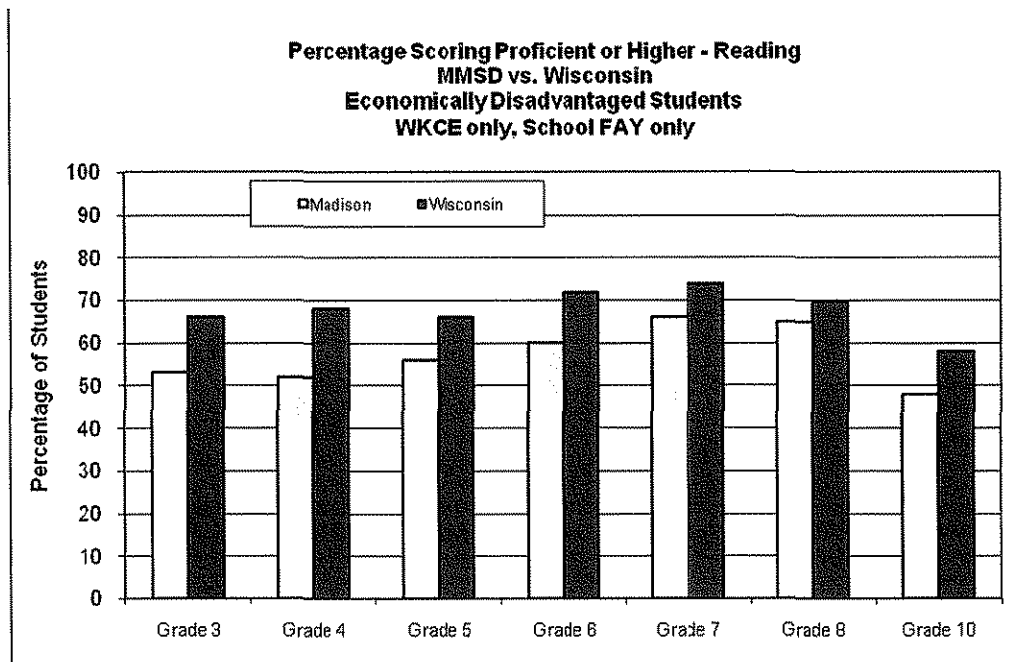
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

ELL students. For all grades tested, proficiency among MMSD's English language learner (ELL) students ranks below the state as a whole in reading at a proficient level or higher. The exceptions are Grade 7 and Grade 10. In Grade 7, MMSD is four percentage points above the state at 64%. In Grade 10, MMSD and the state are tied at 31%.

Results in each MMSD grade tested did not meet or exceed the AYP goal for 2009-10 of 74%. In Grade 10, results were 43 percentage points below this goal. Results would not have met or exceeded the 2010-11 AYP goal of 80.5%. The state was similarly below both of these goals.

**Percentage Scoring Proficient or Higher - Reading
MMSD vs. Wisconsin
ELL Students
WKCE only, School FAY only**

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

<u>Students with disabilities</u>. Proficiency among students with disabilities in MMSD tracks with the state's gains and losses at the proficient and higher level from one grade to the next.

With the exception of Grade 5, proficiency in early grades can be as much as six percentage points <u>below the state</u> as a whole. However, in later grades, MMSD students with disabilities rank <u>above the state</u> as a whole by as much as three percentage points.

Results in each MMSD grade tested <u>did not meet or exceed</u> the AYP goal for 2009-10 of 74%. In Grade 10, results were 26 percentage points below this goal. Results would not have met or exceeded the 2010-11 AYP goal of 80.5%. The same applies to the state as a whole.

Percentage Scoring Proficient or Higher - Reading
MMSD vs. Wisconsin
Students with Disabilities
WKCE only, School FAY only
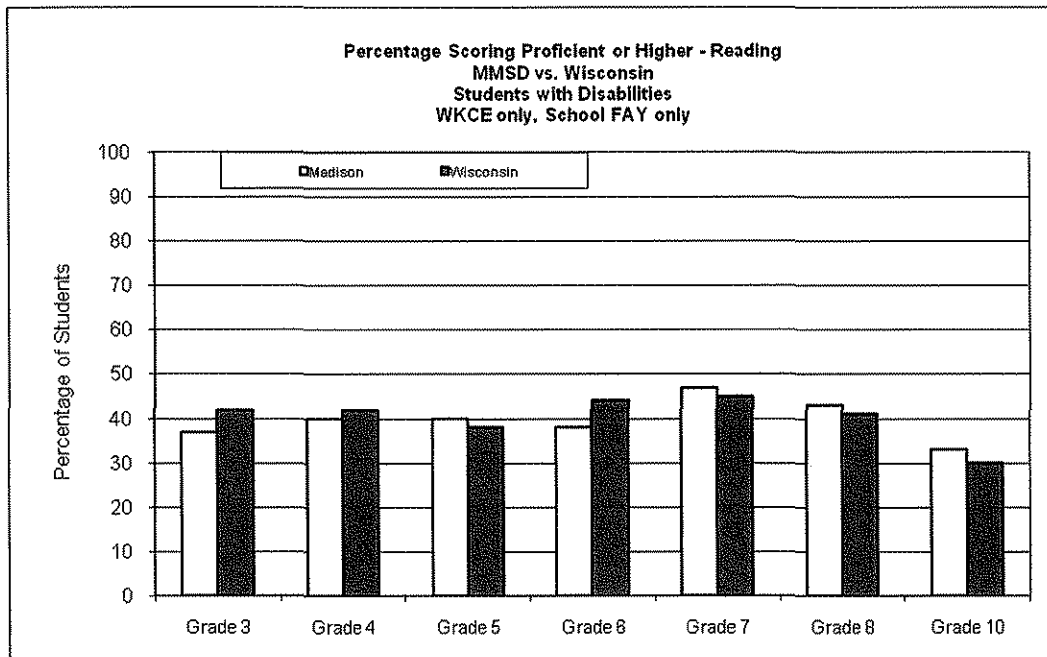
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Comparison of MMSD to the state as a whole – Minimal Proficiency. As cited in the interpretive guide for the WKCE, minimal performance is when a student "demonstrates very limited academic knowledge and skills tested on the WKCE at that grade level."

Overall, and among many student subgroups, MMSD has a higher percentage of students with minimal reading proficiency than the state as a whole. Again, with a higher proportion of students at the proficient/advanced and minimal levels, MMSD is a more "bi-modal" distribution of student achievement performance than the state as a whole. This reinforces the array of learning needs within the MMSD, and is descriptive of the instructional challenges within MMSD classrooms and schools.

The following charts compare the percentage of students scoring minimally proficient on the 2009-10 WKCE for MMSD and the state as a whole. Results are for WKCE only and single school full academic year (FAY) only.

All FAY students. For all grades tested, the percentage of MMSD's single school full academic year students identified as minimally proficient exceeded the state as a whole. The difference ranges from two to five percentage points.

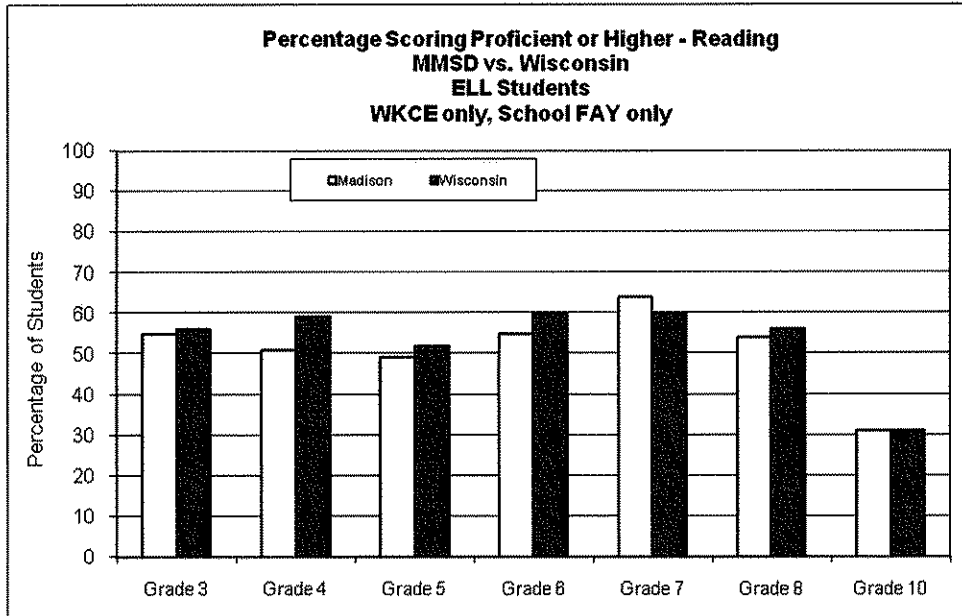The percent of MMSD readers at the minimal level declines in Grade 7 but increases back to the previous high of 4% by Grade 10.
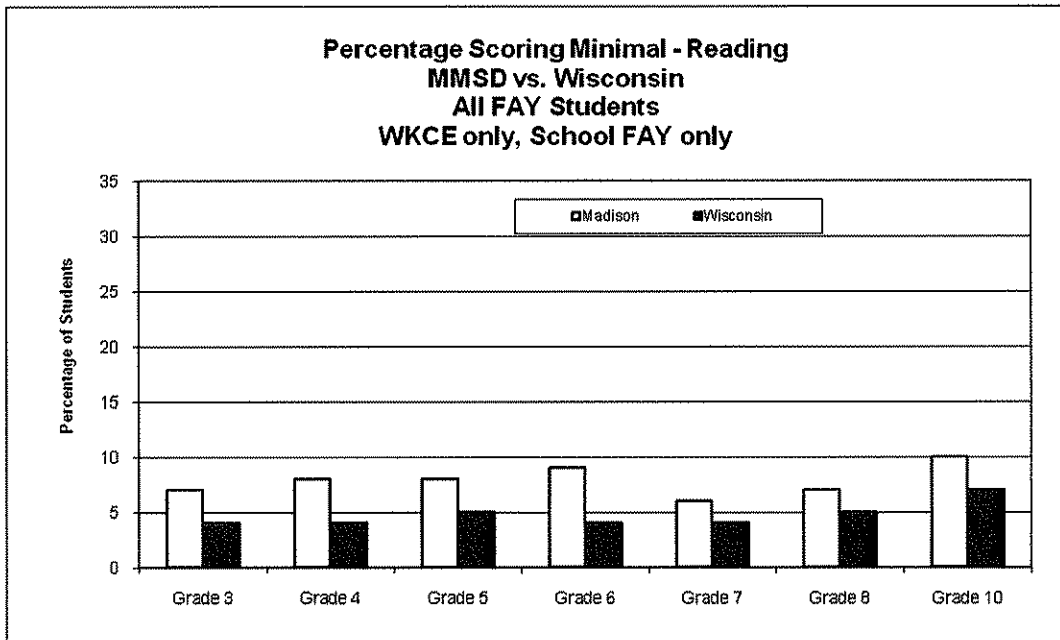
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

White students. In Grades 3 through 6, the percentage of MMSD's white students identified as minimally proficient matched or exceeded the state as a whole. The difference ranges from only zero to one percentage point.

In Grades 7, 8 and 10, the percent of MMSD readers at the minimal level is less than the state as a whole. The difference ranges from only one to two percentage points.

The percent of MMSD readers at the minimal level declines in Grade 7 but increases back the previous high of 4% by Grade 10.
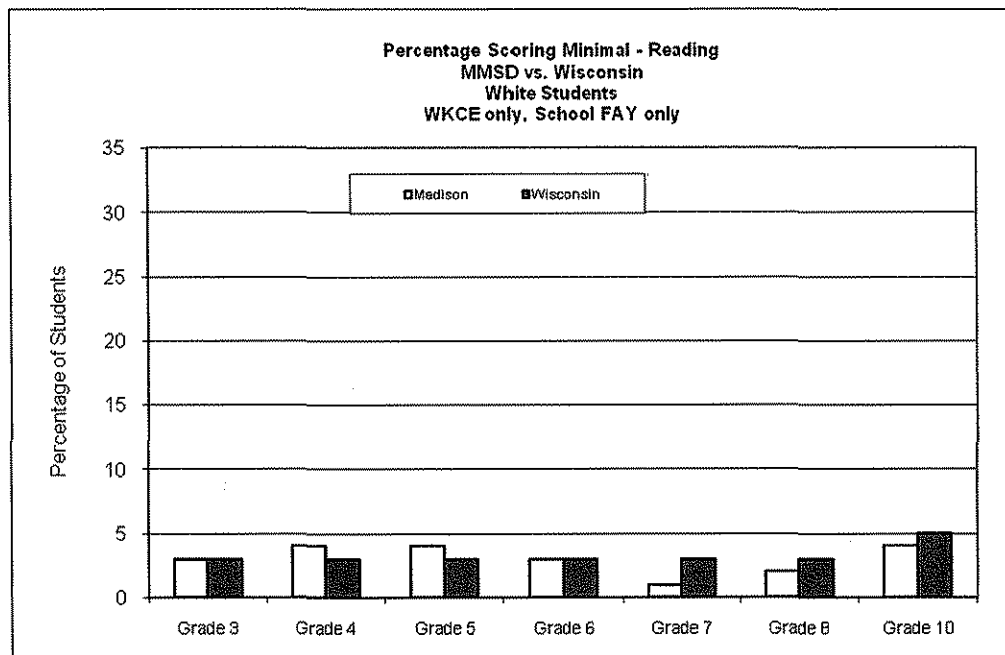
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

African American Students. In Grades 3 through 8, the percentage of MMSD's African American students identified as minimally proficient matched or exceeded the state as a whole. The difference ranges from zero to four percentage points.

The percent of MMSD readers at the minimal level declines in Grade 7 but increases by six percentage points to a highpoint of 22% in Grade 10.

However, in Grade 10 the percent of MMSD readers at the minimal level is less than the state as a whole by seven percentage points.

Percentage Scoring Minimal - Reading
MMSD vs. Wisconsin
African American Students
WKCE only, School FAY only

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Hispanic students. In each grade tested, the percentage of MMSD's Hispanic students identified as minimally proficient matched or exceeded the state as a whole. The difference ranges from zero to seven percentage points.

There is a notable decrease for Grade 6, but minimal proficiency increases the following grade. The percent of MMSD readers at the minimal level increases by six percentage points from Grade 8 to Grade 10 to a highpoint of 22%.
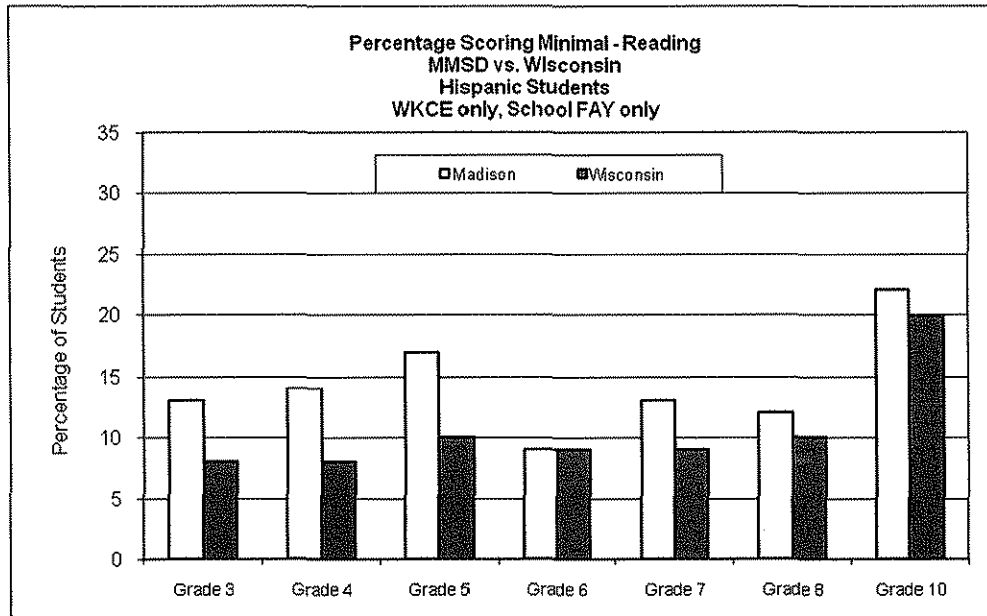
Percentage Scoring Minimal - Reading
MMSD vs. Wisconsin
Hispanic Students
WKCE only, School FAY only

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Asian students. In each grade tested, the percentage of MMSD's Asian students identified as minimally proficient matched or exceeded the state as a whole. The difference ranges from zero to three percentage points.

Minimal proficiency declines in Grade 7 but increases again in the following grades. The percent of MMSD readers at the minimal level increases by seven percentage points from Grade 8 to Grade 10 to a highpoint of 16% in Grade 10.
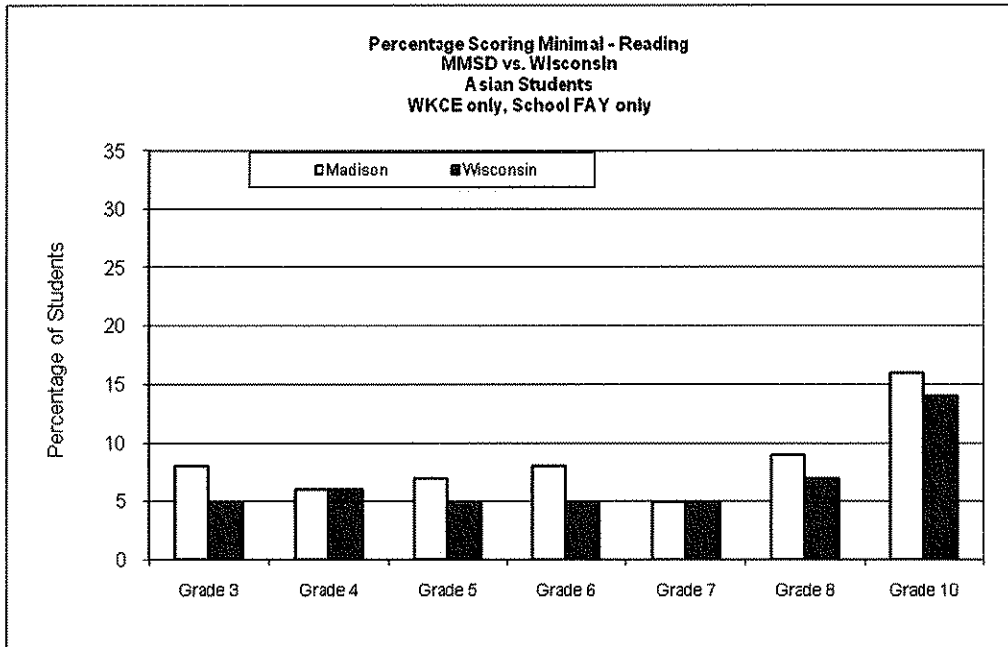
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Economically disadvantaged students. In each grade tested, the percentage of MMSD's economically disadvantaged students identified as minimally proficient exceeded the state as a whole. The difference ranges from four to seven percentage points.

Minimal proficiency declines slightly in Grade 8, but the percent of MMSD readers at the minimal level increases by nine percentage points to a highpoint of 23% in Grade 10.

Percentage Scoring Minimal - Reading
MMSD vs. Wisconsin
**Economically Disadvantaged Students**
WKCE only, School FAY only
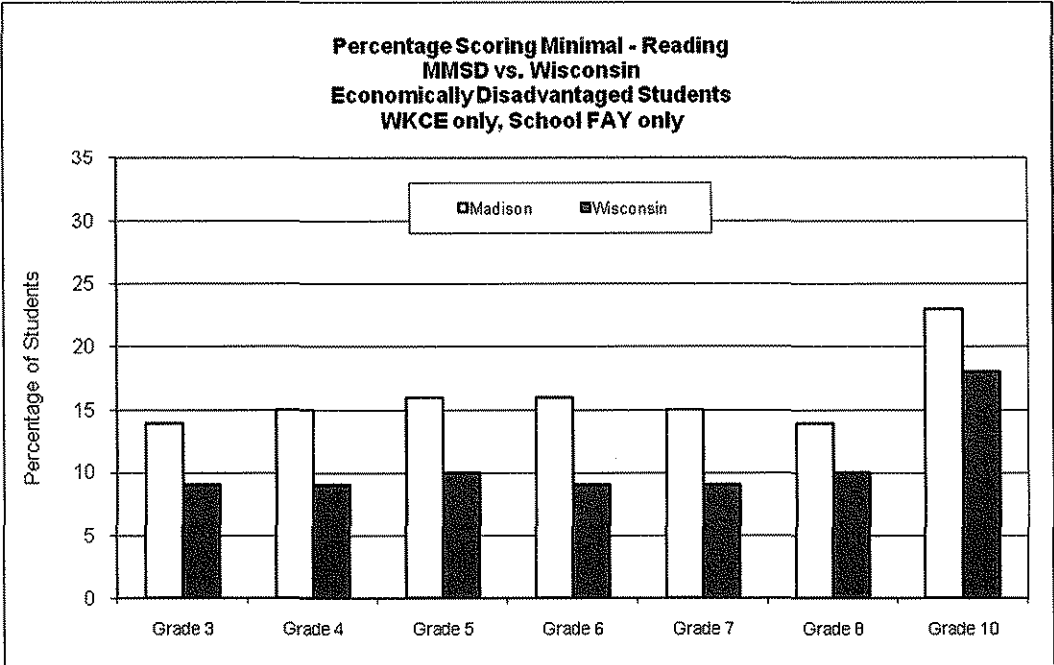
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

ELL students. In each grade tested, the percentage of MMSD's ELL students identified as minimally proficient exceeded the state as a whole. The difference ranges from one to six percentage points.

Minimal proficiency declines in Grade 6, but the percent of MMSD readers at the minimal level increases in each following grade. The dramatic increase from Grade 8 to Grade 10 of 16 percentage points results in a highpoint of 33%.

Percentage Scoring Minimal - Reading
MMSD vs. Wisconsin
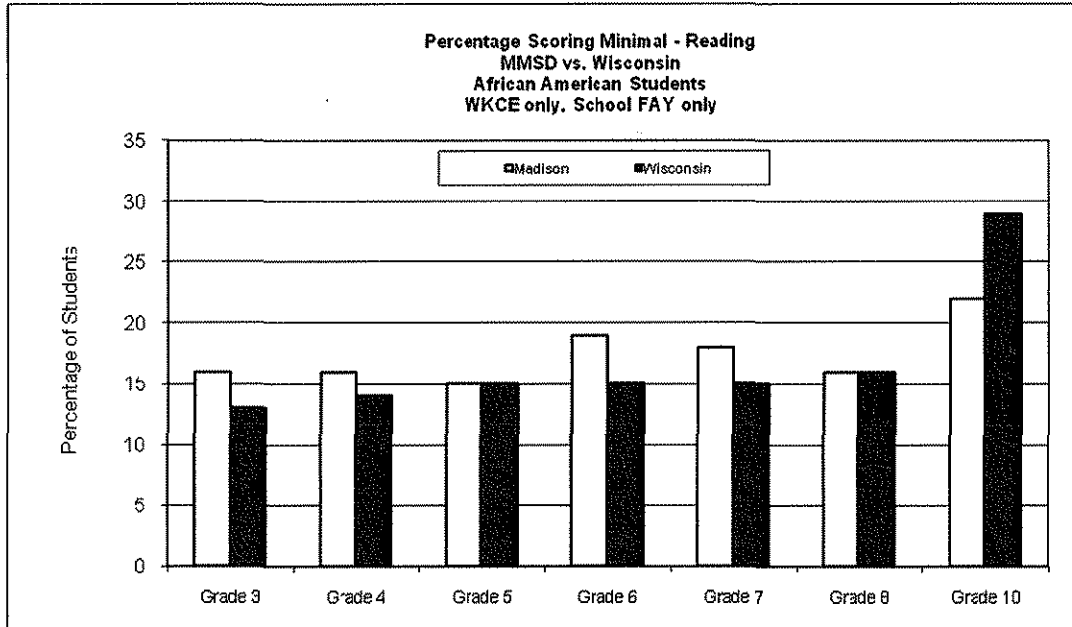**ELL Students**
WKCE only, School FAY only
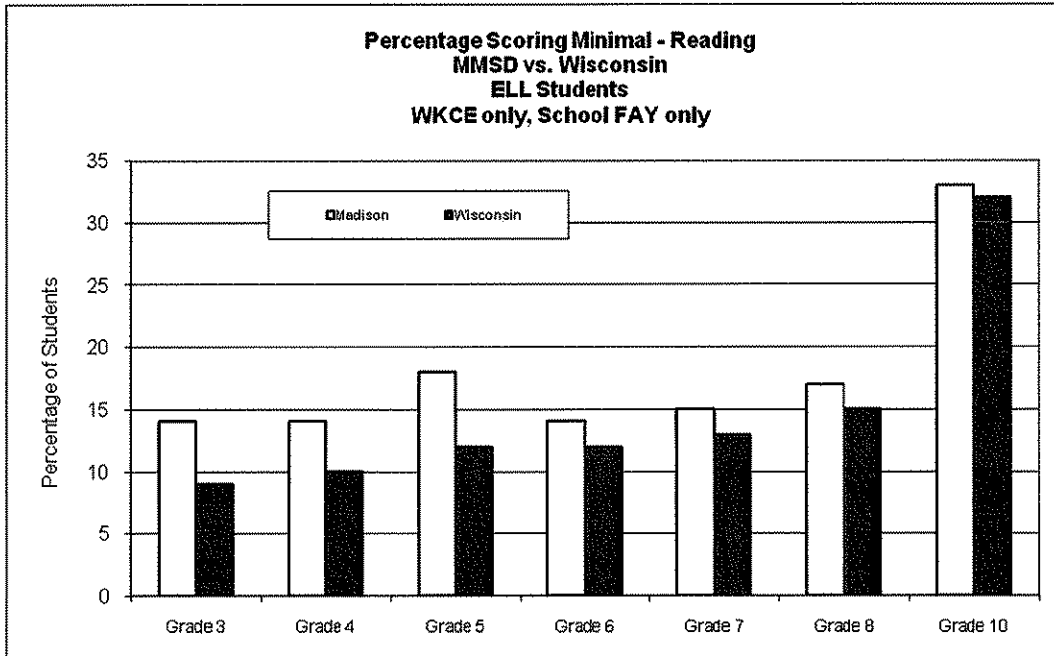
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Special education students. In each grade tested, the percentage of MMSD's special education students identified as minimally proficient matched or exceeded the state as a whole. The difference ranges from one to ten percentage points.

Early grades see the greatest discrepancy between MMSD students and the state as a whole. Specifically in Grade 6, 32% of MMSD's special education students were identified as minimally proficient compared to the state as a whole at 22%.

Minimal proficiency declines in Grades 7 and 8, but the percent of MMSD readers increases eight percentage points from Grade 8 to Grade 10 resulting in a highpoint of 33%.

Percentage Scoring Minimal - Reading
MMSD vs. Wisconsin
Students with Disabilities
WKCE only, School FAY only

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Madison	25	23	29	32	26	25	33
Wisconsin	19	20	23	22	22	24	33
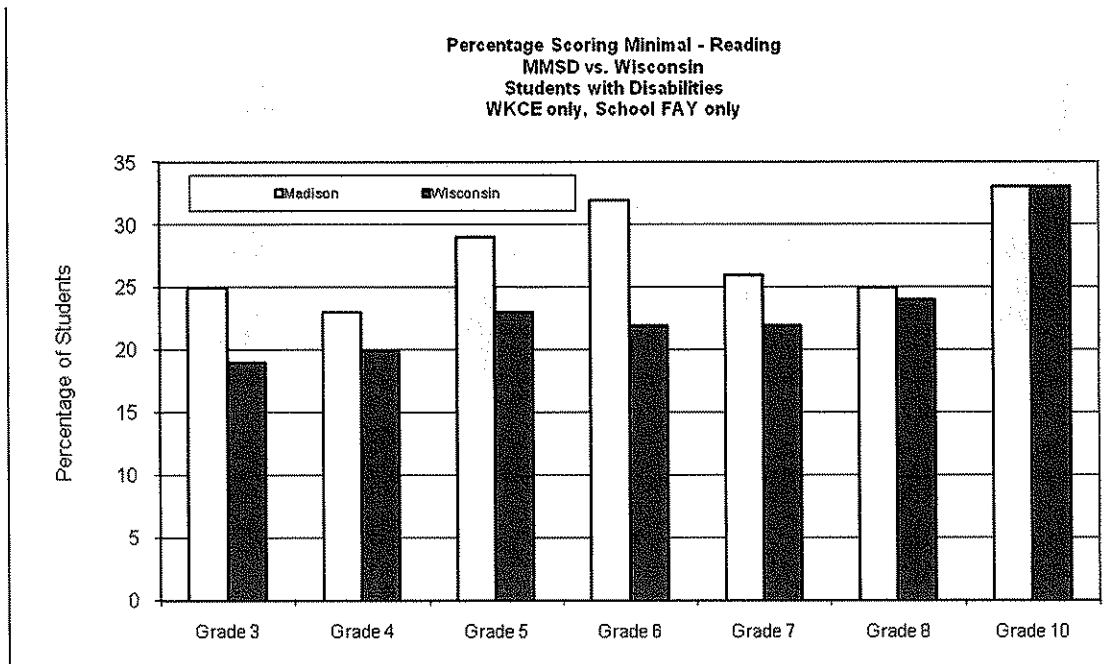
Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Understands Text
MMSD 2009-10 Standards Performance Index
(Average %) Reading

■ Gr 3 ■ Gr 4 ■ Gr 5 ■ Gr 6 ▨ Gr 7 ▨ Gr 8 ▨ Gr 10
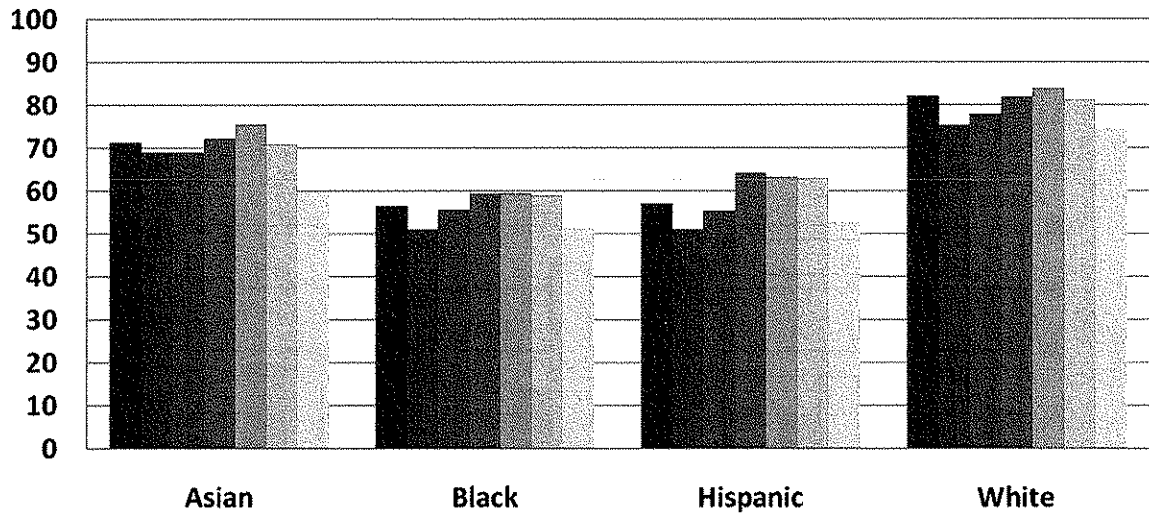
Evaluates and Extends Text
MMSD 2009-10 Standards Performance Index
(Average %) Reading

■ Gr 3   ■ Gr 4   ■ Gr 5   ■ Gr 6   ■ Gr 7   ▨ Gr 8   ▨ Gr 10
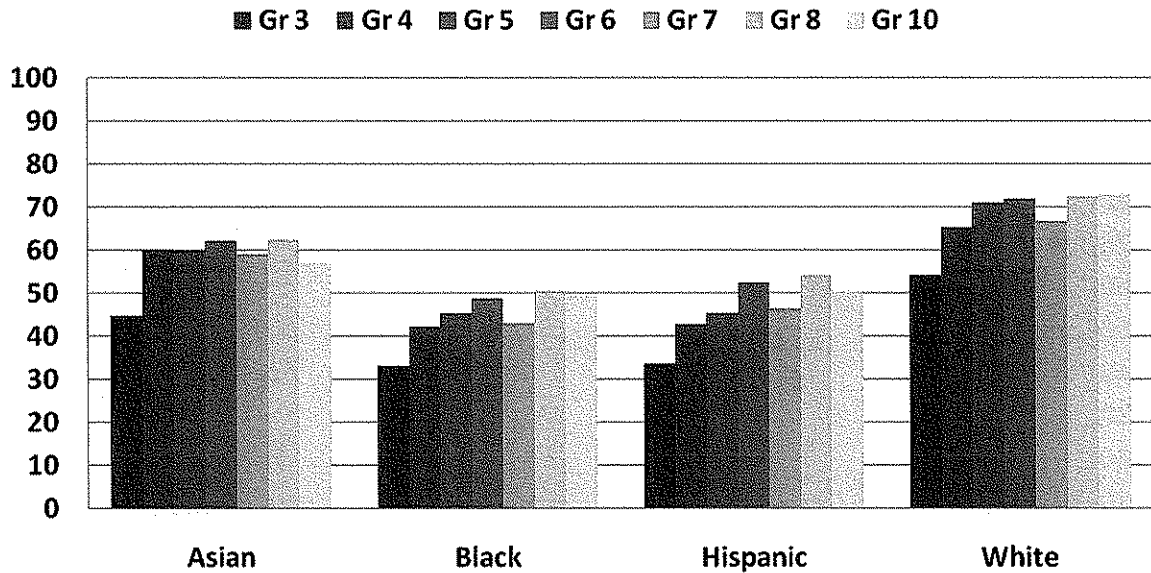
Determines Meaning
MMSD 2009-10 Standards Performance Index
(Average %) Reading

■ Gr 3   ■ Gr 4   ■ Gr 5   ■ Gr 6   ■ Gr 7   ▨ Gr 8   ▨ Gr 10
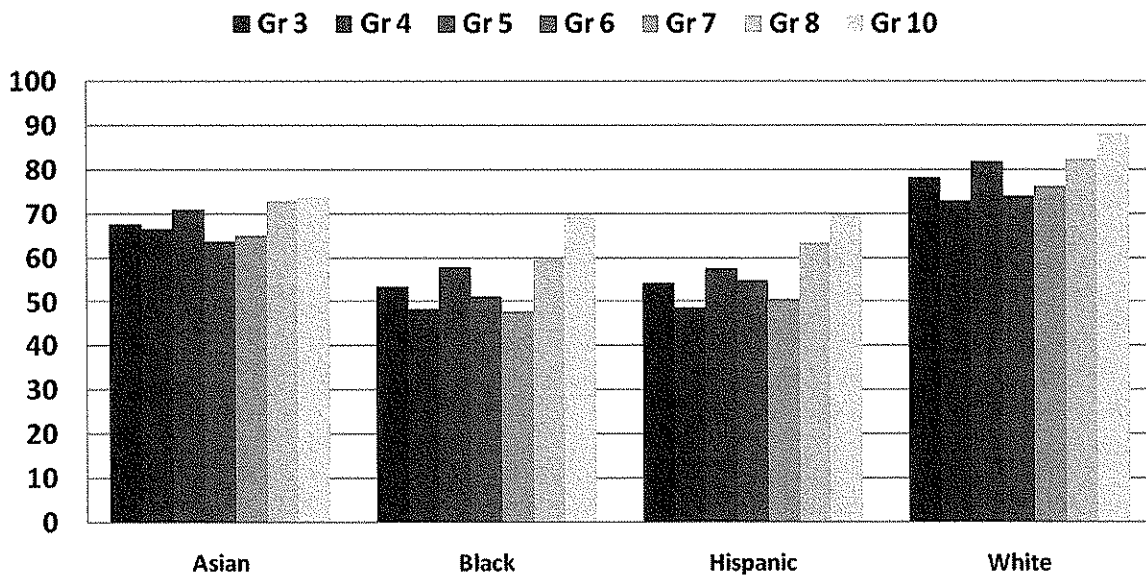
Analyzes Text
MMSD 2009-10 Standards Performance Index
(Average %) Reading

■ Gr 3 ■ Gr 4 ■ Gr 5 ■ Gr 6 ▨ Gr 7 ▨ Gr 8 ▨ Gr 10
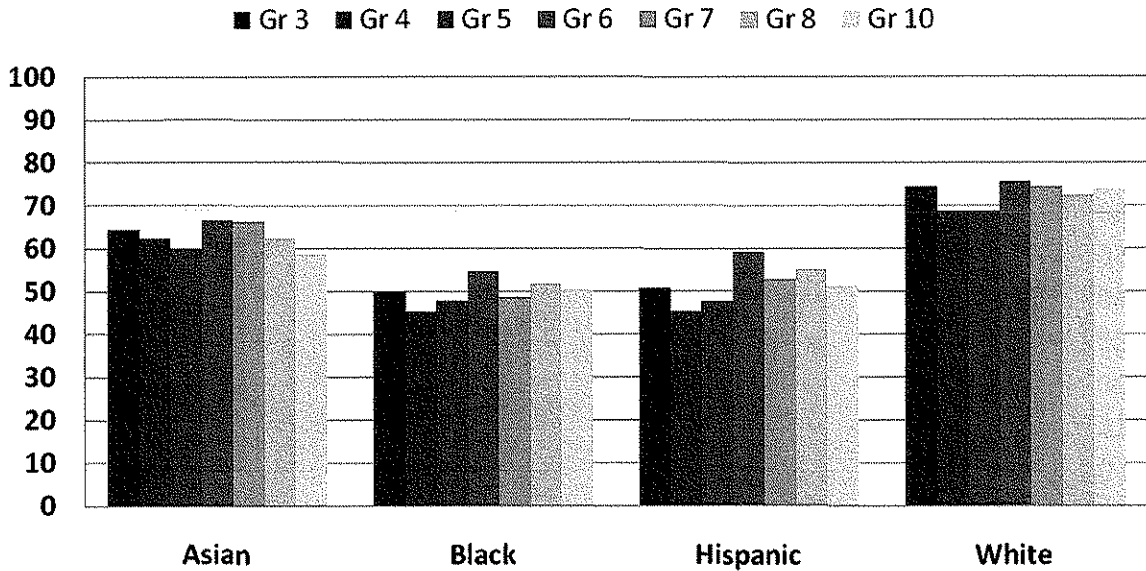
GENDER
MMSD 2009-10 Standards Performance Index
(Average %) Reading

■ Gr 3 ■ Gr 4 ■ Gr 5 ■ Gr 6 ■ Gr 7 ▨ Gr 8 ▨ Gr 10

Female	Male	Female	Male	Female	Male	Female	Male
Analyzes Text		Determines Meaning		Evals Extends Text		Understands Text	
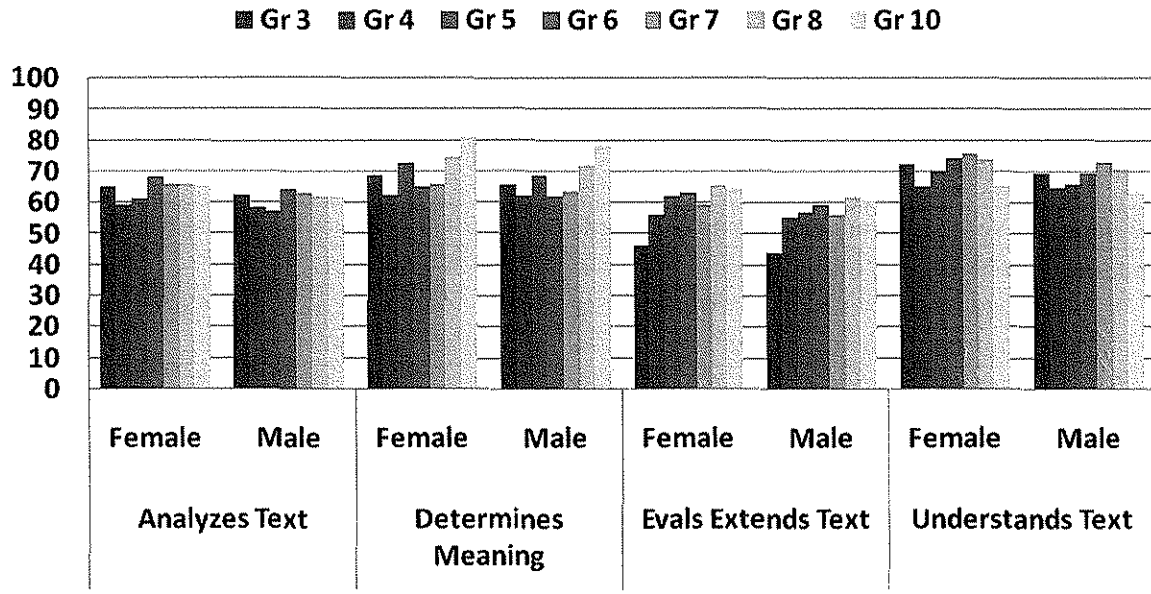
Achievement gap. A key goal of the MMSD is to eliminate the achievement gap between economically disadvantaged students and those who are not economically disadvantaged.

In reading, the gap in the percentage of students scoring proficient and advanced between low income and non-low income students decreased in five of the seven grades tested in mathematics between 2008-09 and 2009-10. However, grades 4 and 10 experienced an increase in the gap compared to last year.

Achievement Gap Between Low Income and Non-Low Income Students
Difference in Percentage of Subgroups Scoring Proficient or Higher
WKCE only, District FAY only

Subject	Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Reading	2009-10	36%	38%	33%	31%	30%	28%	42%
	2008-09	41%	36%	36%	38%	32%	31%	35%
	2007-08	37%	38%	35%	30%	30%	30%	43%
	2006-07	33%	34%	35%	28%	33%	30%	48%
	2005-06	35%	35%	34%	34%	30%	33%	44%

KEY ->	Decline	No Change	Improve

Source: DPI's WSAS District Proficiency Summaries for the 2009-10 school year

Value Added Results for Reading

Value added is the use of statistical technique to identify the effects of schooling on measured student performance. The value added model uses what data are available about students – past test scores and student demographics in particular – to control for prior student knowledge, home and community environment, and other relevant factors to better measure the effects of schools on student achievement. In practice, value added focuses on student improvement on an assessment from one year to the next.

In January 2010, the Board of Education received a report on the subject prepared by the Value-Added Research Center (VARC) which is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison's School of Education. This summary draws heavily upon the work done by VARC and the documentation to the Board.

The report presented value-added results for Madison Metropolitan School District (MMSD) for the two-year period between November 2007 to November 2009, measuring student improvement on the November test administrations of the Wisconsin Knowledge and Concepts Examination (WKCE) in Grades 3 through 8. Also presented were results for the two-year period between November 2005 to November 2007, as well as the two-year period between November 2006 and November 2008. This allows for some context from the past, presenting value added over time as a two-year moving average.

This data provides information needed as we work toward implementing K-12 alignment in the district. When looking at the School Value Added Charts below there are two ways we can use this data to make improvements.

1. When a school's value added is positive and statistically significant: it is likely that students at the school grew more quickly than the district average, to an extent that is unlikely to be attributable

to randomness or chance and therefore, we will work with these schools to determine what the contributing factors are that we can apply to other schools.

2. Similarly, when value added is negative and statistically significant, it is likely that students at the school grew more slowly than the district average, to an extent that it is unlikely to be attributable to chance and we will therefore support these schools for improvement.

Because WKCE testing is administered in November, value added is for progression made during the previous year's grade. The following results are presented with 95% confidence intervals.

Value Added Results by School. For a school-by-school comparison, the report identifies extra WKCE points gained by students at a school on average relative to observably similar students across district. For example:

- Value added of +3 means students gained 3 points more than the district average; and
- Value added of -3 means students gained 3 points less than the district average.

It is important not to focus too much on positive and negative value added results. First of all, it is important to recognize that positive and negative numbers reflect a comparison to the district average. It is not a specific statement that students at that school lost ground from the previous year.

Also, most schools in MMSD have reading value added results that are not statistically different from the district average. Variance in reading value added among elementary schools and middle schools is tight. The value added results among MMSD schools clusters toward the average more than other districts that have many schools that perform either exceptionally better or exceptionally worse than their district average.

The following charts summarize the reading value added results by elementary school and middle school.

Reading Value Added, Elementary, 2007-2009
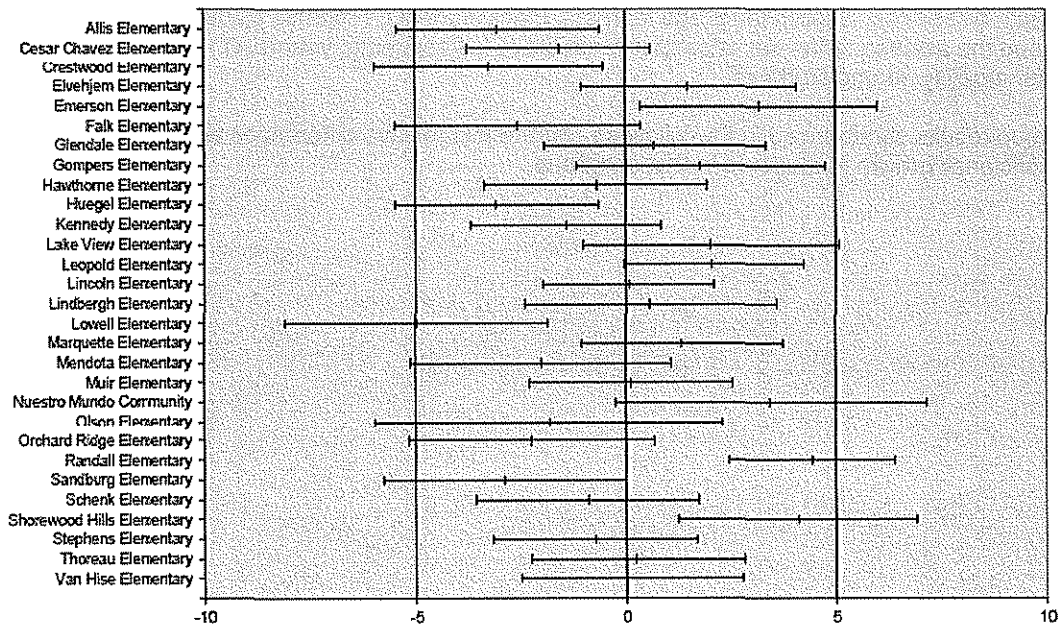
Source: Continuing a Value-Added Model with the Madison Metropolitan School District, University of Wisconsin's Value Added Research Center, 2010

Reading Value Added, Middle, 2007-2009
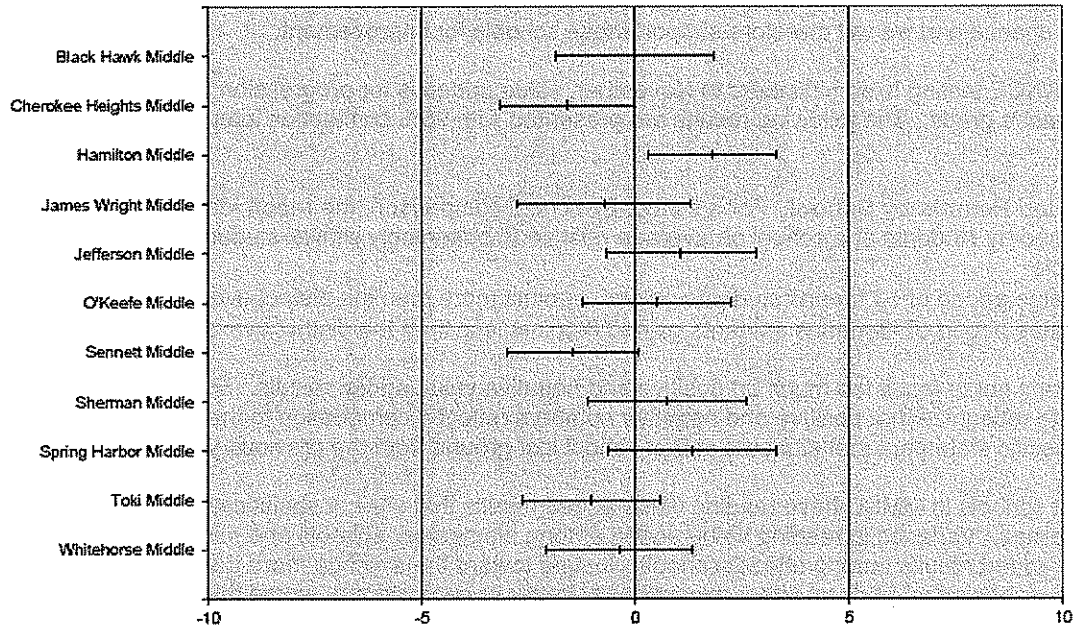
Source: Continuing a Value-Added Model with the Madison Metropolitan School District, University of Wisconsin's Value Added Research Center, 2010

Differential Value Added. Some of the details of the value-added system changed in 2010. The two most substantial changes were the inclusion of differential-effects value-added results for five subgroups (students with disabilities, English language learners, black students, Hispanic students, and low-income students) and the addition to the set of control variables of full-academic-year (FAY) attendance, which accounts for mobility among students.

The subgroup results summarized in the following chart reflect relative differences across students in the reading proficiency growth of students in that subgroup.

Elementary Schools
Relative Effects of Demographics on WKCE Reading Value Added Nov 2007 to Nov 2009
Relative to Comparison Group (e.g. Female vs Male, Various Ethnic vs White, Free Lunch vs Paid Lunch, etc.)
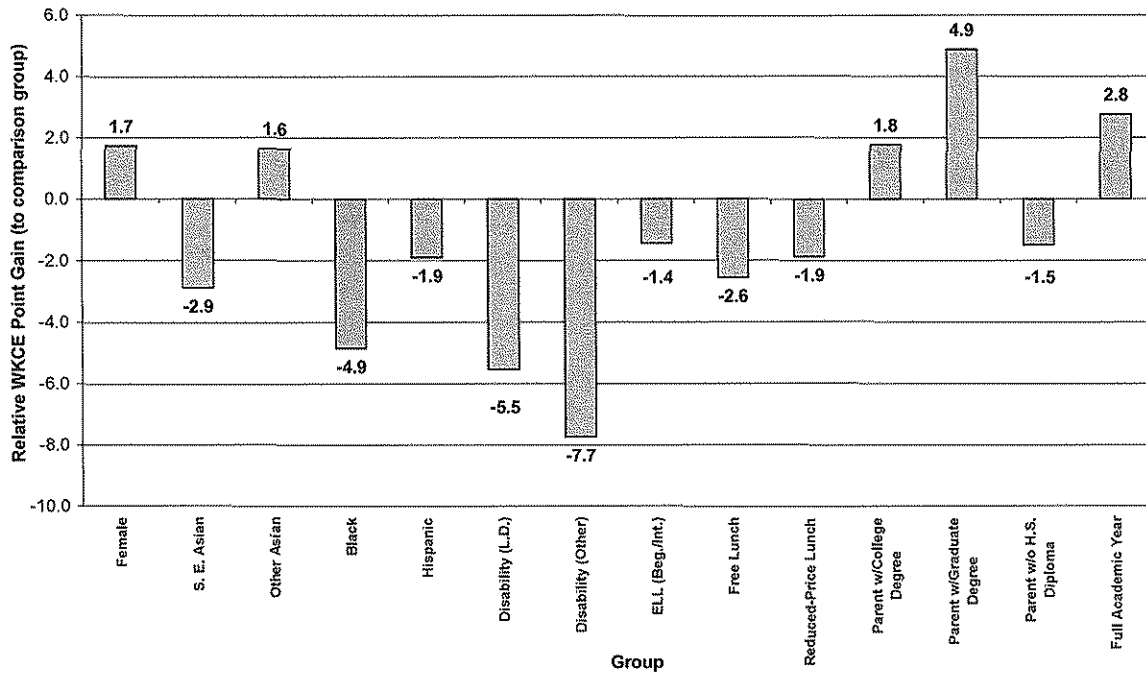
Using an example from above, Hispanic students are likely to score 1.9 points lower than non-Hispanic students in reading proficiency.

It is important to note that the impact of these factors is cumulative. For example, a Black student that has a learning disability and receives free or reduced price lunch, is likely to score a total of 12.3 points lower than his or her white counter part without a learning disability who does not qualify for free or reduced price lunch.

SRI Mid Year 2010-11 Grade Level Proficiency
(Overall 83% with Scores Grades 6-8, 89% Grade 6, 84% Grade 8. 76% Grade 8)
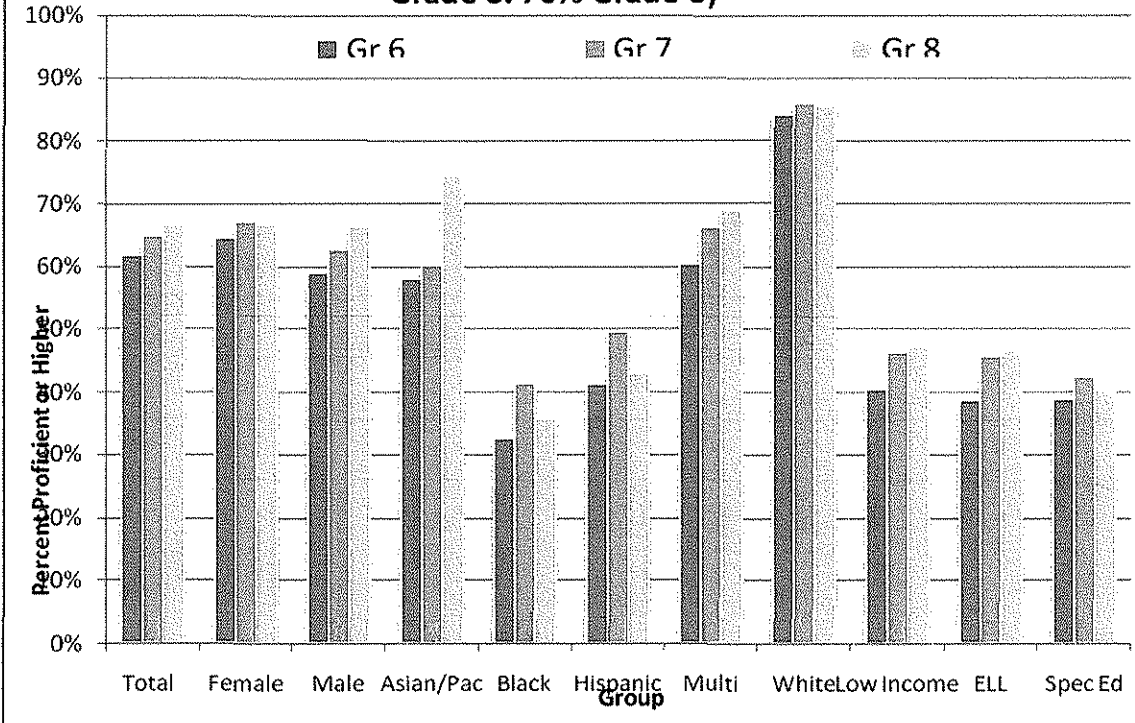
Chapter 4

K-12 Literacy Program and Practice Descriptions

K-5 Literacy Programs and Practices-Core Program Description

> **"Reading proficiently by the end of third grade is a crucial marker in a child's educational development. Failure to read proficiently is linked to higher rates of school dropout, which suppresses individual earning potential as well as the nation's competitiveness."**
>
> Early Warning! Why Reading Proficiency by the End of Third Grade Matters
> Annie E. Casey Foundation (2010)

A Balanced Literacy approach to literacy instruction is used in the Madison Metropolitan School District at the elementary level.

"A balanced approach to literacy calls for a curriculum framework that gives reading and writing equal status. It acknowledges the meaning-making involved in the full process of reading and writing, while recognizing the importance of the strategies and skill used by proficient readers and writers."
Au, Carroll and Scheu, *Balanced Literacy Instruction: A Teacher's Resource Book*

The theoretical foundation for literacy instruction within the Madison Metropolitan School District rests in the cognitive development work of Russian psychologist Lev Vygotsky. Vygotsky's theory emphasizes the learner as an active participant and constructor of knowledge. Vygotsky's social construction of knowledge moves the student out of the traditional role of passive recipient into the role of active participant. As a collaborative participant, the teacher provides students with opportunities for interactions with more expert peers and adults. Through careful observations of students engaged in learning tasks, teachers create learning opportunities so that teaching can occur in the zone of proximal development with scaffolding of instruction matched to the needs of the learner.

The chart on the next page demonstrates *what* is taught (the elements) and *how* those elements are taught (the components), as well as how the two weave together to form a strong primary literacy program.

WEAVING TOGETHER A BALANCED LITERACY PROGRAM

			9 Key Elements								
			Concepts About Print	Comprehension	Fluency	High Frequency Words	Literary Appreciation	Phonemic Awareness	Phonics	Strategies	Vocab and Concept Development
Instructional Components	**Word Work**	Read Aloud									
		Shared Reading									
		Guided Reading									
		Independent Reading									
		Modeled Writing									
		Shared Writing									
		Interactive Writing									
		Independent Writing									

A Balanced Literacy Program is made up of nine key elements of learning including Concepts About Print, Comprehension, Fluency, High Frequency Words, Literary Appreciation, Phonemic Awareness, Phonics, Strategies, Vocabulary and Concept Development.

Those elements are addressed in Instructional Components, which include Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing and Independent Writing.

In a balanced approach, the time or attention given to the elements within the components differs for each child based on the assessed needs and developmental level of the child.

A balanced program fits the needs of each child with the elements and components that move the child forward in literacy learning.

6- 8 Literacy Programs and Practices Core Program Description

> "Ensuring adequate ongoing literacy development for all students in the middle and high school years is a more challenging task than ensuring excellent reading education in the primary grades, for two reasons: first, secondary school literacy skills are more complex, more embedded in subject matters, and more multiply determined; second, adolescents are not as universally motivated to read better or as interested in school-based reading as kindergartners. This is, therefore, not a problem with a simple solution."
>
> *Forward to Reading Next: A Vision for Action and Research in Middle and High School Literacy.*
> *A Report to the Carnegie Corporation of New York (2008)*

Language Arts and Literacy education in the Madison Metropolitan School District strives to be responsive to individual student needs through ongoing assessment and culturally responsive curriculum. It is our goal to teach students the thinking strategies and process skills necessary for successful learning and communication in our 21st century world.

The Language Arts/Literacy staff in Curriculum and Assessment works collaboratively across content areas and with Student Services to provide high quality, research-based resources and professional development to district teachers and administration. This ongoing support prepares our MMSD educators to deliver intensive instruction differentiated to promote successful literacy learning for all students in our district.

The Wisconsin Model Academic Standards in English/Language Arts and the national Common Core State Standards offer a foundation for our instruction. Drawing upon the standards, we focus instruction in a developmental sequence in:

- Reading and Literature
- Writing
- Language and Communication
- Inquiry and Research

The 6-8 Literacy Notebook (see description below) offers an instructional vision for middle school teachers that reflect both standards and current research. Content standards are combined with researched best practices in literacy instruction to create a rigorous, high-quality middle school language arts program. 6+1 Traits of Writing and Traits of a Reader provide instructional frameworks that promote common language and enhance the literacy development of middle school learners.

Dual Language Instruction

Currently, one cohort of 6th grade students at Sennett Middle School receives instruction in a Dual Language Immersion model. This model allows students to develop biliteracy in English and Spanish as students receive instruction in each language, with 50% of academic instruction in Spanish and 50% in English. Language Arts classes are conducted in both languages, science instruction is in Spanish, and mathematics instruction is in English. In social studies, the units are presented in both English and Spanish.

All middle school teachers share the responsibility for helping students become competent readers and writers in their own subject areas. The concept of ideas in writing and the importance of determining the essence of a text in reading, for instance, are equally important in language arts, science, social studies, math, and the humanities.

9-12 Literacy Programs and Practices-Core Program Description

> **"To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success."**
>
> Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects K-12

Core Program Description

English and Adolescent Literacy education in the Madison Metropolitan School District strives to be simultaneously rigorous, culturally relevant, and responsive to individual student needs. The complexity of this task at the high school level proves to be challenging. This is further complicated by the absence of an explicit or clearly identified literacy core practice. Though our goal is to teach students the thinking strategies and process skills necessary for successful learning and communication in our 21st century world, literacy instruction tends to happen in pockets and in a fragmented manner, rather than systematically or consistently across content areas and grade levels.

As with the middle school level, the national Common Core State Standards offer a foundation for our high school instruction. Drawing upon the standards, we focus 9-12 instruction in:

- Reading
- Writing
- Speaking and Listening
- Language

A Literacy Coach is present at each comprehensive high school, and has contributed positively to the developing awareness of core literacy practices. However, the lack of sufficient support and collaboration around already-established best practices reduces the potential positive impact of that single individual. Despite these and other challenges, however, under the guidance of the Literacy Coach, each school has developed and begun implementing an annual Literacy Plan.

Interventions in literacy skill development, especially in reading, tend to occur almost exclusively in Special Education settings, primarily using technology-based programs such as READ180. READ180 intervention is designed for implementation in 90-minute blocks. However, READ180 is often offered in only 45 minute blocks, due to scheduling challenges, at all schools except LaFollette, where block scheduling allows a longer period of time for one semester.

INSTRUCTIONAL MINUTES

In 2004, MMSD established instructional time for elementary literacy. A District non-negotiable requirement of "90-120 minutes daily" of literacy instruction daily was established. The Literacy Block was further clarified to be "uninterrupted by recess and pullouts". State Statute 121.02 L requires that, in the elementary grades, "provide regular instruction in reading, language arts."

All middle school students take a language arts course in grades 6-8. Reading and writing instruction occurs within language arts, in addition to literature, communication skills and inquiry/research. Some MMSD middle schools also offer a separate reading course in addition to language arts at the 6th grade. The actual instructional minutes for literacy varies depending upon whether or not a separate 6th grade reading course is offered in addition to language arts in a particular student's middle school. Instructional minutes vary among the middle schools, ranging from 49 minutes to 60 minutes daily in language arts and ranging from 0 to 50 minutes daily in reading at 6th grade.

State Statute 121.02 L requires that, in grades 5 to 8, "provide regular instruction in language arts." Under the Wisconsin Department of Public Instruction minimum allocated instructional time for K-6 in reading/English Language Arts recommendations that "instruction specifically designed to strengthen reading and writing ability should be integrated into other subject areas, such as health, science, and social studies."

At the high school level, a specified number of minutes of instruction specific to literacy are not defined; rather, literacy instruction occurs in the context of content-area classes. The hiring of a Literacy Coach, writing of a Literacy Action Plan, and scheduling to meet graduation requirements, ensure the possibility of various literacy skills being developed in each content area. Exemplary content-area literacy instruction exists, though not in a systematic manner and not with a critical mass of instructors using identified skills.

MMSD high school graduation requirements are "four (4) credits of English, which incorporate instruction in written communication, oral communication, grammar, and usage of the English language, and literature." The Wisconsin State Statute 118.33 criteria for promotion are "in the high school grades, at least 4 credits of English including writing composition."

CERTIFICATION

An elementary certification allows teachers to teach reading/language arts as a part of the regular curriculum. The Department of Public Instruction requires that "any person who has a specific assignment to teach reading shall hold a reading teacher license (license 316)." This requirement applies to teachers that teach more than one reading class per day; teach in a Title 1 program identified as a reading program; are assigned to a reading recovery program, if not part of a self-contained classroom.

Certification to teach high school English courses requires license 300 English. A 301 Broad Field Language Arts license allows for the teaching of any language arts course through grade 10.

A reading specialist license (317/17) is required for any person who directs early childhood through adolescence reading programs, works with reading teachers, classroom teachers, administrators, and others as a resource teacher in reading.

INSTRUCTIONAL PRACTICES

Instructional practices in Literacy are multiple and complex, and therefore difficult to describe in general terms. Common principles that guide MMSD literacy instruction include, but are not limited to, substantial opportunities to process extensive and varied reading materials. Students are provided opportunities to engage in conversation grounded in a variety of texts, with explicit instruction provided by teachers with expertise in literacy.

Cultural Practices that are Relevant
MMSD is piloting practices that engage and motivate students from a variety of backgrounds and cultures. As we identify practices that support student efficacy, we incorporate these strategies in all District and building level professional development. Falk and Mendota Elementary are in their second year of working collaboratively in a culturally relevant literacy instruction, and have been joined by Lowell and Hawthorne in 2010-11. Promising work is emerging around integrating specific strategies to support literacy for Standard English Learners. At the secondary level, middle and high school teachers from around the district are participating in an eight day professional development series designed to support them in becoming culturally relevant and culturally responsive teachers. This work has been forwarded by leaders in the newly formed Division of Equity and Family Involvement.

In addition to the more general core literacy practices described above, MMSD strives to embody an instructional model that is inclusive of all types of learners. To that end, the balanced literacy model allows for teachers to select materials and design lessons that are culturally relevant. For example, teachers are able to select texts that reflect the race and culture of the individual students that are in the classroom while at the same time designing lessons that meet the individual needs of each student. Professional development opportunities focus on specific strategies and techniques to create a culturally relevant environment, instruction and curriculum where students are engaged and motivated. Explicitly looking at relationships, identity development and learning that is meaning making through inquiry are tools for success in practicing cultural relevance.

Support for English Language Learners
English as a Second Language and Bilingual Education programs provide direct instruction and supplemental academic support to ELLs who have accepted services. Although the service delivery models vary slightly among the four comprehensive high schools, ELLs are eligible for support in all of the core content areas. Academic language instruction, with a focus on reading, writing, listening, and speaking, is integrated into content lessons to increase access to mainstream curricula.

Talented and Gifted (TAG)
Just as students who are struggling can be met at their individual learning level, students who are well above grade level, or academically labeled as Talented and Gifted, are able to access instruction with appropriate materials. As Bookroom materials are arranged by instructional level, a teacher can select texts that meet the needs of the children within their classroom. In addition, teachers are able to meet their learning needs by differentiating in small groups or conferencing one on one.

At the high school level, advanced classes are designed at the building, department or classroom level and are currently not subject to district-wide guidelines for instruction of literacy skills.

INSTRUCTIONAL RESOURCES
Roles and Responsibilities
Principals
Research unequivocally demonstrates that the principal's role as instructional leader is paramount at the building-based level. The excerpt from Michael Fullan below (*The Change Leader*, http://www.cdl.org/resource-library/articles/change_ldr.php) captures the powerful influence of strong instructional leadership on student achievement:

> "Effective school leaders are key to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation. Newmann, King, and Youngs (2000), for example, found that school capacity is the crucial variable affecting instructional quality and corresponding student achievement. And at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.
>
> Fink and Resnick (2001) examined school districts' efforts to develop principals into instructional leaders who could achieve a large-scale turnaround in literacy and numeracy. They described some core strategies for developing the role of the principal as instructional leader, including five mutually reinforcing sets of strategic activities: nested learning communities, principal institutes, leadership for instruction, peer learning, and individual coaching.
>
> Characterizing instructional leadership as the principal's central role has been a valuable first step in increasing student learning, but it does not go far enough. Literacy and mathematics improvements are only the beginning. To ensure deeper learning - to encourage problem solving and thinking skills and to develop and nurture highly motivated and engaged learners, for example - requires mobilizing the energy and capacities of teachers. In turn, to mobilize teachers, we must improve teachers' working conditions and morale. Thus, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself. The role of the principal as instructional leader is too narrow a concept to carry the weight of the kinds of reforms that will create the schools that we need for the future."

Classroom-Based

Classroom Teachers
At the elementary level, all classroom teachers are responsible for providing literacy instruction to include both reading and writing. Targeted reading and writing instruction is provided in the 90-minute literacy block as well as incorporated into instruction throughout all content areas.

When the student reaches middle school, the language arts teacher develops literacy skills in reading, writing, language/communication, and inquiry/research. These are aligned to the MMSD 6-8 Standards for Language Arts. Instructional practice at both the elementary and middle levels is framed in a balanced literacy model with the teacher gradually releasing the responsibility for learning as students become more competent through a process of modeled, shared, guided, and independent practice. Teachers use ongoing formative, benchmark, and summative assessments to evaluate students' strengths and needs, as well as to inform instructional decisions.

At the high school level, the content area teachers are responsible for developing literacy skills within their specific disciplines. However, core content literacy practices are not consistently defined or agreed

upon. As a result, while pockets of exemplary practice exist in each of the buildings, many professionals do not explicitly teach literacy strategies.

Additionally, in Dual Language Immersion programs at any grade level, the literacy teacher is responsible for developing biliteracy in Spanish and English through instruction in reading, writing, speaking and listening.

Content Area Teachers

If we hope to increase students' content knowledge, persistence through graduation and readiness for college and citizenship, *literacy instruction must be an essential component of all core content classes.* The reality is many middle and high schools do not provide this instruction systemically across all content area classes. The result is many students who enter high school on or close to grade level reading skills lose ground as they progress through high school. A recent study of high school juniors and seniors taking the ACT College Exam found that only half of the students were ready for college-level reading assignments in core subjects like mathematics, history, science, and English (ACT, 2006).

Content area teachers (e.g. science, mathematics, social studies, fine arts, etc) provide opportunities for students to develop and apply their reading and writing skills in varied ways. Reading and writing strategies specific to the content (e.g. content area literacy) is also practiced in many classrooms.

6th Grade Reading Teachers

Most middle schools, but not all, have a separate reading class taught either by a reading teacher or a content-area teacher. In the middle schools with a separate 6th grade reading class, reading instruction is provided in addition to a segment of Language Arts instruction, which may target reading instruction. The reading teacher develops literacy through comprehension strategies and fluency work using differentiated texts. Units of instruction are new to this curriculum this school year and include an introductory unit on using integrated comprehension strategies, a unit on developing literacy discussion strategies, and two readers' workshop units using multi-leveled thematic texts which support curricular topics covered in Science and Social Studies during the sixth grade year.

Special Education/Cross-categorical teachers

Cross-categorical teachers support students identified with various types of learning needs, making accommodations and modifications to students' programming and assignments. The cross-categorical teacher develops literacy skills for students receiving special education services in reading, writing, speaking and listening. Teachers are also frequently responsible for teaching READ180 classes, as well as self-contained classes in which students below grade level develop literacy skills.

ESL and Bilingual Resource teachers

English as a Second Language (ESL) teachers (ESL) and Bilingual Resource Teachers (BRT) provide supplemental instruction for students who are acquiring English. Through scaffolding instruction and assessments, ESL teachers and BRTs provide collaborative, integrated support. ESL teachers and BRTs may be certified in either elementary and/or a content area (math, science, social studies or language arts) along with ESL and/or bilingual education certification. With a focus on the academic language of each content area, staff seeks to deepen students' comprehension and application of skills.

Building-Based

Elementary Instructional Resource Teacher (IRT)

The IRT's role is to increase the content and pedagogical knowledge base of teachers through ongoing staff development and to support teachers' application of new learning in the classroom with the goal of increasing student achievement. Each elementary school has an IRT whose focus is literacy K-5.

Middle School Learning Coordinator
The learning coordinator is a building-based teacher leader. One of their many roles is to support literacy practices within middle schools. They facilitate building-based professional learning, build capacity for instructional support, and increase awareness of instructional programs and student supports. Each position is uniquely designed to meet the needs of each individual school.

Interventionist
The role of an interventionist is to provide both direct services to students and professional development to improve the depth and quality of literacy instruction and intervention. Several elementary schools have had interventionist positions during recent years. These positions have been funded as a way to supplement schools that do not have access to Reading Recovery and/or to provide support to buildings in which a Reading Recovery teacher was not able to be hired.

Interventionist positions were expanded in 2010-11. These new positions have been funded by Title I and IDEA/ARRA to provide intensive support to high need middle schools. The interventionist works at the 6th grade level to support and/or teach literacy skills in reading, writing, speaking and listening. Each position is uniquely designed to meet the needs of each individual school.

High School Literacy Coach
The high school literacy coaches are responsible for educating their peers about literacy in the content areas, identifying core practice, and shifting the minds, paradigms, and culture of the institution to influence the incorporation of explicit literacy instruction. These are grant-funded positions through the Smaller Learning Community grant. Budget planning to maintain these positions at the conclusion of the grant will need to be undertaken.

Library Media Specialists
The role of the library media specialist is to create and maintain an up-to-date, rich, and varied collection of multicultural materials and databases at a variety of reading levels, formats, and languages. Library media specialists support literacy in all content areas and meet the independent reading interests of students within a literacy-rich environment. In some schools, as time allows, the library media specialist collaborates with teachers to jointly plan and teach instructional units that incorporate both print and web-based library resources. Additionally, MMSD librarians support literacy in the following roles:

Instructional Partner
Collaborates with teachers to guide instructional design in reading and writing strategies by jointly planning and teaching classroom instructional units using print, audio/visual and web-based resources. Assists with matching the resources for the literacy needs of individual students.

Information Specialist
Creates and maintains up-to-date, rich, and varied collections of multicultural materials and databases at a variety of reading levels, in a variety of formats and in a variety of languages to support the literacy curriculum and independent reading interests of students. Provides 24/7 access to literacy resources available online through the Destiny catalog homepage and/or school library web page. Introduces the ethical use of information by providing expertise in copyright application.

Teacher
Models to students and staff emerging literacy technologies for finding, assessing and using information for the purpose of life-long reading. Teaches students the organization of libraries and instills a life-long habit of using and enjoying libraries and what they have to offer.

Program Administrator

Provides a welcoming environment and policies where all students are encouraged to seek out resources to develop their literacy skills. Establishes relationships with students, staff, and families that are built on trust and encourage the use of the library facilities. Works to use budget efficiently and effectively for the purpose of providing 24/7 access to a variety of literacy resources.

Tutors and Volunteers

Tutors from a number of different community partnerships support students at all grade levels. Some support struggling students on a one-on-one tutoring basis, others in a small group format. They are charged with building a positive and supportive relationship that engages and motivates students to work toward improving skills and effort in academic subjects, attitudes about school, increasing academic achievement, and generating interest in pursuing higher education.

MMSD staff are working in partnership with United Way and Americorp Volunteers to develop a better aligned tutorial service for our students. Schools of Hope was realigned in September, 2010 to target kindergarten, 3rd and 4th grades. In addition, plans are currently being developed for the transition years of 6th and 9th grades.

District-Based

Central Office Support

Central office departments work collaboratively to support literacy district-wide. This includes coordination of curriculum, assessment, technology and other resources to meet the needs of all students, as well as facilitation of professional development around literacy.

MATERIALS

MMSD K-8 Language Arts Standards Guide

These grade level performance standards state expectations for students at specific grade levels. They represent the essential content, skills, and strategies that need to be addressed at each grade level and what is tested on our state WKCE-CRT. They represent behaviors that students generally exhibit as they move from novice to expert in their ability to take control of language processes. The standards are closely connected to all other content areas and include: Reading/Literature, Language/Communication, Writing, and Inquiry/Research.

Primary, 3-5, and 6-8 Literacy Notebook

The purpose of the Primary, 3-5, and 6-8 Literacy Notebook are to outline and support the MMSD comprehensive balanced literacy program. They are based on best practices from current research and support the District's goal of ensuring all students are able to read and write at grade level by the end of third grade.

At its core, the 6-8 Literacy Notebook is similar to the Primary and 3-5 Literacy Notebooks. Notable differences include focus on characteristics of adolescent literacy, including increasingly complex social, emotional, and cognitive characteristics. In addition, it addresses content area literacy.

Both of these resources represent collaborations among experienced teachers who investigated research, read extensively, and shared personal expertise to create a model of exemplary literacy practices in classrooms across the district.

Lucy Calkins' Units of Study for Teaching Writing (K-5)
Units of Study for Teaching Writing is a year-long curriculum guiding students from story telling to fluent writing. It is used in most MMSD elementary schools. It contains online video clips, lesson plans, teaching language and teacher tools needed to instruct students to effectively communicate through various genres of writing. It aligns with the Six Traits Assessment of writing at grades 3 and 5.

Comprehension Toolkit (K-5)
The Comprehension Toolkit is a series of resource booklets complete with mentor texts to teach nonfiction comprehension strategies; monitor comprehension, activate prior knowledge and connect with text, ask questions, infer and visualize, determine importance, summarize and synthesize. It contains online video clips, lesson plans, teaching language, and teacher tools to instruct students to use nonfiction reading strategies flexibly across a variety of texts, topics, and subject areas.

Book Rooms
Every elementary school in MMSD has a Book Room, and they are in the process of being developed at the middle school level. Book Rooms are designed to provide both fictional and informational texts at every reading level to be used for various instructional purposes, but particularly small group teaching. Book Rooms are the key essential component to a strong literacy program.

Leveled Books
Book rooms consist of leveled books, which remove the "one size fits all" approach to reading, giving each student the opportunity to develop essential skills at his own pace with the most appropriate book. With leveled books, students are usually placed in a group with others who read at roughly the same level of ability. Rather than having the entire class read the same book (which some students might find too hard and some too easy), leveled books allow teachers to use a more personalized and precise approach to monitor a child's progress and help him learn to read. This creates the environment in which teachers are able to first assess each student's current reading ability, and then choose the appropriate leveled book to lead their development through instruction.

In 2010-2011, materials and resources were provided to all middle schools to support 6th grade reading instruction. The materials included a unit supporting Traits of a Reader and leveled literacy kits containing books to meet the needs of a wide range of readers. These literacy kits, "Weather and Water" and Ancient Civilizations" are intended to reinforce science and social studies learning. Other resources exist and vary by school, such as book collections and professional resources for staff.

Instructional Resources at the High School level
In addition to the various staff roles that support literacy instruction, other resources exist at the high school level, again, in a non-systematic manner. One such example is computers and Read180 programming. Additionally, the school libraries offer professional books for loan for interested staff. Writing Centers have been proven powerful resources for students to focus in on developing their writing skills. Among the comprehensive high schools in the Madison Metropolitan School District, Writing Centers are established intermittently, depending on available funding. Despite a strong desire and value for writing centers district-wide, these resources are often temporary, grant-funded, or person-specific instead of an integrated part of the institution.

PROGRAMS

Achieve3000 Pilot
Achieve3000 is a classroom literacy tool that differentiates news articles at student's individual reading levels. The resource is available at each instructional level and is intended to be part of core instruction across content areas; it provides students with a differentiated article, vocabulary and auditory support as

needed and develops comprehension strategies in reading informational text. Students are also given the opportunity to practice writing skills like summarizing and composing personal responses.

Three middle schools and select alternative programs at the high school level, with a total of approximately 325 students, are currently participating in a pilot to determine the effectiveness of Achieve3000. MMSD, in conjunction with an independent evaluator (Dr. Melinda Leko of the University of Wisconsin – Madison), are completing a pilot study on teachers' fidelity of implementation of Achieve3000, as well as their perceptions of the program. The pilot is being conducted November 2010 through May 2011. Effectiveness of the tool will be measured by looking at lexile growth on the SRI, using classroom observation data and analyzing data from student performance within Achieve3000.

Overall, the teachers, particularly at the middle school level, like the Achieve3000 program. They feel that the program is motivating and engaging for their students. Based on informal assessment data the teachers believe their students' reading skills are improving. Teachers like that the company seems to listen to them and take their suggestions into consideration as future materials are being developed. Finally, teachers believe the program addresses important skills regarding reading and comprehending non-fiction texts.

Teachers' most pressing concerns focused on scheduling. Teachers expressed concerns about "fitting it in" meaning that they feel pressed to incorporate this program into a schedule that already feels full. Additionally, some teachers mentioned that it is difficult to complete the entire five-step process in a given class period. For some teachers, the reading passages were not at a low enough Lexile level for their most struggling readers, however, they believe the Achieve3000 company is working to rectify this problem.

AVID
AVID, or Achievement via Individual Determination, is a program designed for students in the academic middle. Faculty involved in this program provides focused support and instruction to a limited number of students in each comprehensive high school. This program, which boasts a 90% graduation rate nation-wide, is another grant-funded resource provided at the high school level. The goal of AVID is to boost the learning of students who have the ability to pursue academic success at the university level, to first achieve high school success in rigorous, college-prep courses.

PROFESSIONAL DEVELOPMENT

Building-based professional development
Elementary schools use a model of embedded professional development. Instructional Resource Teachers (IRT) facilitate professional development during team meetings, staff meetings, after school, or during the summer. To support teachers, IRTs coordinate resources, model lessons, problem solve around student work, and provide expertise around literacy practice. The content of the professional development is driven by the goals set forth in the school improvement plans which are written based on the school's data.

At the middle school level, building-based professional development has been inconsistent. With the implementation of Professional Collaboration Time during the 2010-2011 year, schools have started to look closer at professional around literacy practices. Learning coordinators, 6th grade interventionists and teacher leaders may be responsible for this professional development.

At the high school level, professional development focused on literacy, has been provided by the literacy coaches for the past two years. The content of professional development has varied at each school.

District-based Professional Development
Literacy professional development has been provided for school-based staff via after-school meetings, evening and summer coursework such as Traits of a Reader and 6+1Traits model for writing, and day-away retreats for teachers. Attendance in such courses has been inconsistent as the work is optional. Additionally, district staff has assisted in facilitating literacy professional development and collaborative conversations at staff meetings, as requested by building principals.

At the elementary level, the past two years district literacy professional development has also focused on Lucy Calkins' Units of Study for Teaching Writing. The summer institutes were extremely well attended by over 200 teachers. The second year the institute was open to teachers new to the curriculum and teachers who are continuing to use these materials.

District professional development has also focused specifically on kindergarten and kindergarten literacy. A team of educators based in schools and from the district came together to discuss the needs of our earliest learners around literacy. This is an ongoing committee that developed a summer institute that was well received.

Finally, there have been professional development opportunities for schools that are moving from Transitional Bilingual Programs to Dual Language Immersion Programs. There have been bilingual teacher meetings and extended learning opportunities at the University of Minnesota, CARLA Institute.

Instructional Resource Teacher & Principal Professional Development
Instructional Resource Teachers (IRT) attend professional development designed for them, every Friday morning. The professional development is facilitated by district Instructional Resource Teachers and teacher leaders. The content varies around literacy, math, facilitation, coaching, understanding data, culturally relevant practices, and problem solving.

Beginning in 2010-2011, principals have joined their IRTs in attending literacy professional development that takes place two Fridays a month. The goal of the professional development is to create a common understanding of literacy core practices.

DISTRICT ASSESSMENT TOOLS

Wisconsin Knowledge and Concepts Exam (WKCE): Grades 3-8 Reading, Language Arts; 10 English, Writing
These standardized tests are designed to measure Wisconsin academic standards. The WKCE measures achievement in reading, language applications, mathematics, science, and social studies using multiple-choice and short-answer questions. Students in grades 4, 8, and 10 also provide a rough draft writing sample.

Given each November, parents receive a report in February, with full results available for schools in April. The WKCE Test Participation, Reading Proficiency, and Mathematics Proficiency along with Graduation/attendance are the four objectives used for determining Adequate Yearly Progress (AYP) under the federal education law *No Child Left Behind* (NCLB). Schools and districts identified for improvement face federal sanctions if they receive Title I funds.

District-wide Six Traits Writing Assessment: Grades 3, 5, 7, 9
MMSD uses the 6 + 1 Traits model for writing instruction and assessment. Instead of one global score on a piece of writing, this model creates a performance profile for the writer, highlighting both strengths and areas for improvement in the traits. Each year, students in Grades 3, 5, 7 and 9 complete a writing

assessment. Over two class sessions, students select and write to one of three prompts. Students plan, draft, revise and edit a piece of writing during this assessment. Using the 6 + 1 Traits criteria and five-point rubric, teacher scorers assess the student writing samples. Students receive an average of the scores for each of the six traits.

ACCESS for English Language Learners: Grades K-12
ACCESS is a test designed for students who are English Language Learners (ELLs). The test assesses students in the four domains of language: listening, speaking, reading and writing. The testing window occurs during the winter of the school year for all identified students.

Scholastic Reading Inventory (SRI): Grades 6-12 and targeted elementary students
The Scholastic Reading Inventory, (SRI) is a computerized reading assessment program which provides immediate data on students' reading levels and growth over time. The SRI assesses reading comprehension using the Lexile Framework, or "Lexile". SRI helps teachers differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. The SRI can be used for universal screening and benchmarking progress.

The range of the reading level assessed in the Primary Language Arts Assessment (PLAA) extends from a non-reading to a reading level of 30. Therefore, when the reading level of students in grades K-5 has reached 30, elementary students may also be given the SRI.

In grades 6-8 district-wide, the SRI is administered at the beginning of the school year to determine each student's baseline reading level. The SRI lexile information enables instructional staff to monitor reading progress and to identify beginning readers and students who are reading below grade level so as to determine appropriate interventions which supplement reading instruction. Students take the SRI again in January and in May.

The SRI is administered to some students in the 9th grade. As described above, the SRI is also used in other grade levels in response to individual student needs.

Primary and Intermediate Language Arts Assessment (PLAA): Grades K-5
Spanish Primary and Intermediate Language Arts Assessment (SPLAA): Grades K-5
District-wide, elementary teachers administer the Kindergarten screener and the Primary and Intermediate Language Art Assessment (PLAA) or Spanish Primary and Intermediate Language Arts Assessment (SPLAA). As children progress and surpass, the PLAA teachers also administer the Scholastic Reading Inventory or SRI (see detailed description below).

BUILDING-LEVEL ASSESSMENT TOOLS & PRACTICES

Elementary Assessments (Grades K-5)
At the elementary level, a key component of a balanced literacy classroom is the use of systematic assessment to inform instruction. This system of assessments includes; formative, benchmark and summative assessments in phonemic awareness, phonics and word analysis, fluency, vocabulary development, and comprehension development. Teachers use ongoing observations, oral reading and writing analysis, portfolios, and standardized assessments. It requires conversations between teachers at grade levels and across grade levels to discuss and problem-solve the reading needs of students.

Middle School Assessments (Grades 6-8)

At the middle school level, assessments practices range from classroom observation, fluency monitoring, teacher-developed tests and the use rubrics to measure student progress. Teacher-created rubrics that assist with standards-based grading for reading and language arts are available on the district website.

High School Assessments

At the high school level, assessments practices range from classroom observation, fluency monitoring, teacher-developed tests and the use rubrics to measure student progress.

REPORTING & MONITORING

Standards-Based Report Card: Grades K-8

Throughout the school year, it is important to report on student achievement. To inform parents on their child's progress, MMSD uses Standards-Based Report Cards which are based on district and state standards. At the elementary level, report cards are completed second, third and fourth quarters. At the middle school level, report cards are completed first, second, third and fourth quarters.

MMSD middle schools report student progress using a standards-based system to assess students' current levels of achievement. This allows for better communication regarding student proficiency levels in each of the Language Arts and Reading standard areas. This ensures that all students have equitable access to a rigorous, standards-based curriculum in which assessment informs instruction. The Language Arts Grading Guides provide descriptors that align expectations for demonstrating proficiency in each of the standards groups.

High School Grade Reporting: Grades 9-12

Throughout the school year, it is important to report on student achievement. To inform parents on their child's progress, MMSD uses letter grade reporting four times a year at the high school level.

Student Intervention Monitoring System (SIMS): Grades K-12

Based on regular assessments and observation, teachers can develop purposeful, targeted intervention to meet the specific needs of each individual child. The teacher can use assessment data to form flexible groups for intensive intervention which the district is documenting in SIMS (Student Information Monitoring System).

Chapter 5

Current Literacy Intervention Program Descriptions

What is a Literacy Intervention?

A literacy intervention is focused instruction given to students who are not meeting benchmarks in a particular curriculum in order to increase their performance. An intervention differs from simply providing extra help for students because it possesses well-defined components: screening and diagnostic assessment, academic goal setting, progress monitoring, teaching targeted to student strengths and needs, research-based instructional practices, collaboration for transfer of learning to other contexts, and documentation of the intervention. To implement an intervention with all these components requires a school to establish assessment systems, staffing structures, and professional development to extend teacher expertise.

It is essential that interventions are provided to **accelerate** student learning so that students can get "back on track" and benefit from regular, high quality literacy instruction as soon as possible. Intervention does not replace regular, high quality, core instruction. Specific, intervention practices are focused to provide additional, differentiated support in targeted areas indicated by valid, reliable assessment tools. Intervention without classroom instruction in literacy keeps students behind. Rather, **intervention is provided in addition to regular, core classroom instruction** so that acceleration can occur.

Federal Mandate to Provide Interventions

Response to Intervention (RtI) is a federal mandate in accordance with No Child Left Behind (NCLB) and Individual with Disabilities Education Act (IDEA) 2004. RtI became part of the special education process with re-authorization of the Individuals with Disabilities Education Act (IDEA) in 2004. IDEA 2004 added a new concept in eligibility that prohibits children from being found eligible for special education if they have not first been guaranteed high quality core instruction.

IDEA (2004) provides legal authority for the implementation of a problem-solving delivery system, including RtI. The "Findings and Purposes" section (20 U.S.C .1400) includes 2 statements relevant to the purpose and function of special education programs:

> Supporting high-quality intensive pre-service preparation and professional development for all personnel who work with children with disabilities in order to ensure that such personnel have skills and knowledge necessary to *improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible* (emphasis added) (20 U.S.C. 1400l(5)(E)

Continuing, the legislation gives emphasis to prevention and intervention stating:

> . . . providing incentives for whole-school approaches, *scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children* in order to assess the learning and behavioral needs of such children (emphasis added) (20 U.S.C. 1400l(5)(F)).

The language in IDEA and NCLB are similar. Both stress the use of professionally sound interventions and instruction based on defensible research as well as the requirement to deliver effective reading and behavior programs that will result in improved student performance and fewer children requiring special education services (Batsche et al., 2010).

The lack of instruction clause that has historically been a part of special education determination went under significant revision, and once again, links IDEA to NCLB. IDEA (2004) states:

In making a determination of eligibility under paragraph (4)(A), a child shall not be determined to be a child with a disability if the determinant factor for such determination is (A) lack of appropriate instruction

in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (which is NCLB) (20 U.S.C .1414(b)(5)(A)).
This change is tied to the language in NCLB, which is more specific with regard to reading requirements than any other prior legislation. The language of NCLB was shaped around the 2000 National Reading Panel Report which states that scientifically based reading instruction should include instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; including the teaching of early literacy skills.

The reference in IDEA 2004 to assessing lack of instruction means that students who reach 3rd or 4th grade and find themselves significantly behind in reading are *not* to be identified as special education students if there is a not a clear instructional history in reading that follows the guidance outlined in the National Reading Panel and as set forth in NCLB (NASDSE, 2010; RtI Policy considerations and implementation)

State Mandate to Provide Interventions

State regulations: Wisconsin's new rule for SLD (effective 12/1/10)

- Implications of lines 38-41: A school district should have a robust system to identify students who are not making good progress toward AYP goals and district benchmarks.

Insufficient Response to Instruction

- The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities under subd. 1 when using a process based on the child's response to intensive scientific, research-based or evidence-based interventions (PI 11.36 (6) I 2.a. Insufficient progress must be documented for each evaluation, including re-evaluations.

Implications:
  - "Scientific, research-based" has the meaning under section 20 U.S.C. 7801 (37) (i.e., NCLB)
  - "intervention" means: the systematic use of a technique, program or practice designed to improve learning or performance in specific areas of pupil need
  - "Scientifically based research" (NCLB)
    - Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls
    - Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings
    - Has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review
  - "Evidence-based interventions" (4c) means scientific, research-based interventions with substantial evidence of their effectiveness through multiple outcome evaluations.
  - "Intensive interventions" (6m) mean used with individual or small groups of students, focusing on a single skill or small numbers of discrete skills, with substantial numbers of instructional minutes in addition to those provided to all students.
  - Intensive interventions may be implemented prior to referral or as part of an evaluation for SLD. Therefore, support systems (i.e., multi-tiered prevention and intervention model) should be in place to start this process before considering a referral.

o The IEP team shall consider progress monitoring data from at least 2 intensive, scientific, research based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs.

- (10) Progress monitoring means a scientifically-based practice to assess pupil response to interventions. The frequency of progress monitoring increases with the intensity of an intervention. Progress monitoring can be formal and informal measures. However, if you are going to use PM data for disability determination, you can ONLY use formal measures (i.e., those that are reliable and valid)
  - "probes" (9) means brief, direct measures of specific academic skills, with multiple equal or nearly equal forms, that are sensitive to small changes in pupil performance , and that provide reliable and valid measures of pupil performance during interventions.
- PI 11.02(1) "Adequate fidelity" means the intervention has been applied in a manner highly consistent with its design, and was provided to the pupil at least 80 percent of the recommended number of weeks, sessions, and minutes per session. (Implication: Will need to use fidelity tools)

Document Appropriate Instruction

The IEP team shall consider data demonstrating that prior to, or as a part of, an evaluation, the child was provided appropriate instruction in general education settings, delivered by qualified personnel. Appropriate instruction in reading shall include the essential components of reading instruction as defined in 20 U.S.C. 6368 (3). PI 11.36 (6) (d) 2 (lines 126-129)

SEC 1208. Essential Components of Reading Instruction (ESEA)

- Document explicit and systematic instruction in the essential components of reading (phonemic awareness; phonics; vocabulary development; reading fluency, including oral; and reading comprehension.

- Interventions must be closely aligned to one of the five areas of reading development so you can document appropriate instruction. All students get instruction in all areas, but intervention is more strategic.

- Interventions are delivered in the general education environment with general education teachers who are licensed to implement scientific, research-based or evidence-based, intensive interventions

Implementation of Response to Intervention (RtI)

Utilizing an RtI framework is consistent with NCLB and promotes the idea that schools have the obligation to ensure that all students receive high quality instruction that supports multi-faceted learning. RtI is the practice of providing high-quality instruction/intervention matched to student needs and monitoring progress on a frequent basis by examining learning rate over time and level of performance to inform educational decision.

While the focus of RtI is on prevention and early identification, RtI is also intended to be embedded in a coherent and comprehensive language and literacy curriculum. Core instruction and all other forms of instruction need to be offered with efficacy and consistency. **Core instruction** refers to the curriculum, instruction, and assessment that all students receive. Core curriculum stems from and is directly shaped by the standards, the district curricular framework, and the effective use of formative, summative, and benchmark assessments. All students should receive high quality, culturally responsive core academic and behavioral instruction that is **differentiated** for student need and aligned with the Common Core State Standards (CCSS) for mathematics and English language arts and other state and local standards. Standards assist in providing consistent grade-level benchmarks. **Core instruction** refers to the curriculum, instruction, and assessment that all students receive. High quality instruction (curriculum,

instruction, and assessment) is engaging, standards-based, data-driven, and research-based. Curriculum, instruction, and assessment that are grounded in the culturally responsive practices of relevance, identity, belonging, and community will serve to best engage all students. High quality curriculum and instruction should be culturally relevant for the students being served and prepare all students for a multicultural world. (DPI, 2010)

The most common structure for implementing RtI is a tiered framework. This provides a process for delivering high quality core instruction and interventions according to degrees of intensity and teacher expertise. Tier 1 is the universal or core literacy curriculum and whatever differentiation a student would receive within the classroom framework. Tier 2 focuses on providing supplemental small group interventions for students who are at risk for poor outcomes. Tier 3 is the most intensive intervention, which is specifically targeted to meet the needs of students who have not responded to Tier 1 and Tier 2 interventions.

In Wisconsin's vision for RtI, the three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a multi-level system of support to provide the structures to increase success for all students. Within the DPI model, culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. These elements do not work in isolation. Rather, all components of the visual model inform and are impacted by the others; this relationship forms Wisconsin's vision for RtI. (DPI, 2010)
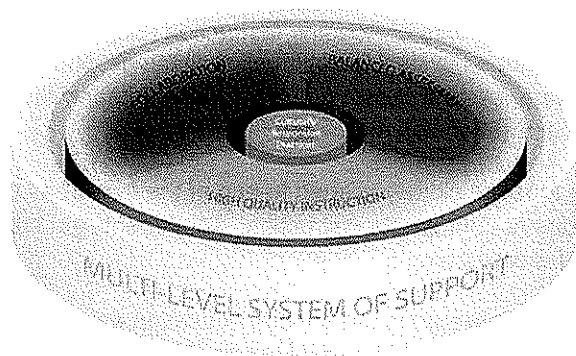
Changes in District Literacy Support Structures over Ten Year Period

The Madison Metropolitan School District has set a goal of high achievement for all students but has wrestled with the best way to support students in order to attain it. As the demographics of the Madison area changed over the last ten years, the District reorganized the way it allocated its federal Title I funding to institute school-wide responsibility for student achievement.

Literacy Support

The district focused its resources on reducing class size and developing the expertise of classroom teachers to differentiate instruction for all students. All elementary schools have a minimum of 1.0 FTE to support a coaching position. This position has evolved into Instructional Resource Teachers (IRTs) working with math, literacy, or both subjects at the elementary level. On-going and significant professional development has been directed to support IRT's knowledge and skill development in the areas of literacy, mathematics, data and relationships. The REaL grant enabled all four high schools to hire literacy coaches in November, 2008. In the fall of 2010, American Recovery and Reinvestment Act (ARRA) funding facilitated the hiring of literacy interventionists to support sixth grade in five district middle schools which were identified either as in need of progress through Annual Yearly Progress (AYP) or

otherwise determined as high need. In conjunction with the emphasis on staff development, many schools created instructional teams by distributing support staff to work with specific classrooms in order to facilitate small, needs-based grouping of students for their classroom instruction.

Student Intervention Monitoring System (SIMS)

The Student Intervention Monitoring System (SIMS) is a software program designed to monitor interventions and document their input which helps educators provide additional support for children who are not learning at expected rates. Created by the Madison Metropolitan School District with support from the Department of Public Instruction, this electronic tool contains a list of selected interventions or allows the user to create a custom intervention to individualize support to our students. An emphasis has been placed on early intervening services to remove barriers to learning and to promote student success. SIMS is a systematic way to share information between teachers and to monitor student progress over time. This tool is used to promote dialogue around student needs amongst teams of educators.

Individual School Initiatives and Supplemental Literacy Support

With on-site professional development and collaborative structures in place in many schools, building staff implement supplemental instruction in a variety of ways. Presently, some schools increase the frequency of guided reading groups for students below grade level (Tier 1); several schools schedule two reading groups a day for these students in the early grades (Tier 2) and others are working on building the foundations for a comprehensive assessment system by using progress monitoring walls to have conversations about students who may be in need of Tier 2 and/or Tier 3 interventions to accelerate their learning. A few schools arranged for their struggling readers to read with volunteer tutors, providing the tutors with varying amounts of training and supervision. In some buildings, teachers offered Direct Instruction, a limited-term, scripted phonics program, to students who perform below grade level in literacy. Also, some teachers use reading software programs to afford students extra practice and work on fluency. Though all these practices offer supplemental help to students, most have not been implemented and documented in a way that complies with the rigor of a well-designed, targeted intervention.

CURRENT INTERVENTION PROGRAMS

A brief outline of the similarities and differences among the Response to Intervention (RtI) Tier structures is below.

Tier 1	• Universal or core literacy curricula • Always delivered in the classroom • May be small group or 1:1 • Teacher differentiates to support student needs • Provided in addition to core instruction
Tier 2	• Intensive, time-limited-supplemental instruction • Typically delivered in classroom • May be small group or 1:1 • May be delivered by reading specialist or interventionist • Provided in addition to core instruction
Tier 3	• Most intensive form of intervention • Delivered in classroom or separate class • Most beneficial when delivered 1:1 or highly individualized (e.g. computer adaptive) • Most beneficial when delivered by reading specialist or interventionist • Provided in addition to core instruction

Tier I Interventions

Differentiation of Core Curricula: Grades K-12

When students struggle within Tier 1, the core curriculum is differentiated to meet student needs. Teacher and principal expertise in these areas has been a focus of MMSD professional development sessions, including: Instructional Resource Teacher/Principal Professional Development implemented in 2010-11; Understanding by Design (UBD); Traits of a Reader; Adolescent Literacy Interventions; and progress monitoring conversations. Literacy support within the schools was increased in 2010-11 when literacy interventionists were hired in five middle schools which demonstrated need of improvement through Adequate Yearly Progress (AYP) or other measures. Interventionists support 6th grade teachers and teach 6th grade students who are in need of a reading intervention. In November 2008, the district hired a literacy coach at each high school. This position is funded through the high school REaL grant; these positions will be funded for a total of five years. These literacy coaches support literacy development of staff.

Tier 2 Interventions

Emergent Language and Literacy Groups: Kindergarten

Currently there are some schools exploring this intervention for children who are in kindergarten or first grade and are at the emergent level of reading and writing. The intervention emphasizes oral language development, phonemic awareness and phonics, and the important concepts about print that are essential to learning to read. These literacy groups are provided instruction for 30 minutes daily.

Guided Reading Plus: Grades 1-3

Some elementary schools are implementing Guided Reading Plus for children in grades one – three who are at the early through transitional stages of reading and writing, but are lagging behind the grade level readers in their classrooms. Generally, this is instruction delivered by a reading specialist. instruction. Guided Reading Plus Groups emphasize problem-solving strategies, comprehension, fluency, word-solving strategies, reading and writing links during guided reading, word building activities, and shared writing.

Comprehension Focus Groups: Grades 3-6

Comprehension Focus Groups (Dorn, 2008) are for children at the transitional stage of reading and beyond in grades 3-6 that are having difficulty comprehending the wide range of text genres they are encountering as they move up the grades. The interventions are designed to develop students' reading and writing knowledge for three major text types: narrative, informative/expository, and persuasive. This is reading specialist delivered instruction.

Tier 3 Interventions

MMSD currently offers three (3) Tier 3 Interventions. These include Reading Recovery (Grade 1), READ180 (Grades 6-12) and a pilot program of System44 (Grades 6-12).

Reading Recovery: Grade 1

Reading Recovery, the only elementary literacy intervention implemented as a District initiative, is an individualized, one-to-one delivered intervention for low-achieving first graders. Reading Recovery is designed to accelerate student achievement to proficiency in 20 weeks or less, as opposed to years of remediation. In 2009-2010 Reading Recovery was implemented in 23 of Madison Metropolitan School District's elementary schools and served 230 of the lowest-performing first graders. The demographics of the Reading Recovery student group included: 83% free and reduced lunch, 64% male, 42% African American, 25% Hispanic, 5% Asian, and 21% white students.

National studies, including "What Works Clearinghouse", have shown Reading Recovery to be an effective early literacy intervention. It is designed to serve approximately 20% of the lowest achieving first

graders within a school in order to maximize the prevention of reading failure. In Madison, over the last ten years the number of Reading Recovery teachers has decreased while the number of schools served has increased. As a result some schools with large at-risk populations are staffed to serve less than 50% of the students who need literacy intervention or about 10% of the first grade group. A complete report on issues with Reading Recovery implementation fidelity and recommendations for improvement was presented to the Board of Education in 2010. Issues including difficulty in hiring and training highly qualified Reading Recovery staff, declining resources to fully staff implementation of Reading Recovery, and variances in implementation from building to building result in student success rates below the average for Reading Recovery nationally.

- During 2010-11, progress has been made to strengthen Reading Recovery services and develop increased ability to provide high quality interventions to serve the lowest 20% of our District's first graders. Two new Reading Recovery District-wide Instructional Resource Teachers have begun the requisite two-year intensive training. One of the new Reading Recovery IRTs is being trained to implement the *Descubriendo La Lectura* (Spanish Reading Recovery Program). Work is underway to leverage the current knowledge-base of our Reading Recovery staff to incorporate a systemic approach to intensive interventions for first grade students District-wide.

Support Classes: Grades 6-12

Currently, there are a variety of reading support classes taught at the middle and high school to support student' literacy skills. Some of these classes support struggling readers at the middle school level, such as Literacy Skills I and II and Literacy Interventions. Others are designed to support more advanced readers, such as those offered at one high school. These courses are taught predominantly by special education, English as a Second Language, bilingual resource, and content area teachers, and only occasionally by certified reading teachers, as there are very few reading specialists employed by MMSD. The high school literacy coaches are currently researching supplemental courses that would align more closely with the core content curriculum. Additionally an Intervention Subcommittee was formed as part of this literacy evaluation to look at the research provided by the Hanover Research Council (See Chapter 8 for more information).

Currently, the District formally supports two technology-based curricular reading curricula for students who are struggling at the middle and high school level. These interventions are described below in detail.

READ180: Grades 6-12

READ180 is a technology-based reading program in which students with basic skills in decoding, but functioning at least two grade levels below their peers in reading, move through a series of instructional stations in order to develop their skills. The *READ180* Instructional Model provides a way to organize and inform intensive reading intervention instruction. The session begins and ends with whole-group teacher-directed instruction. This is followed by students breaking into three small groups that rotate among three stations. During one station, teachers provide small group systematic instruction in reading, writing, and vocabulary, working closely with students so that individual needs can be met. In another station, students use the computer software independently, providing them with intensive, individualized skills practice. Computer reports from these work sessions inform teacher instructional decisions for both whole group and small group. In the third station students build reading comprehension skills through modeled and independent reading. At the end of the class students have the opportunity to review their progress toward goals and evaluate their learning.

It is used as both a 90-minute model and a 45-minute model within MMSD. The effectiveness studies of this intervention have been based on a 90-minute model, rotating through three centers daily for one school year, or two years at most if determined beneficial by a student's progress. According to the publisher, it can be shortened to 45-60 minute sessions which variably rotate through two centers daily, though it will take longer to obtain student growth.

System44 Pilot: Grades 6-12

System44 is a technology-based phonics curriculum designed to support older students who are still struggling with basic decoding skills. The program was developed by Scholastic Inc., the developers of READ180; both programs are designed around the same core organizational approach and technology platform. System44 helps middle and high school students learn how to "crack the code" on the 44 sounds and 26 letters in the English language. A knowledgeable instructor, adaptive software and leveled text are used to develop skills of phonemic awareness, phonics, vocabulary, fluency and comprehension. It uses data-driven and multi-sensory instruction. It is intended to be a short term intervention, with students only remaining in the program until they have mastered the 44 sounds of the English language. When students master the skills, they may advance to READ180, .

The current pilot involves two high schools and four middle schools in MMSD, and is a collaborative pilot between MMSD and the UW. At Madison West High School, the program is currently taking the place of the Direct Instruction course that had been provided to students who needed phonics instruction. At the five other schools, System44 is provided to selected students with disabilities, English Language Learners and the regular education curriculum. It is being offered as both as a separate class and combined with READ180. It is intended as a short term intervention. When students master the skills, they advance to READ180, if needed, or return to core instruction. Depending on implementation design, this course is either a Tier 2 or Tier 3 intervention.

In collaboration with the University of Wisconsin-Madison (Dr. Melinda Leko), an independent evaluation of the pilot study is being conducted to measure the effectiveness and efficacy of the System44 program. The pilot is being conducted September 2010 through May 2011. The mid-point evaluation report indicates the following:

- 73 students are included in the pilot; 43 students are included in the control;
- All student pre-test data has been collected and analyzed. Pre-test data includes the Woodcock Johnson, Word Identification, Passage Comprehension and Word Attack;
- Classroom and teacher observations as well as teacher interviews are in progress;
- Researchers are employing an observation tool to measure student engagement, classroom setup, implementation fidelity, instructional support, and data interpretation;
- Student behavior impacts program fidelity;
- Highly skilled teachers are experiencing greater student growth and engagement; and
- Additional headsets are needed.

Current educational reforms emphasize that, to ensure all students progress towards high academic standards, teachers must implement scientific research-based instruction (No Child Left Behind Act (NCLB), 2002; IDEA, 2004). Teachers must implement these evidence-based practices with *fidelity* by adhering to components of the instructional protocol as intended; failure to do so leads to uncertainty as to whether the evidence-based practice was truly in place, and could erode its potential impact on student outcomes.

Pending collection of valid data and implementation fidelity of this pilot, student achievement data will be used to determine effectiveness of this computer-based intervention program as compared to skilled teacher intervention without the use of specialized computer programs.

At this time, there are no other District-supported Tier 3 interventions. However, individual schools have developed courses typically offered thought special education or English as a Second Language programs.

Current Literacy Intervention Program Summary

MMSD should implement a variety of interventions to support struggling readers, once core practices are determined effective for most learners. Those interventions need to be taught by teachers who are trained reading specialists/interventionists and who understand the discipline specific reading demands that content-area texts pose.

At the middle and high school level, several challenges prevent schools from implementing the existing interventions optimally. First, READ180 was developed for use within a 90 minute continuous block of time. LaFollette High School's block schedule allows for this and Black Hawk, O'Keefe, and Wright Middle School have found a way to offer an extended a block of time for at least a couple of their READ180 classes; however, most of middle and high schools have had to modify the course to meet during 45-60 minute sessions. This has been accomplished with the advice of the publisher and assistance of district staff, with the realization that the maximum results will take longer to obtain. Second, it is optimal to have these courses taught by a certified reading specialist and trained reading interventionist. This is often not possible, as there is a shortage of such qualified personnel in MMSD. Curriculum and Assessment and Educational Services Departments have coordinated professional development for READ180 teachers and provide support as needed.

Literacy coaches have been able to offer professional development opportunities for core content, Special Education and ESL teachers at each high school. However, while literacy-related staff development opportunities for staff have been supported by individual schools, they have existed alongside many other initiatives funded by the REaL grant. Because of this, it has been a challenge for the coaches to develop long-term, cohesive professional development programs for the content-area staff at their schools. The implementation of Professional Collaboration Time this year ideally affords a unique opportunity for staff to pursue literacy-related issues in their classrooms.

Finally, at this time it is difficult to prove a significant, measurable correlation between a student's participation in the interventions and their growth as a reader and writer. In order to accurately measure the effectiveness of these existing interventions, we must explore additional pre and post tests that can be used to assess the progress of currently-enrolled students. In addition, the forthcoming district implementation of Measures of Academic Progress (MAP) testing and the Educational Planning & Assessment System (EPAS) will provide teachers and students with much more information than they currently have regarding a students' reading and writing strengths, weaknesses and progress in existing interventions.

Current Literacy Intervention Program Findings

Finding 1. *Consistent K-12 RtI framework is needed.* MMSD should establish and implement a consistent district-wide K-12 framework for aligning and managing interventions across a school system in compliance with the federal Response to Intervention (RtI) mandate so that all grades and schools have full access to Tier 1, 2, and 3 level interventions to increase student achievement.

Finding 2. 1: *Universal screening is needed to ensure students are identified early.* Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Use the most developmentally appropriate measures for screening. Different aspects of reading or reading-related skills become most appropriate to measure at each grade level

Finding 3. *Adequate time is needed to provide time for differentiated reading instruction for all students based on current reading level (Tier 1).*

Finding 4. *Intensive, systematic small group instruction is needed students who score below the screening benchmark (Tier 2).*

Finding 5. *Regular progress monitoring is needed.* Tier 2 students must be monitored at least once a month. Students should be placed in homogeneous groups. Tier 2 students should receive small group instruction in homogeneous groups for 20 to 40 minutes, 3 to 5 days a week. Instruction should be systematic, highly explicit, and highly interactive. Interventions should also address vocabulary and comprehension. Assign students from different grades to the same group if they are at a similar reading skill level

Finding 6. *Daily instruction is required to accelerate students in Tier 3.* For students who show minimal progress in Tier 2 small group instruction, provide daily intensive instruction to promote the development of reading proficiency in a Tier 3 intervention.

Chapter 6

Instructional Practice Survey and Findings

Purpose and Design

A basic premise of curricular review and evaluation rests on determining how well the current curricula are working. However, the correlation of district curricula with student achievement data is much more complex. A valid review of curricular programs to improve student learning requires detailed analysis of three aspects of curriculum; written curriculum; taught curriculum; and assessed curriculum. These three aspects must not be assumed to be the same. It is a faulty assumption to conclude that materials and programs considered "district" curriculum are the materials and practices that are used to actually teach students. It is further a faulty assumption to conclude that the assessment tools employed district-wide are providing evidence of what the district curriculum details.

The Instructional Practices Survey Subcommittee was charged to research, draft, communicate and provide guidance in the administration of an electronic survey to gather information on the instructional practices and professional development needs of all Pre-K12 MMSD teachers. This survey was designed to gather information directly from all instructional staff to more accurately describe the curricula and practices actually used in our classrooms at all levels. Nine staff members and two University of Wisconsin-Madison consultants served on this committee to design the survey.

A national search was undertaken to locate exemplar survey tools for possible use. Because no single tool was specific enough to meet the particular needs of this survey, elements from several survey instruments were combined, in addition to the creation of specific questions that focused on the language and materials of MMSD.

Administration

The final survey contained 29 questions (each with multiple sub-components) and was estimated to take approximately 15-20 minutes to complete. Principals were requested to offer contract time for staff to complete the survey. Participating in the survey was voluntary and results are confidential.

The resulting survey tool was administered electronically via Zoomerang to all instructional staff in October, 2010 (See Appendix D). Instructional staff included all classroom teachers and certified support staff with instructional responsibilities. The percent return rate by level follows: elementary 45.4%; middle 34.2%; and high 23.9%.

Analysis

Information gathered from the resulting Instructional Practices Survey was used to combine with other teachers of like groups to glean insight into how student achievement can be explained using the lens of the specific type and nature of instruction and assessment that students actually receive in MMSD.

What literacy practices differentiate those classrooms achieving high value added results with students from those classrooms with low value added results?

The analysis includes only elementary grade levels. Only those classrooms with the highest and lowest value added results over the three year period were included. Furthermore, only those classrooms which

had at least 10 or more students across the three year period were included in order to avoid special class sections. This resulted in about 35 classrooms in each of the two groups, i.e., low and high.

The analysis included all 109 practices included in the survey. Each respondent's answers to how frequently they used each strategy were grouped into one of three categories: never, sometimes, and always. Chi square statistical tests were run on each combination of instructional practice item and value added group level. This specific test examines whether or not the expected and observed frequencies and proportions across the data table are statistically likely. The threshold of confidence in the likelihood calculations used in this analysis was one out of ten chances. For these data we examine if the differences in the reported frequency of certain instructional practices across the two value added classroom groups, i.e., low and high, could likely occur more than one time in every ten studies of this nature.

Of the total 109 practices, only 12 practices were found to meet the statistical significance threshold. These items are presented in order of statistical strength with the most important differentiated practices listed first.

- High value added classrooms were two and half times as likely to report they always diagnosed student learning problems compared with low value added classrooms (33.3% vs. 12.5%).

- High value added classrooms were nearly twice as likely to report that they always provided feedback to students compared with low value added students (42.4% vs. 21.9%).

- High value added classrooms were more than twice as likely to report always using generating ideas for writing as a strategy than did low value added classrooms (48.6% vs. 21.2%).

- High value added classrooms were more likely to report that they always utilized self-monitoring for meaning strategies compared with low value added classrooms (75.0% vs. 51.5%).

- High value added classrooms were nearly twice as likely to report always having students use different processes or activities that address the same standard, lesson, or objective compared with low value added classrooms (43.3% vs. 22.2%).

- High value added classrooms were about three times as likely to report always using the writing strategy of developing sentence fluency than did low value added classrooms (28.6% vs. 9.4%).

- High value added classrooms were more than twice as likely to report always using organizing ideas for writing as a strategy than did low value added classrooms (40.0% vs. 18.2%).

- High value added classrooms reported always having students work on different products to synthesize or demonstrate learning compared with low value added classrooms (34.4 vs. 20.7%).

- High value-added classrooms are over twice as likely to *NEVER* spend time aligning curriculum to the state assessment framework and descriptors compared with low value-added classrooms (34.1 vs. 14.3%).

- High value added classrooms were more likely to report they always spent time specifically focused on reading for pleasure or information compared to low value added; more than 9 of every 10 high value added classrooms focus on this strategy (91.7% vs. 76.5%).

- High value added classrooms were more than three times as likely to report always using the strategy of having students share their writing with others compared with low value added classrooms (20.0% vs. 6.1%).

- Low value added classrooms were more likely to report they spent time on both reading and listening comprehension practices compared with high value added classrooms (94.1% vs 80.6%) who, in turn, were much more likely to report only focusing on reading strategies (19.4% vs. 5.9%).

Explanation of Instructional Practices Survey Linked to Classroom

In the value added analysis the prior year school is allocated the gain. For instance, Grade 3 student is at Falk and is tested. They are then tested in Grade 4 at Falk. This is counted as Grade 3 value added at Falk (even if student was tested at another school the next year).

The same is true for Classroom value added which was linked to the Instructional Practices Survey. Student gain is attributed to the first classroom in the two year pair. So student is in Classroom A in Grade 3 and takes the WKCE test. They then take the Grade 4 test the following year in Classroom B. Classroom A is the value added.

Since there is no Grade 2 WKCE there are no Grade 3 teachers in the Value Added-Instructional Practices linking analysis. Grade 3 is the base year for calculating gain so there is no recorded gain for Grade 2.

Chapter 7

Current Programs and Practices Questionnaire and Findings

Current Programs and Practices Narrative: Purpose and Design

The Current Programs and Practices Questionnaire was designed to capture information about MMSD current literacy programs in terms of core practice, resources, supports, interventions and assessments. Additionally, the document was created to communicate the state of MMSD's current literacy program for the purpose of ensuring equity and access district-wide.

The survey was designed by the Current Programs and Practices sub-committee with input from literacy staff in Educational services, elementary Instructional Resource Teachers (IRT) and high school Literacy Coaches. A separate survey was developed for each instructional level with attention given to particular practices and resources at those levels.

The questionnaire was then sent to elementary IRTs, middle school Learning Coordinators and high school Literacy Coaches via e-mail to complete (see Appendix E). Each of these people was asked to complete the questionnaire with an eye for taking a snapshot of the current reality in each building by grade level. Participants responded to items in terms of level of implementation including; fully, mostly, partially or not at all. All individuals completed the questionnaire as requested.

Limitations

The primary limitation of this questionnaire is that it consists of self-reported data. Survey respondents were responsible for considering the literacy practices across their school and may not have a complete understanding of programs or implementation in all classrooms. Additionally, particularly at the middle school level, learning coordinators have varying levels of expertise and background in literacy, and therefore may have reported results differently from one another. Finally, some questions were not applicable to all schools.

Questionnaire Analysis

Several groups convened to analyze the questionnaire results. The Current Programs and Practices Committee met on numerous occasions for that purpose. In addition, the high school Literacy Coaches and the Literacy Evaluation Committee as a large group all reviewed and provided feedback on the questionnaire results. Finally, the Literacy Team in the Curriculum and Assessment department analyzed the results and compiled the information and input from the other groups, in order to make recommendations.

The summarized data below are organized by instructional level, practices and resources supported district-wide and range of implementation reported by schools.

Respondents identified to what degree the following were being implemented in the each building using the scale:

       0-not at all   1-partially   2-mostly   3-fully

Elementary Current Literacy Programs and Practices Questionnaire Results

Core Practice: Reading
Core reading instruction at the elementary level includes Read Aloud and Guided Reading, which every school reported as being either Partially, Mostly, or Fully Implemented. In the practices of Shared Reading, Independent Reading, and Daily 5/Café, schools had a greater variety of responses, including those above and Not at All.

Partially, Mostly or Fully Implemented	Not at all, Partially, Mostly or Fully Implemented
Read Aloud Guided Reading	Shared Reading Independent Reading Daily 5/Cafe

Core Practice: Writing
The only aspect of core writing instruction that is implemented to some degree at all schools is Independent Writing. For other practices, including Modeled Writing, Shared Writing, and Interactive Writing, responses varied across all four possible options: Not at all, Partially, Mostly, or Fully Implemented.

Partially, Mostly or Fully Implemented	Not at all, Partially, Mostly or Fully Implemented
Independent Writing	Model Writing Shared Writing Interactive Writing

Core Practice: Word Study
In the area of Word Study, schools reported the full range of responses for High Frequency Words, Language & Usage Concepts, and Word Study/Spelling.

Not at all, Partially, Mostly or Fully Implemented	
High Frequency Words Language & Usage Concepts	Word Study / Spelling

Instructional Resources
Schools reported the full range of options in terms of their use of all identified Instructional Resources, including: Primary Literacy Notebook, Units of Study for Teaching Writing, Words Their Way, Comprehension Toolkit, Building Curriculum Map/Pacing Guide, and other supplemental spelling programs.

Not at all, Partially, Mostly or Fully Implemented	
Primary Literacy Notebook Units of Study for teaching writing Words Their Way	Comprehension Toolkit Building Curriculum Map / Pacing Guide Other Supplemental Spelling Programs

Supports

Literacy supports provided from the district vary by building, as reflected in the inconsistency of responses. For IRTs, Interventionists, or Other: Team (Instructional and Grade Level), schools reported the full range of responses.

Not at all, Partially, Mostly or Fully Implemented
IRT   Interventionist Other: Team (Instructional and Grade Level)

Assessments

In the area of District-supported assessments, all schools reported that they Partially, Mostly, or Fully Implement the PLAA. The Fountas & Pinnell Benchmark Assessment (F&P) is either Not at all, Partially or Mostly Implemented, and the SRI, Spelling Inventory, Writing Sample, and Progress Monitoring Wall spans all four possible degrees of implementation.

Partially, Mostly or Fully Implemented	Not at all, Partially or Mostly Implemented	Not at all, Partially, Mostly or Fully Implemented
PLAA	F & P Benchmark Assessment	SRI Spelling Inventory Writing Sample -Progress Monitoring Wall

Formal Interventions

In the area of formal interventions, the full variety of responses has been reported in each of the following areas: Tier 1 SIMS Implementation, Tier 2 Supplemental Small Group, Tier 3 Individualized Intervention, Rock & Read, and Reading Recovery. This reveals an inconsistency in implementation in buildings across the district.

Not at all, Partially, Mostly or Fully Implemented
Tier 1 SIMS Implementation   Tier 2 Supplemental Small Group Tier 3 Individualized Intervention   Rock & Read Reading Recovery

Middle School Current Literacy Programs and Practices Questionnaire Results

Core Practice

Core practice in secondary literacy has not been clearly or consistently defined in MMSD, so it is not surprising that, in the majority of core practice categories named in this questionnaire, the greatest possible amount of inconsistency exists across the district. For the practice of Accountable Talk, schools reported Not at all, Mostly, or Fully Implemented. Schools selected Partially, Mostly, or Fully Implemented for Vocabulary, Comprehension Strategy Instruction, Independent Reading Time, Modeled Read-Alouds, and Writing Process. And the full range of possible responses came in the areas of Reading Across the Curriculum, Gradual Release of Responsibility, Six Plus One Traits of Writing, Writer's Workshop, Writer's Craft, Presentation / Performance, Language Study, and Fluency. It should be noted that these tend to be the higher-impact practices where increasing consistency may have the most significant positive impact on student learning.

Not at all, Mostly, or Fully Implemented	Partially, Mostly or Fully Implemented	Not at all, Partially, Mostly or Fully Implemented
Accountable Talk	Vocabulary Comprehension Strategy Instruction Independent Reading Time Modeled Read-Alouds Writing Process	Reading Across Curriculum Gradual Release of Responsibility Six Plus One Traits of Writing Writer's Workshop Writer's Craft Presentation / Performance Language Study Fluency

Interventions

In the area of Interventions, again, great inconsistency exists among the middle school buildings. The following was reported with regard to the following practices: Classroom Accommodations and Modifications, Mostly or Fully Implemented. System44, which is a pilot program, is either Not at all or Fully Implemented. Team Taught Classes are either Partially, Mostly or Fully Implemented, whereas Read180 is either Not at all, Mostly or Fully Implemented. Finally, Another Reading Course, Small Group Instruction, Individual Intervention, and Supplemental Materials are all either Not at all, Partially, Mostly or Fully Implemented.

Mostly or Fully	Not at all or Fully	Partially, Mostly or Fully	Not at all, Mostly or Fully	Not at all, Partially, Mostly or Fully
Classroom Accommodations and Modifications	System44 (pilot)	-Team Taught Classes	READ180	Another Reading course Small group instruction Individual Intervention Supplemental Materials

Assessments

Schools reported inconsistent use of the SRI. It is Fully Implemented at all Grade Levels, or No Response was given.

Resources

In terms of resources provided directly from MMSD in support of Literacy, Middle Schools reported that their Learning Coordinator's Role has a Literacy Focus as either being Partially, Mostly, or Fully Implemented. When it comes to having a Literacy Coach / Interventionist, use of the 6-8 Literacy Notebook, and the Comprehension Toolkit, the responses were least consistent, falling into the categories of Not at all, Partially, Mostly or Fully Implemented.

Partiallly, Mostly or Fully	Not at all, Partially, Mostly or Fully
Learning Coordinator's Role has a Literacy Focus	Literacy Coach / Interventionist Literacy Notebook Comprehension Toolkit

High School Current Literacy Programs and Practices Questionnaire Results

Core Practice: Reading
Comprehension Strategy Instruction, Critical Reading Instruction and Use of Varied Texts were all reported as being Partially implemented. Schools indicated that Content-Specific Practices, Incorporation of Choice Content-Specific Reading, Language Study and Vocabulary were Partially to Mostly Implemented.

Partial Implementation	Partially to Mostly Implemented
Comprehension Strategy Instruction Critical Reading Instruction Use of Varied Texts	Content-Specific Practices Incorporation of Choice Content-Specific Reading Language Study Vocabulary

Core Practice: Writing
In writing core practice, all schools indicated Partial Implementation of the following: Fluency, Peer Revision, Style and Tone, and Interactive Writing. Responses also ranged from Partially to Mostly Implemented for these practices: Variety in Purpose/Audiences, Organization, Conventions, Writing Process, Content-Specific Strategies, Modeled Writing and Research Skills. Ideas and Content and Independent Writing were indicated as Partially, Mostly or Fully Implemented.

Partially Implemented	Partially, Mostly Implemented	Partially, Mostly, or Fully Implemented
Fluency Peer Revision Style and Tone Interactive Writing	Variety in Purpose/Audiences Organization Conventions Writing Process Content-Specific Strategies Modeled Writing Research Skills	Ideas and Content -Independent Writing

Core Practice: Speaking and Listening
All schools reported Partial Implementation in the area of Organize, Prioritize Information as part of core practice in Speaking and Listening. Skillful questioning was implemented Not at All or Partially. Responses for Active Listening and Purposes for Speaking were either Partially or Mostly Implemented.

Partially Implemented	Not at all, Partially Implemented	Partially, Mostly Implemented
Organize, Prioritize Information	Skillful questioning	Active Listening Purposes for Speaking

Interventions
For Tier 1 interventions, schools reported Partially or Mostly implementation of Class Accommodations and Modifications and use of Supplemental Materials. Team Taught supported classes were Not at All, Partially, Mostly and Fully implemented.

For Tier 2 interventions, READ180 responses ranged from Not at All to Partially to Fully implemented. Other Reading Courses were either Partially or Fully in place.

For Tier 3 interventions, including System44, 1:1 and small group instruction, schools indicated implementation as follows: Not at All or Partially.

Not at all, Partially Implemented	Not at all, Partially, Mostly, Fully	Not at all, Partially and Fully Implemented	Partially and Mostly Implemented	Partially or Fully
System44 -1:1, Small Group Instruction	Team Taught Supported Classes	READ180	Classroom accommodations and modifications Supplemental Materials	Another Reading course

Assessment
The SRI was reported as being Fully Implemented in all schools in ninth grade. In tenth through twelfth grade, the range of implementation included Not at All, Partially or Mostly.

Resources
Regarding resources, schools reported a range of implementation for Literacy coaches from Partially to Fully. Additionally, respondents reported the Writing Center as being implemented at all levels of options.

Partially, Mostly or Fully Implemented	Not at all, Partially, or Fully Implemented
Literacy Coach	Writing Center

Findings
Finding 1. *Inequitable access to high quality materials and resources.* While the MMSD has always had innovative and effective practices and resources directed at the elementary level, resources have been distributed by following funding sources, instead of consistently across buildings. In practice this means that some schools have more resources, such as book rooms, professional development, and staffing, than others. As a result, great inconsistency of practice and student experience exists across grade levels in the MMSD.

Per survey results, the Literacy Evaluation Committee recommends that the district look to distribute resources more equitably across schools, with a focus on those buildings that have had fewer resources pointed in their direction. More specifically, the recommendation is to begin with identifying professional development opportunities for staff who have not had access due to funding decisions. These staff should have the same opportunities provided to professionals at other buildings, with an aim to increase consistency of practice, and therefore of student opportunity, across the district. When the elementary Literacy teams focused on the Lucy Calkins Units of Study for Teaching Writing as a means of addressing writing instruction district-wide, professional development was focused on the topic, and there was consistency and repetition of information, students showed a dramatic increase in understanding and in scores on writing assessment. This shows that clear, consistent focus on best-practice literacy instruction district-wide can and does have a powerful positive impact on student performance.

Additionally, a great discrepancy exists among buildings with regard to the quality of the book rooms. In order to continue to improve, students need to have access to materials that are relevant and engaging. The materials available in many book rooms do not reflect the most recent updates in literacy instruction, are not necessarily culturally relevant, and therefore are less engaging for the students who most need stimulating materials to increase their motivation. Therefore, the Literacy Evaluation Committee

recommends that improving the quality of the book rooms in identified buildings be a focus for improving student learning and outcomes in literacy.

Finding 2. *Need to identify and implement core literacy practices for adolescent learners.* At the secondary level, the Madison Metropolitan School District has begun recognizing and addressing the unique literacy needs of adolescents. The district has supported the creation and distribution of a Literacy Notebook at the middle school level, for example, which is designed to identify areas of focus for sixth, seventh, and eighth grade literacy instruction and practices. However, this has been nearly the only resource consistently offered to support literacy in the schools from grades 6-12. While each middle school building has a staff person identified as a Learning Coordinator who may have a role in supporting literacy in their building, the job description of these individuals varies from one building to the next, as does the individuals' literacy background. This makes both identifying Core Practices in literacy, and implementing said practices within and across buildings with consistency, exceedingly difficult.

To begin with, identification of core practices in literacy, as well as content-specific literacy practices, is critical. As resources continue to be allocated away from public education, fewer options remain when adolescent students struggle. Meanwhile, the literacy demands on adolescents become more complex, even as the students themselves negotiate the tenuous pathway to adulthood. For students who struggle, explicit, consistent instruction around identified literacy skills is needed. For this reason, the Literacy Evaluation Committee recommends identification of core literacy and content-specific literacy practices at the high school level. Concurrently, identification of interventions for each level of the Response to Intervention model are imperative to successful instruction. The committee recommends that resources be allocated to professional development in the area of adolescent literacy among all high school staff, and that all professional development in literacy be student-centered, systematic, and consistent across the district, and mandatory in nature. Additionally, allocating reading and literacy experts to the high school buildings to address specific student needs, as well as to offer staff support and instruction, is imperative. Specific focus areas include systematic reading and writing instruction, though the focal area may vary by school across the district.

Finding 3. *Lack of consistent practice in both adolescent reading in the content area and writing.* Little progress can be made on narrowing the achievement gap or on increasing the learning of all students without a major, concentrated effort and allocation of resources toward developing district-wide identification and implementation of Adolescent Literacy practices. At the middle school level, results of the Current Programs and Practices Questionnaire suggest that a focus on consistent writing instruction across buildings and classrooms is an essential component. Fundamentally, however, a need exists to identify core practice and interventions in literacy at all tiers.

The high school level has had the least consistent practice or identification of core literacy practices of any level in the Madison Metropolitan School District. A federal Smaller Learning Communities grant has created funding for a Literacy Coach position at each of the four comprehensive high schools. However, this is a short-term resource in response to an ever-growing challenge. The Current Literacy Programs and Practices Questionnaire has revealed significant inconsistencies not only in literacy instruction, but also in teachers' understanding of the role of literacy within their practice, as well as an inconsistent sense of responsibility among professionals for delivering literacy instruction. As high school teachers provide the last publicly-funded opportunity for students to enter the world prepared to use their education for innovative and critical purposes.

Finding 4. *Lack of systemic professional development opportunities in literacy.* After identification of practices, developing a system of professional development opportunities for teachers to enhance the consistency of practice, and therefore of student experience, is imperative.

Finding 5. *Certified reading teachers and specialists.* Finally, the committee has determined that it is crucial to have a certified Reading expert at each middle school building to accelerate student instruction with minimal interruption in the students' overall learning experience. If a choice between using a computer program-based reading intervention and having a certified Literacy Professional, the committee strongly recommends that funding for a Reading Specialist or other Literacy Professional will have a greater and more lasting impact on student learning and on building capacity within the schools. Continuing to rely solely on computer-based interventions, the use of which is effective for fewer students because of their inflexibility will only do students in the Madison Metropolitan School District a greater disservice over time.

Chapter 8

Intervention Research and Findings

> "Response to intervention is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions."
>
> *Response to Intervention: What & Why?*
> *The School Administrator, September 2008*

The section describes the work of the Intervention Subcommittee and their collaborative research supported by the Hanover Research Council. The intervention subcommittee specifically requested Hanover to review research of promising interventions to support four targeted student groups: early readers (e.g. K-2), English language learners, students in urban educational settings, and adolescents. (See References for Hanover Research Council articles).

Recognizing that reading is a foundation for students to become informed citizens, prepared workers, and life-long learners in the 21st century, educators are called upon to adopt practices that help all children learn to read well. Although most children learn to read and continue to improve, there continues to be a group of children for whom learning to read is a struggle. School districts must be able to identify these students in need of intervention and implement evidence-based interventions to promote their reading achievement. Thus the choosing of effective intervention programs and instructional strategies for the struggling reader continues to be a topic of concern for schools. Whereas efforts to find "best programs" have centered largely on the materials teachers use, attempts to identify best practices have focused on the actions teachers take and the practices in which they routinely engage students. In contrast to the discrepant findings of studies designed to identify best programs, examinations of best practices have led to highly consistent results when such studies have been rigorously designed and systematically analyzed and compared.

Critical Components of Successful Intervention Systems

- Early intervention is a preventative approach to closing the achievement gap
- Differentiated learning for different learning needs
- Variegated teaching practices by grade level
- Extension of learning practices to the home through parental involvement
- Staff/professional development to ground teacher practice in current research
- Whole-school effort in meeting students' literacy needs
- Regular data collection to provide accurate assessments of success

Early Literacy Interventions (ELI)

Rationale for Early Interventions

Early intervention is a preventative approach to educational outcomes and closing the achievement gap, predicated on the belief that certain children can be identified early on and given extra attention so that what was once perceived as imminent failure becomes negated. Research determines first grade to be a threshold year for literacy development; academic growth in first grade strongly predicts end of fourth grade outcomes. Recent research has also found Kindergarten interventions to improve rates of student success and student response to intervention to predict their level of risk for future low reading achievement.

Characteristics of Effective Early Interventions

Early literacy intervention (ELI) has taken many forms over the past several decades, with the development, implementation and study of a range of different model programs and approaches. Reviews of effective ELI programs have targeted some common characteristics that make intervention programs successful:

- One-on-one and small-group tutoring to provide individualized attention and extra instructional time
- Instruction congruent with the regular classroom instruction to coordinate the two programs
- Instruction provided by highly skilled personnel in the regular reading program and the intervention program.

Specific Early Intervention Programs

One useful resource for comparing ELI programs is the What Works Clearinghouse (WWC), an online database provided by the U.S. Department of Education's Institute of Education Sciences (IES). Since 2006, the IES has produced reports reviewing 29 early intervention programs designed to improve literacy skills.

Each program report is based on evidence from an exhaustive search of published and unpublished studies, written in English no earlier than 1985, involving children in grades K-3. The WWC reviews the effects of ELI programs on their effectiveness in the following learning domains: (1) alphabetics, including phonemic awareness, phonological awareness, letter recognition, print awareness and phonics; (2) reading fluency; (3) comprehension, including vocabulary and reading comprehension; and (4) general reading achievement, a term which refers to outcomes that combine skills from the other domains, or total reading ability.

The following findings from WWC are listed in order of greatest overall effectiveness.
- Of the 29 literacy intervention programs reviewed, general reading achievement, the ability to read text both accurately and with understanding, is only listed as a proven outcome in two programs: Reading Recovery (positive effect) and Success for All (potentially positive).
- The following 11 programs demonstrated either positive or potentially positive effects on at least two of the four literacy measures (alphabetics, reading fluency, comprehension, and general reading achievement): Corrective Reading, Early Intervention in Reading, Earobics, Kaplan SpellRead, Ladders to Literacy, Lexia Reading, Literacy Intervention, Peer-Assisted Learning Strategies (PALS), Reading Recovery, Start Making A Reader Today (SMART), and Success for All 2006.
- The following 12 intervention programs were found by the WWC to have positive or potentially positive effects on one of the four literacy measures (alphabetics, reading fluency, comprehension, and general reading achievement): Accelerated Reader, Class Wide Tutoring, Failure Free Reading, Fast ForWord, Fluency Formula, Linda Mood Phonemic Sequencing (LiPS), Little Books, Read, Write & Type, Stepping Stones to Literacy, and Voyager Universal Literacy System.

Research-Based Effective Intervention Practices

Hanover Research listed "Response to Intervention" separately from specific intervention program descriptions. A school district is not required to implement a specific intervention program to provide appropriate "research-based" instruction for its low-achieving readers. In the *Outline for "A Review of Literacy Intervention Programs",* Hanover researchers draw attention to studies that find equally effective outcomes for programs designed around researched literacy practices as compared to specific intervention programs. For example, Torgesen (2002) compared the Lindamood Phoneme Sequencing Program intervention with a locally developed embedded phonics intervention and found little difference in outcomes of reading growth. The challenge for educators when designing interventions is to balance

phonemically explicit instruction at the individual word level with instruction in the language and comprehension skills necessary for optimum long-term growth and reading enjoyment for at-risk children.

The Hanover Research Report, "PK-12 Literacy Interventions," summarizes key findings of the National Reading Panel (2000) including instructional practices found to be effective in teaching foundational literacy learning. Evidence-based practices to develop comprehension include:
- Self-monitoring comprehension
- Using graphic/semantic organizers
- Answering or generating questions
- Recognizing story structure
- Summarizing

An effective way to teach comprehension strategies is by teacher modeling, "thinking aloud" while reading a text, and explaining to students how and when they should use the strategies. Interestingly, MMSD's analysis of its Instructional Practices Survey data found that teachers who: use "think-alouds," and teach "self-monitoring for meaning" have higher achievement outcomes.

Specific Intervention Programs for English Language Learners

As the U.S. immigrant population continues to grow, so does the need for effective teaching of non-English speakers in public schools. The paucity of research studies that specifically address intervention outcomes for English Language Learners (ELLs) makes it difficult for districts to select programs that will ensure adequate yearly progress for all students including ELLs. Research indicates that gaps remain in the knowledge base regarding the long-term effects of interventions for ELLs. The WWC found the following intervention programs to have a level of positive effect (i.e., positive, potentially positive) on skills predicting later literacy success for ELLs: Arthur, Bilingual Cooperative Integrated Reading and Composition (BCIRC), Enhanced Proactive Reading, Fast ForWord Language, Instructional Conversations and Literature Logs, Peer Tutoring and Response Groups, PALS, Read Well, Reading Mastery/SRA/McGraw-Hill, Success for All, and Vocabulary Improvement Program for English Language Learners and Their Classmates (VIP).

Hanover Research also presented recent studies related to ELLs highlighting the following intervention programs: Reading Recovery, Read Well, Enhanced Proactive Reading, Reading Mastery, Early Interventions in Reading, Read Naturally and the Waterford Early Reading Program. Note that the interventions above do not address ELLs in middle school and high school. According to researchers in the field, schools face very different issues in designing instruction for students who enter school when they are young (and often have received no education or minimal instruction in another language or education system) and those who enter in grades 6-12 often are making a transition to another language and another education system.

Interventions in Urban Education Settings

In response to questions about interventions successful with African American students, Hanover compiled and summarized some research studies on reading interventions for students in urban districts. Unlike the research presented in other sections of the Hanover report, most of the studies presented in this section did not meet the WWC evidence standards. Hanover selected the following intervention programs related to urban education: Success for All, Read Naturally, Lindamood Phonemic Sequencing, Reading Recovery, Open Court Reading, and Scott Foresman Early Reading Intervention.

Reading research has produced a limited number of studies of the effects of instructional programs on student achievement scores. A complementary area of research is the research on school reform which looks at how restructuring schools influences student achievement. Effective schools research has found the following building level factors to correlate with increases in student performance on a range of reading measures:

- Building collaboration
- Professional development
- Instructional reflection and change
- Collaborative leadership
- Parent partnerships

In addition, at the classroom level research has found that effective teachers:
- Maintain an academic focus
- Keep a high incidence of pupils on task
- Provide explicit instruction, including making goals clear
- Ask students questions as part of monitoring their understanding
- Provide feedback to students about their academic progress

Schools need a system to organize the delivery of interventions that will help students develop the knowledge and practices that are built upon through successive grades with a consistency of purpose. The creation of such a comprehensive literacy intervention system is a major endeavor but MMSD has foundational components: staff expertise within each building, collaborative structures, previous staff development on effective reading and writing practices, some formative assessments, and initiatives (such as progress monitoring walls) that are already in development. Schools that have begun to implement the Comprehensive Intervention Model (CIM) have noticed the power of an intervention system that coordinates closely and flexibly with classroom instruction such that the learning in one context is applied and reinforced in the other, easing students' transitions and solidifying students' new knowledge.

Adolescent Interventions

Many students who drop out of school choose to do so because they experience persistent academic difficulties. These difficulties become even more pronounced in high school, where complex, discipline-specific reading tasks require that students posses a broad range of background knowledge, a strong vocabulary, an understanding of text structure and argumentation strategies, and advanced critical thinking skills. To complicate matters, reading in a math class, for example, places different demands and expectations on the reader than a textbook chapter on cell division or a primary source document articulating one politician's view of the causes of the Vietnam War (Lee & Spradley, 2010; Ogle & Lang, in press). Subsequently, adolescent readers must have a toolbox of strategies from which to choose; one or two strategies are not going to suffice.

Recent research has shown that a continued emphasis on focused instruction in literacy skills in the classroom may help to alleviate the reading problems experienced by adolescent students. Nationally, only 5% of U.S. students still struggle with decoding when they enter high school (Daniels & Zemelman, 2004). These students need direct phonics instruction in a program that is responsive to the social-emotional needs of older youth. However, the majority of struggling adolescent readers need focused instruction of pre-reading, during and post reading skills that will allow them to engage with the more complex, discipline-specific reading and writing tasks they encounter in their content classrooms. In addition, motivation and engagement are particularly important considerations when supporting struggling adolescent readers (Guthrie,1999). Aimed at these goals, literacy intervention programs tailored to the more complex tasks required of older students have increasingly been developed, administered and studied at middle and high schools across the country.

Specific Intervention Programs for Adolescents

The What Works Clearinghouse reviewed literacy intervention programs for adolescent students, defining this group between the ages of 9 and 18, or students in grades 4-12. For this age group, What Works Clearinghouse examines effectiveness of programs in the same four skill areas as for students between kindergarten and 3rd grade: alphabetics; reading fluency; comprehension; and general literacy achievement. Of the intervention programs reviewed by What Works Clearinghouse, the following

studies were found to have *positive* or *potentially positive* effects on at least one of these literacy outcome measures: Project CRISS, READ180, Reading Apprenticeship, Reading Mastery, and Success Maker.

Intervention Research Findings
The following are the major findings from the intervention research:

Finding 1. Early intervention is a preventative approach to closing the achievement gap which, once in place, is highly resistant to change.

Finding 2. General reading achievement, the ability to read text both accurately and with understanding, is only listed as a proven outcome of two early interventions: Reading Recovery (positive effect) and Success for All (potentially positive).

Finding 3. The achievement gap indicates that there are particular challenges faced by minority students; however, intervention research focused specifically on subpopulations is limited in amount and scope.

Finding 4. English Language Learners (ELLs) face challenges in literacy learning on English texts that include mastering new syntax and vocabulary as an integral part of reading with comprehension. Research that analyzes the responses of readers who fail standardized tests find many ELLs to be "word callers," a term referring students who have good word identification and decoding skills but poor comprehension. The WWC research review does not include comprehensive interventions that support children's literacy in conjunction with language development.

Finding 5. Programs vary in effectiveness according to the expertise of the teacher. Professional development is critical to the success of an intervention.

Finding 6. There is consensus among research studies that particular instructional practices in areas of literacy such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, are associated with successful student outcomes.

Finding 7. Several MMSD elementary schools are studying and implementing interventions in the Comprehensive Intervention Model (CIM) developed by Linda Dorn. A list of these Tier 2 interventions is found in Appendix F. These interventions are designed around evidence-based practices shown to be effective in research studies. Neither the CIM model nor the interventions have been developed or researched for middle and/or high schools at this time. There is very little intervention research at higher levels of education.

Finding 8. Hanover reported in its review of research on learner characteristics that "problem behavior" and "attitude towards learning" are more predictive of a student's future success than background or home language. Studies have also shown that students prefer texts that reflect their personal experiences. Selection of interventions need to include considerations of culture and motivation.

Finding 9. Intervention programs in Spanish are few. The simple translation of instruction and texts of a program for native English speakers into Spanish does not account for how language differences affect literacy development.

Finding 10. Different interventions have varied requirements of time, resources, training, and scheduling. The effect of their implementation on MMSD student achievement will depend upon their applicability to

MMSD students' assessed needs, the feasibility of recreating experimental conditions in school circumstances, and the interactive effects of curricular approaches.

Finding 11. Interventions are most effective when they are implemented with fidelity as part of a whole-school collaborative effort.

Finding 12. Parent involvement is a critical component of the successful implementation of an intervention system.

Chapter 9

Interviews and Focus Group Research and Findings

> "There is always a challenge to fidelity of all parts of (literacy) core practice and interventions. It's more work than I thought. People think they are doing guided reading, or guided reading plus, but I realized that we had a lot of variance in how they are actually teaching."
>
> MMSD Elementary Principal

Principal Interviews

The Director of Professional Development conducted interviews with MMSD principals from September through December, 2010. In approximately one-fourth of the interviews, the Deputy Superintendent, and/or a graduate student from UW-Madison (who helped with the data categorization) attended. With the exception of one high school where an Assistant Principal was interviewed, every principal in MMSD was interviewed. The principal and assistant principals were the only interviewees, with one exception where Instructional Resource Teachers (IRT) were included. The main purpose of these interviews was to understand schools' professional development priorities and needs, some of which included specific questions about literacy. After asking a broad open-ended question about professional development priorities, questions focused on three areas: literacy, assessment, and professional collaboration. This section summarizes themes relevant to literacy. The nature of these semi-structured interviews was relaxed and conversational with frequent checking for understanding and probes for more detail. Principals' responses were captured verbatim to the extent possible into a laptop without interpretation. Each school's responses were summarized in a table. Aggregate findings are reported here.

Elementary School Findings (32 interviews)

Priorities. Principals clearly reported that reading and writing were priorities for their schools and frequently communicated as school improvement goals. This included emphasis on core reading practices, interventions, continued work in writing, reading progress monitoring, school alignment of reading instruction and assessments, and/or integrating literacy practices with culturally and linguistically relevant practices.

Quality and fidelity. Perhaps the most important finding was that principals indicated a wide range of quality and consistency in literacy instructional and assessment practices, particularly in the area of reading. While some principals indicated overall high *quality* literacy teaching practices, many reported their schools had a range of quality in teaching practices, and a few reported lower quality practices than high quality practices. Additionally, the majority of principals reported a range of *fidelity* to balanced literacy instructional and assessment practices within their schools. One principal said, "Everyone buys into (balanced literacy), but they are at different skill levels." For example, some teachers were viewed as district exemplars in implementing balanced literacy while other teachers did not teach guided reading groups or use mini-lessons. At an extreme, one principal commented that "some teachers have no idea what core literacy practices are." A principal observed that a few kindergarten teachers questioned the developmental appropriateness of directly teaching their students to read, in part, because they "need time to be kiddos, time to play, time to explore."

Additionally, many principals indicated inconsistencies in teachers' abilities to *administer* and *interpret* the PLAA (Primary Language Arts Assessment) and especially *determine next instructional steps* based on this interpretation. As one principal said, "my staff can assess, but then they don't know what to do with the results." Another observed that, "The PLAA has become something that staff rely on for report card grading. Some aspects are used for other purposes, but to large extent it's used for report card grading" (summative, not formative assessment). Another reflected that,

(Teachers need to learn) what to do with the data, understand reasonable rates of growth with different pieces of data, how different data sources complement or contradict each other, e.g., with ELL students. Fidelity of administration of assessments is a whole other issue... Everyone is doing them differently, you can't compare them, there is no consistency. Some [teachers] say a student has a reading level of 14 but comprehension at level 27... people start to discount the data...

Similarly, principals indicated a wide range of teacher knowledge and skills in using different types of assessments, particularly formative assessments to inform instructional practices. Finally, some schools are at sophisticated levels of systematic progress monitoring, dialogue, and problem-solving; some are just getting started.

While some principals reported pockets of teacher resistance to particular balanced literacy practices (e.g., mini-lessons, using assessment walls), the data overall suggests that issues of fidelity and expertise largely concerned teachers' (lack of) skill more than a lack of will.

Other challenges. Principals reported, nearly across the board, that differentiating instruction for a range of student needs was a major challenge. These variables included differences in culture, low-income background, language, and special education. While some teachers are very skilled at differentiation, many had not developed or had the professional development opportunities to develop these skills. Several principals spoke of the very different needs of different groups of students (e.g., English Language Learners, Dual Language Immersion) and noted that many teachers struggled to meet these needs. As one principal said, "ELL students are the group most significantly behind in our data," another said, "We have a huge disparity with African American kids, teachers are on board with improving but overwhelmed with all they need to do. They are working really really hard." Several principals indicated that greater district clarity on the components of proficient readers/writers, word work, and other literacy expectations would be helpful.

Professional learning. Principals indicated a range of school professional collaboration across and within schools, which indirectly influenced literacy professional development and practices: some schools and teams within schools were at high levels of collaboration, many collaborated satisfactorily, and some were at low to nonexistent levels of collaboration. As one principal said, "We have a good staff, they care about kids. About 25% are amazing at collaboration, 25% are good, 25% are ok, and 25% don't understand collaboration."

The vast majority of principals argued that Instructional Resource Teachers (IRTs) were essential to improve teacher learning. Most of IRT time is used to improve teaching (minimal non-professional development duties), most are viewed as strong IRTs, yet some schools maintain some resistance to IRT support. Principals saw great need for literacy professional development. The majority contended that accessible videos of exemplary literacy practices would greatly help these professional development efforts and self-directed, "just-in-time" learning opportunities. Many said that new teachers could use intensive professional development in literacy and veteran ones could use professional development "refreshers."

Resource limitations. Principals indicated a number of literacy resource limitations. Many schools— particularly those not receiving Title I funding—had inadequate student literature in terms of: quantity, variety, book collections for small group instruction, cultural relevance, English Language Learners. These and other schools often had too few or outdated computers & technology for assessments. Many Title schools have sufficient technology resources but have not received technology professional development. Most principals reported that finding time for professional development is a major challenge, particularly related to a lack of funding for sub release time for teachers to engage in extended collaboration or to observe each other teach.

Middle School Findings (11 interviews)

Priorities. Principals reported three types of literacy priorities. Some schools embedded literacy professional development into professional collaboration time. Some schools focused on reading or writing across the curriculum. Some focused on content area literacy.

Literacy practice quality. Principals reported a moderate range of teachers' abilities to teach reading and writing within their content area. Some principals indicated that they had a substantial number of teachers, typically in language arts and social studies, who were teaching reading/writing skills at relatively high levels. Math and science teachers typically had a more difficult time making this connection. Other principals reported some teachers were able to do this, while the remaining principals indicated their staff as a whole had very little expertise in teaching reading/writing across the curriculum. Most teachers' pre-service preparation does not prepare them for this expertise. Differentiation for readers below grade level is very challenging for teachers. Schools are using System44 and READ180 to help students reading at below grade level. Several schools are using Traits of a Reader and 6 Traits of Writing.

Other challenges. Principals reported that differentiating for culture, low-income, linguistic, and talented & gifted differences was challenging for teachers. Several principals indicated they would like a common framework, language, or direction for secondary literacy practices from the district.

Assessments. Additionally, principals reported a range of teacher knowledge and skills in using assessments to improve instruction. Most teachers use assessments solely for summative purposes (rather than formative). There were some pockets of very strong assessment practices. Whereas most principals reported minimal school-wide progress monitoring or use of common assessments, a few notable exceptions reported well-developed progress monitoring systems. One principal shared, "We did a data wall last year. It made obvious to staff that we have a huge variety of readers in our school, many are 4 to 5 years below grade level." Another one said, "We have no school-wide assessment benchmarks at this point" while another reported that, "our assessment wall – we are really in the process of using it with RtI and small groups of teachers looking at what we can do."

Professional learning. Principals indicated a range of school professional collaboration across and within schools, which indirectly influenced literacy professional development and practices: some schools and teams within schools were at high levels of collaboration, many collaborated satisfactorily, and some were at low to nonexistent levels of collaboration. PC Time was viewed as very promising. Learning coordinators played a variety of roles, some of which included literacy professional development, some of which did not involve coaching or professional development (for any area). Principals would like their staff to have literacy professional development. One principal said, "We're taking stock of where we are [with reading and writing across the curriculum]... We've not had the conversation of 'what are the literacy skills I build as a content area teacher.'" There was some interest in developing accessible videos of exemplary literacy practices. As one principal said, "We'd love to have some people teach us about reading, more about reading strategies, that's what we need. I'm open to having elementary people teach us these skills. Videos could be helpful."

Resource limitations. Principals reported that finding time is a major challenge in working on literacy professional development. Some principals reported inadequate literature resources. One principal said, "We don't have a book room to help differentiate instruction with literature circles; to expand that we need money."

High School Findings (5 interviews – including Shabazz)

Priorities. Principals reported three types of literacy priorities. AVID was viewed as a means to improve literacy practices. Some schools focused on reading or writing across the curriculum in PCT and in-service days. Some focused on content area literacy.

Literacy practice quality. Principals reported that most teachers are at basic to very basic levels of knowing how to teach reading. Their pre-service preparation does not prepare them for this expertise. Differentiation for readers below grade level is very challenging for most teachers. As one principal said,

[What's challenging for teachers is] "differentiating levels for students—how to meet different reading levels; it's hard to know how to teach that range."

Other challenges. Principals reported that differentiating for culture, low-income, linguistic, and talented & gifted differences was challenging for teachers. Several principals indicated they would like a common framework, language, or direction for secondary literacy practices from the district. Additionally, principals reported a range of teacher knowledge and skills in using assessments to improve instruction. Most teachers use assessments solely for summative purposes (rather than formative). There were some pockets of very strong assessment practices. Many teachers see their job as "teachers teach, the students' job is to learn." Principals reported very minimal school-wide progress monitoring or use of common assessments, a few notable team exceptions reported systematically using common assessments to improve teaching.

Professional learning. Principals indicated a range of school professional collaboration across and within schools, which indirectly influenced literacy professional development and practices: some schools and teams within schools were at high levels of collaboration, many collaborated satisfactorily, and some were at low to nonexistent levels of collaboration. PC Time was viewed as promising. Grant coordinators and literacy coaches were used to some extent in professional development. Principals showed some desire for their staff to have literacy professional development. There was some interest in developing accessible videos of exemplary literacy practices.

Resource limitations. Principals reported that finding time is a major challenge in working on literacy professional development.

Teacher and Building Coach Interviews

Elementary Schools

Elementary interviews and focus groups were conducted by District Teachers Leaders in Professional Development September – December 2010. These were conducted in 32 elementary schools with approximately 100 instructional resource teachers and teachers, often in groups of 4 or 5.

Priorities & Fidelity. In the area of core practice schools shared that most teachers feel confident with writing workshop materials and its implementation. They pointed to the fact that many staff have attended Lucy Calkins Units of Study district or school professional development. There is a wide range within schools of implementation of balanced literacy components (Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modeled/Shared Writing, interactive/Guided Writing, and Independent Writing). Additionally, there is a wide range within schools and teams of implementation of balanced literacy structures (small guided groups, one-on-one conferences, mini-lessons, and independent student work/assignments). According to our interviews regarding interventions there is a wide range in expertise and confidence with interventions-pull out level II and III. Many schools are using Inclusive Schools Grant money to have sub release time to build teacher capacity to implement balanced literacy and interventions.

Resources. We found that the following resources are commonly used:
- Primary Literacy Notebook
- 3-5 Literacy Notebook
- Words Their Way
- Comprehension Tool Kit,
- Café,
- Traits of a Reader,
- Book rooms (Variety of leveled books and books that represent materials),
- Units of Study Lucy Calkins (K-2, 3-5)
- Moodle is proving to be a useful technology tool

Of the resources mentioned above, the Primary and 3-5 Literacy Notebooks and Writing Units of Study is the most consistently and commonly used. The usage of resources depends greatly on the amount of

professional development that has supported them. The Units of Study summer institutes were highly attended; therefore, they are widely used materials. Non-title schools especially struggle stocking their book rooms with a variety and quantity of titles. Additionally, there continues to be a demand for Spanish books.

Assessments. We also inquired about the literacy assessments that are administered in the Primary Language Arts Assessment (PLAA). There is a wide range of concern with the fidelity in administration and deep understanding of the PLAA. The PLAA is administered at the appropriate reporting times. However, it is commonly administered incorrectly, meaning that the information gathered is inconsistently used to inform instruction. Additionally, many teachers report this is a time-consuming task that takes away from instructional time. There were similar concerns with the Spanish Primary Language Arts Assessment (SPLAA); in addition, many feel that the reliability of this assessment is limited because there is only one text per level to assess the students; therefore, the students have read many of them multiple times. In addition, it maybe the same text they read in English. Moreover, there is not an assessment for students reading above level 30. The Scholastic Reading Inventory (SRI) is administered to students which score 30 on PLAA. In some schools the SRI is for all students in grades 4 and 5. Many teachers like to have this additional data on the students and feel that the results more accurately reflect the students reading ability. However, the information it provides to instruct a student is limited. Finally, there is a concern about the continued assessment of 6 Traits of Writing when we have moved to the Units of Study. However, the prompts reflect the big ideas from the Units of Study.

Progress Monitor Systems exist in almost every school. The criteria and decisions of where students are placed in the system vary greatly across schools. There is a lot of exploration of using excel to monitor student progress.

There were some needs expressed to deepen teacher knowledge to respond to students needs. This would come from further understanding of the PLAA assessment, core practices, and implementation of balanced literacy to differentiate for students. Also, it was requested to further Instructional Resource Teacher's strategies to use the Progress Monitor Systems to improve instruction. Finally, teachers would like professional development to support students in the areas of Dual Language Immersion and English Language Learners especially when it comes to interventions. The majority of IRTs are very helpful for improving teacher practices when they are in coaching roles. In most schools, IRTs' primary responsibility is focused on coaching; however, there is some variation in how these responsibilities are defined and implemented across schools.

Middle Schools

Interviews were conducted by District Teachers Leaders in Professional Development September – December 2010. These were conducted in 10 schools, 24 focus groups, 106 staff, (96 teachers, 8 learning coordinators, 2 principals).

General Considerations
The current practice of teaching literacy (reading and writing within content areas) in middle schools is inconsistent from school to school and from teacher to teacher. Although it is available to all middle school staff, the 6-8 Literacy Notebook developed specifically for middle schools is not consistently used. Most of the staff interviewed were convinced that literacy across the subject areas is the goal, but there was not a clear understanding about who is responsible to teach reading. Teachers indicated feeling pressured to cover a certain amount of curriculum, and since literacy is not currently among the middle school standards they were unsure how to incorporate and measure it. It was generally expressed that teachers need to learn how to skillfully teach reading and writing within their content areas, and that without those skills, they looked to programs such as READ180, System44, specialists or language arts teachers to offer that instruction. Teachers suggested offering continued supports through AVID, a continuation of the 6th grade literacy block through upper grades, and the ongoing literacy focus for math and science because the mathematics and science program materials are both language based.

One of the greatest challenges teachers face is adjusting their teaching to meet the varying needs of students, especially for students requiring Talented and Gifted programming options, English Language

Learners, students with disabilities and other emerging readers. While there is a need for some interventions in middle school, using READ180 during a class is frustrating to teachers and means the student is missing class. One teacher said, "Differentiation is rough, good idea though – we just have a hard time doing it. We all need help!"

Those interviewed questioned how a literacy initiative could reach its full potential with so many apparently competing initiatives demanding staff time, from new requirements for use of Gmail, standards based grading, Professional Collaboration Time, Positive Behavior Support, new assessments, etc.

Materials
Generally, schools value student choice for reading material and they need materials that are content-specific with which to teach literacy. There is a clear need for high-interest, age-appropriate texts for emerging readers and for those at the upper end of the Scholastic Reading Inventory (SRI) available at school instead of always checking them out. While they are language-based, neither the middle school mathematics program materials, Connected Math Program, nor the science program, Full Option Science System, are easy for an Special Educational Assistants, Bilingual Resource Teachers, tutors, or parents to access in order to support their students. There was general criticism of the science reading resources, intended to supplement inquiry based science instruction.

Assessment
Despite the technology limitations (old computers, and not enough of them), SRI data is frequently used in middle schools. It produces useful data around reading, but it is limited, especially with schools that have 90% of students at advanced. Using some other, additional data to help drive instruction would be a good idea. Staff would like more general information about interpreting the scores and any implications for curriculum.

Professional Development
Although professional development seems to be optional, many middle school teachers took the district's courses, "Traits of a Reader," and "6 Traits of Writing." These gave middle schools a common language and were well-respected courses for teachers and teams district-wide.

In general, staff expressed a need for coaching in their content area in the context of their classrooms to learn what literacy in their particular content area looks like. They want very specific content-area literacy strategies. There is a need for vertical articulation, translating Lucy Calkins' language into middle school, for example. Teachers cautioned against delivering professional development in large one-shot presentations, because they lack the follow-up to make a difference in the classroom. Professional Collaboration Time is new this year and is seen as an opportunity for focusing on literacy in an ongoing way.

High Schools

Interviews were conducted by District Teachers Leaders in Professional Development September – December 2010. These were conducted in 4 schools, 10 focus groups, 44 staff, (34 teachers, 4 Grant Coordinators, 4 Literacy Coaches and 2 Principals)

Definition and context
Comprehensive Literacy programming at the high school level is relatively new. Staff feels the need for a clearly communicated, coherent statement of purpose, scope and expected practice of literacy in the high schools and for the K-12 whole. "The district has no operational definition of literacy," said one teacher. In addition there were sometimes false connections made with assessment literacy, technological literacy and media literacy. Staff also had issues about how literacy should fit into the educational plan of a school – literacy has varying levels of prominence in the buildings' action plans, and varying levels of implementation despite its place in the action plan. Schools have taken varying levels of ownership of what was sometimes described as a top-down initiative from central office. Most of the staff interviewed were convinced of the importance and centrality of literacy inside and outside of the curriculum and reported that there were many productive first steps, but questioned how it could reach its full potential with so many apparently competing initiatives demanding staff time, from new requirements for use of

Gmail and Infinite Campus Gradebook to REaL grant activities around staff collaboration, innovation and training.

There was discussion about the importance of a school-wide approach and the possibility of concentrating on a single strategy, as described in the article about the Literacy success at Brockton High School. By such a narrowing of focus teachers thought that with effective leadership and staffing, strategies could not only be taught and modeled, as they are now, but also practiced and monitored, so all staff would be expected to use the strategies and be provided with useful feedback – things lacking in the current program outside of a few exemplary "pockets" of instructional practice.

Current staffing
There was widespread agreement about the value and work of the four comprehensive high school literacy coaches, who have led professional development for staff in large group, small group and individual settings. There was also agreement that this capable leadership had not yet been translated into consistent classroom practice with students. Most thought that these positions should be expanded so that more teachers could receive assistance teaching reading and writing in their content areas. With more coaches there could be some specialization in core subject area-specific strategies, so one of the coaches might specialize in reading in mathematics texts and travel to math departments in other schools as part of her/his job.

Staff indicated that some principals have been especially effective in advocating for literacy, but they and the coaches need specific professional development around literacy programming and research to effectively lead schools in literacy education.

Content area teachers say their colleagues vary in how receptive they are to using literacy strategies, and in some cases, any new instructional strategies. For this reason we feel that coaching must involve a research-based instructional cycle including modeling, guided practice, formative assessment and feedback that effectively trains the teacher in literacy while modeling excellent practice in teaching students (for instruction in literacy or anything else). Administrators must be a part of the process and support it.

Some staff suggested the need for interventionists. Many teachers didn't know how to teach very low-proficiency readers, and there were concerns with the computer-based programs currently being used and piloted. Staff thinks there is value in the READ180 and System44 programs but feel they don't address the needs of all struggling readers; carry large costs in computer purchases, maintenance and updates; and carry invisible costs by taking away staff from other program areas. And the staff overseeing may not have the Literacy background to best take advantage of the programs. Some staff said that there was still no replacement for a reading teacher, even for some high school students.

Materials
Teachers highlighted the special literacy needs in classes that don't use textbooks and in those "overusing" textbooks. Finding subject-appropriate texts at various levels (or at various levels of Spanish) was a common concern. The cost of equipment used in computer-based programs was mentioned above. Teachers wanted subject-specific materials to help challenge highly proficient readers and writers as well as materials appropriate for students at basic and proficient levels.

Professional Development
Literacy coaches asked for professional learning opportunities for themselves. The participants also suggested the need for professional development for other school and district-based literacy staff, administrators and staff responsible for delivering literacy professional development. This would include expert contacts from outside the district and bringing in speakers/trainers, such as Kelly Gallagher.

Teachers say they need time to be trained, guided and monitored, because current training structures, such as Professional Collaboration Time (PCT), are already full with building and central office initiatives. Teachers requested professional development for:
- Teaching literacy classes
- Teaching literacy in content areas
- Accessing reading data, reading levels, SRI data in order to analyze and support individual students

Another request was for a resource to call and ask how to serve the literacy needs of a teacher's students – a list of options and interventions.

Principal and Teaching Focus Group Findings

Each of the above participant groups provided a different perspective on the strengths, limitations, and challenges of literacy programs, practices, and curricula. These findings were reported to the extent possible as factual or at a low-level of interpretation. Here, we provide a summary of findings that are most relevant to answering the main evaluation questions and evaluating literacy across the district. While each participant group offered a different perspective, as a whole, the findings converged under several broad viewpoints or a general consensus on literacy practices. Stated differently, we believe each participant group would agree on the following findings:

Finding 1. *Range of fidelity and expertise in elementary schools.* Although literacy was a top improvement priority across the district, with the exception of writing workshop practices which had reported higher fidelity, participants reported a wide range of fidelity of balanced literacy practices in classroom instruction, assessment (especially use of the PLAA), use of the literacy notebook, and with Tier 2 and Tier 3 interventions. Similarly, participants reported a range of expertise within these areas. Some participants also suggested that most teachers are willing and hard-working, thus implying that their "skill" may be more of an issue than "will." However, participants noted some teacher resistance to fully implementing balanced literacy practices.

Finding 2. *Moderate range of literacy practices in secondary schools.* Middle schools in particular reported a moderate range of high, medium and low teaching expertise of reading and writing across the curriculum, with social studies and language arts teachers integrating literacy into their content area typically more frequently than math or science teachers. While middle schools had a 6-8 Literacy Notebook, it was used infrequently and inconsistently. High schools found AVID to be one means of bringing literacy into content areas. As a whole, most teachers were not prepared to teach and differentiate reading and writing within their content areas. Most schools relied on reading programs such as Read180 and System44 for helping struggling readers.

Finding 3. *Differentiation is challenging.* Elementary, middle, and high schools reported that differentiating instruction for a range of student needs—whether ability, linguistic, cultural, low-income, or talented and gifted—was challenging because they lack the preparation and/or skills. While implementing balanced literacy practices or teaching reading/writing within a content area with fidelity likely provides a foundation for differentiation, participants' responses suggest that the ability to differentiate for a range of learner needs and backgrounds takes teaching and learning to a more complex and challenging level.

Finding 4. *Desire for clearer district vision of literacy.* Despite K-8 literacy notebooks, participants explicitly and implicitly suggested the need for greater clarity around literacy guidelines and expectations. Participants contended that part of this vision should include clear roles and responsibilities around literacy practices, their connection to standards, and consideration of potential role overload and conflicts (e.g., in secondary schools).

Finding 5. *Importance of professional development.* The vast majority of participants, particularly in elementary schools, found building coaches to be a powerful contributor to teachers' professional learning. The quality of team and school collaboration and professional learning also influenced the fidelity level of implementation of literacy practices and teachers' overall expertise. Participants expressed the desire and need for considerably more professional development in literacy, for both teachers and building coaches. There was a high demand for accessible videos of exemplary literacy practices that could be used in multiple venues for professional learning.

Finding 6. *Need for resources.* Many schools reported insufficient reading materials and texts, particularly to respond to a range of student needs and backgrounds. Some participants also suggested the need for more building coaches with literacy expertise for ongoing and "just in time" professional learning.

Librarian Media Specialists

Introduction

As part of the district's literacy advisory committee's research, librarians across the district were asked to complete a survey about their roles in promoting and supporting literacy among students, teachers and families. Survey questions focused on collaboration, instructional technology, diversity, differentiation and the future direction of library programs. In each of those subject areas, respondents were also asked which changes, support, and professional development would enhance their abilities in each corresponding subject area.

The survey's 30 respondents represented 20 elementary schools, six middle schools, three high schools and one anonymous respondent. Overall, sixty percent (60%) of librarians in the district responded.

Survey questions were open-ended and the responses were analyzed using qualitative methods. The text was read, analyzed and categorized according to major themes and patterns in the responses. The data was further segmented to identify key points and connections across categories. Finally, the key points were outlined within each of the major themes of the survey. Those themes, the role of the librarian, the challenges and recommendations, form the basis of this narrative. The word "respondent" and "librarian" are used interchangeably in the narrative. A copy of the survey instrument is included in Appendix G of the report.

The Role of Librarian in Literacy

All respondents are solely responsible for resource selection which means that in addition to the selecting and purchasing books that comprise the collection, librarians also find adaptive formats and technologies with audio components to support classroom instruction. These allow differentiation for students whose disabilities or lack of English language proficiency may have excluded them from participating in literacy activities/programs. These differentiated formats and technologies also serve students whose advanced reading, writing and inquiry skills exceed those of their peers. Purchasing books, promoting books and matching books to readers lay the foundation for librarian's support of literacy. Other roles respondents identified were that of teacher, trainer and leader. Every librarian is a certified teacher. In addition to the responsibilities of managing the collection, many librarians at the elementary level spend up to half their time teaching computer skills courses as part of the REACH program. These courses sometimes take place outside of the library media center. The role of the librarian as trainer is a pivotal one. Librarians train classroom teachers about the availability of resources, materials and technology found in the library. Librarians also take a leadership role in the implementation of instructional technology, such as 21st century skills, Web 2.0 tools and online literacy databases.

Collaboration, promotion and leadership are common themes across schools and levels when librarians describe how they work with classroom teachers. Librarians collaborate with classroom teachers by providing the research and resources needed for reading and writing instruction and team-teaching information literacy (research) skills. Curricular resources such as Lucy Calkins, six trait writing and balanced literacy are common at the elementary level whereas the work of Doug Buehl and AVID are found at the secondary level. Librarians support teachers' day-to-day instruction by creating bibliographies and research lists, supplying materials and collaborating on research projects. Librarians are also leaders in technology, providing both training and access to teachers and students alike in literacy-related software tools such as Google docs, Tumblebooks, Pebblego, Moodle and many others.

Their role broadens significantly when supporting student literacy. In working with students, the librarian wears the hat of promoter, organizer, teacher, trainer and mentor. Through book read-alouds, creating displays, organizing Book Bowls/Battle of the Books, games, author visits and book fairs, librarians promote literacy in creative, engaging ways that allow students to see themselves in the diversity of the collection. Librarians strive to give students "just right" books that meet individual interests, reading levels, cultural and social backgrounds.

> ". . . I work on developing relationships with students so that I am able to match each student with reading materials that appear to him or her and that match his or her reading abilities. Nothing else in the school is quite the same as a visit to the library, relative to choice."
>
> - *MMSD librarian*

In addition to managing the collection, librarians are also teachers who reinforce classroom literacy instruction by helping students make text to self connections; use reading strategies such as marking text, scanning and skimming; reinforce vocabulary; show students how to select books at the appropriate reading level; teach research skills and encourage students to write book summaries. By providing students with materials that are of interest to them and that reflect the diversity of the student body and global community, librarians are in a unique position to create a warm, welcoming environment that instills a love of reading and joyful learning.

With its 24/7 access to library resources, online databases and online subscriptions to reading programs through the Destiny Library Catalog homepage, the library is a bridge between school and home. Librarians engage families in literacy practices through Bookfairs, Battle of the Books/Book Bowl and guest reader events. Librarians also extend their programs outside the school walls by collaborating with public libraries to ensure students have public library cards. These home and community connections encourage families to practice reading and digital literacy skills outside of school.

The library is the hub of all technology training and the librarian has the role of facilitator and trainer. "Since the library is the main (if not only) computer lab, I am often a de facto proofreader, sounding board, writing teacher, etc," said one respondent. The implementation of new technology often outpaces library staff's professional development. As a result, many spend countless hours of personal time training themselves on literacy-related programs such as Read/Write/Gold and Tumblebooks. Librarians create how-to lessons and mini-units to instruct students and staff on the use of webtools and online subscriptions. However, the availability and implementation of digital literacy tools varies widely depending upon subscriptions, staff and student training. Librarians report a vast array of digital literacy tools in use across schools. Programs such as Starfall and Kid Pix blend basic technology skills with literacy skills. Dance Mat Typing, online magazines, Fact Monster, Toon Book Reader and online reference programs all engage students in literacy through the use of technology.

> "Technology is the ever changing need. Professional development to keep the librarian [updated] and as a result, the teachers, is of the utmost importance."
> *— MMSD Librarian*

Library Media Specialists Findings

As trained teachers, librarians can serve unique and diverse roles in supporting district literacy goals. A major theme that surfaces in the surveys is the lack of equity and continuity across the district in several key librarian functions. Recent cuts to the library media program have resulted in less than full time librarians in some of the elementary and middle schools. In three of the four major MMSD high schools, there is only one professional library media specialist (LMS) serving and average of 1,800 students plus the staff members. Additional cuts in educational assistant time have decreased the ability of the librarians to serve the literacy needs of their students and staff.

The following findings impact librarians' effectiveness in supporting literacy throughout the district: 1) inequitable access; 2) lack of training in district literacy curricula; 3) lack of training in instructional technology tools to support literacy; 4) difficulty in locating diverse resources; and, 5) difficulty maintaining library relationships.

Finding 1. *Inequitable Access.* There is wide variation throughout the district in access to professional librarian services and library resources during the school day and from school-to-school. According to the American Association of School Librarians (AASL) "All students, teachers and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library material specialists working full time in the school's library media center".

Mendota Elementary School has a .5 library position. In the other elementary schools, while there may be a certified librarian full-time in the building, he or she may only have a .5 allocation in the library and a .5 REACH allocation sometimes in a computer lab away from the library. In these schools, students and staff do not have access to a full-time librarian's skills and services in the library for parts of the school day.

Seven out of eleven middle schools have a full time library position. Black Hawk, Jefferson, Spring Harbor and Wright Middle Schools each have a .5 library position. At the four main high schools, Memorial has 1.5 media specialists while East, La Follette and West have one full time library allocation to serve an average of 1800 students.

A further challenge is the dramatic decrease in educational assistant time in libraries. Roughly half of the libraries have five or fewer hours per week of assistant time. Librarians now perform many more clerical tasks associated with managing a library (checking materials in and out, shelving, processing new materials, etc.). When librarians serve clerical duties, less time is available for other professional librarian roles related to literacy including instructional leadership, collaboration and team teaching time with teachers, locating culturally relevant and differentiated materials, weaving instructional technology for 21st century literacy into literacy units, and generally less time helping students meet their reading needs.

Finding 2. *Lack of Training in District Literacy Curricula.* There is wide variation in the skills and knowledge base of librarians relative to the district's literacy curriculum and the instructional strategies to meet the needs of a variety of learners. To be a literacy partner and to support the work of classroom teachers, librarians need training in the literacy strategies and programs being used in schools. Librarians must be familiar with the literacy pedagogy, strategies and content language in order to assist teachers with the resources the library has to enhance teaching and learning. Based on this knowledge, librarians continually update the collection to serve the reading interests of students and to support leveled reading for research projects and collaborations with teachers on instructional strategies for reading. This training must be required to ensure equity and continuity throughout the district. Some of this training is provided periodically in staff development sessions offered after school or in the summer. However, attendance at this type of training is voluntary and doesn't ensure that all librarians have a thorough understanding of the literacy models in use. At the elementary schools, training for classroom teachers is provided during the school day but librarians are not included in these training sessions. In reality, training specifically geared toward librarians in supporting the literacy program is essential. This training is essential at middle and high school as well.

> "Librarians need to be familiar with the literacy curriculum in order to assist teachers with the resources the library has to enhance teaching. Based on this knowledge, librarians need to continually update the collection to serve the reading interests of students and to support leveled reading for research projects and collaboration with teachers on instructional strategies for reading." – *MMSD librarian*

Finding 3. *Lack of Training in Instructional Technology Tools to Support Literacy.* There is wide variation in the skills, knowledge base and implementation of literacy instructional technologies among MMSD librarians. Instructional technology to support literacy changes rapidly in the digital age. Librarians need to keep up with the new formats and technology. There is vast inconsistency in the skills and training of librarians from building-to-building in this area. Web-based tools for reading, writing and research are constantly changing. Books, in a variety of formats, including ebooks and online reading databases provide audio access to students who may struggle with text. These resources often offer the ability to access these sources at home, the public library, the Boys and Girls Club and other community outreach facilities.

The hardware and software to support these new developments is also constantly changing. Librarians are one of the main channels for new information into schools particularly relating to technology. Librarians provide training in new technologies to students and staff and help staff incorporates web-based tools into the literacy curriculum.

Currently librarians teach themselves these new tools or participate in after school or summer training programs. Required training that provides consistency and equity in access to 21st century skills and tools from school-to-school is essential. This is particularly important for 24/7 access through the online Destiny Library Catalog homepage to library resources and online sites.

Finding 4. *Difficulty in Locating Diverse Resources.* There is a need for ongoing training and access to professional learning opportunities to assist librarians in selecting materials that are culturally relevant including Spanish language materials as well as materials in a variety of formats and at a variety of reading levels to meet the diverse learning needs of our student population. Librarians devote time to ensuring the library collections are rich and diverse. As one librarian said in the survey, "It's absolutely critical that students see their own faces reflected in library materials as well as instructional materials and all over the school." Librarians strive to provide a collection of materials that include a variety of cultures, families and languages. Finding these culturally relevant materials can be challenging because many mainstream publishers include only a few books with non-white characters in their catalogs. In addition, Spanish language materials to support both dual immersion and bilingual programs, present a challenge because very few MMSD librarians understand or speak Spanish.

There is a lack of continuity and equity across the district in the access students have to culturally relevant materials. Currently, librarians learn about these materials and their importance in literacy practices by attending workshops offered by the Cooperative Children's Book Center (CCBC) on the UW-Madison campus (specializing in multicultural children's literature and materials that portray a wide variety of cultures, families, and issues) and by our own professional learning communities which include a focus on building library collections that represent a diverse, multicultural society). With the District's new Equity and Family Involvement Division, more formalized training and access to professional learning opportunities between the Equity and Family Involvement Division and the librarians is beginning. This professional relationship is developing between the Division of ESL and Bilingual Education and the librarians as well. On-going and required training is essential in this area so up-to-date materials for students in their languages, about their cultures and featuring families like theirs are available in MMSD libraries.

In addition, librarians need ongoing training in identifying ways to differentiate instruction and meet the learning needs of all students. Training on locating and incorporating the newest technology tools that allow for auditory access to text including ebooks, audiobooks, and Read/Write/Gold into literacy instruction is essential. On-going training on reading and writing materials to meet the needs of our students requiring TAG programming or services and the virtual learning opportunities available to those students is essential as well.

Finding 5. *Difficulty Maintaining Library Relationships.* There is very little time for librarians to meet together to address literacy and other issues specific to the libraries. Currently there is a professional learning community for librarians at each level, elementary, middle and high. These groups meet for 2 hours each month, either after school or, in the case of the elementary schools, on the third Monday of each month, to share best practices for literacy and 21st century skills including information literacy and instructional technology skills (including lessons, activities, and ideas) for students at each level. The elementary and middle school professional learning communities also meet at the Cooperative Children's Book Center 2 days per year to preview new materials and attend presentations by the CCBC staff about current trends in children's and young adult literature, culturally diverse materials, strategies for differentiation and recommendations for purchase that fit MMSD curricular and student enjoyment needs. In addition, MMSD librarians and Madison public librarians have met to share literacy resources and strategies for use. This is important because MMSD students use the public libraries at night and on the weekends for their literacy needs.

In MMSD schools, there is at most one librarian. Librarians are working in isolation, truly on their own within a school. As a result, opportunities to talk with colleagues in the library area of expertise, discuss plans for instruction, compare lists of recommended materials to order and examine what strategies are successful with students and which need to be modified to meet students' instructional needs are not readily available on a daily basis. Librarians use email for some of these discussions, but those conversations are necessarily limited. Attendance at the professional learning community meetings is particularly critical as libraries evolve into 21st century learning hubs for students and staff.

Student Senate

Background Information

The Student Senate includes 25 students, representing all four comprehensive high schools and Shabazz City High School. The feedback session was a part of the regular Student Senate meeting held on November 9, 2010.
Students responded to the following questions:

- Talk about the characteristics of teachers/adults that help/helped you learn to read and/or write.
- What do you do to develop your reading/writing skills?
- What suggestions do you have to improve the ways students learn to read and write (and continuously improve their skills)?

The questions were asked and responses were recorded by Student Senate facilitators. This section summarizes key themes that emerged across all three groups in response to the questions listed above.

Student Senate Findings

Finding 1. *Importance of relevant materials.* Many students emphasized the importance of incorporating high interest, relevant materials, including multi-media resources, into the curriculum. Materials should engage students and support reading for enjoyment. Students also expressed a desire for opportunities to select their own reading materials based on their areas of interest.

Finding 2. *Desire for regular formative feedback.* Students expressed a desire for detailed, focused feedback on their written work. Feedback should provide specific suggestions on ways to improve their writing.

Finding 3. *Opportunities for peer discussion groups. Many* students had opportunities to participate in small reading discussion groups in elementary school, with fewer opportunities in middle and high school. A majority of students reported that they would like more opportunities for literature discussion groups in which groups of students read and discuss the same book.

Finding 4. *Balance structure and choice.* Although students want explicit literacy instruction, they also desire flexibility to address the unique learning needs of every student.

Finding 5. *K-12 literacy consistency.* While many students experienced sequential skill development in elementary school, many felt that explicit literacy instruction disappeared in middle and high school. To improve literacy instruction, students identified the need for more K-12 program coherence to include increased consistency in course offerings across schools and district-wide learning objectives.

Finding 6. *Differences in student grouping.* There was some disagreement among students in how to group students for instruction. Some advocated for mixed-ability groups while others preferred ability grouping.

Parent Council

Background Information

The Parent Council consists of 48 parents, to include one representative from each Madison school. The parent council meets monthly to provide input and to improve inter-department communication and support the work of the district. The feedback session was held as part of the regular Parent Council meeting on November 11, 2010.
Parents responded to the following questions:
1. What has been most effective in helping your child/children learn to read and to enjoy reading?
2. How should families be involved in supporting literacy for their children?
3. What changes would you want to see in our District's literacy program?

Parent Council Findings

This section summarizes key themes that emerged across groups in response to the three questions listed above.

Finding 1. *Exposure to a variety of literature.* Students need access to a wide range of reading materials at an early age. It is vital that classrooms are rich in text materials and other resources that support literacy instruction. Schools must also provide access to a variety of reading materials by maintaining a diverse collection of books in the school library and book room. Teachers and librarians play an essential role in motivating students to read by recommending high-interest materials at a student's reading level. Families may provide opportunities for exposure in other ways— by having books available at home and taking trips to the public library and/or local book stores.

Finding 2. *Importance of differentiated instruction.* Parents reported that small class size and differentiated instruction have been effective in helping their children learn to and enjoy reading. Several parents added that volunteers and student teachers had been effective in providing students with additional support.

Finding 3. *Regular communication.* Parents, particularly those with struggling readers, reported a desire for more frequent and regular communication with classroom teachers.

Finding 4. *Parent involvement.* Parents can be involved in their child's education in multiple ways to include volunteering and/or supporting literacy development outside of school. Parents offered the following suggestions: SPARC bag program, district-wide on-line literacy resources, support to families with struggling readers and literacy guides on various topics such as reading to/with your child.

Teacher Council

Background Information

The Teacher Council consists of 48 teacher leaders, to include one representative from each Madison school. Participants provide input into key district initiatives and foster improved communication with district teacher groups. This group is facilitated by the, Deputy Superintendent/Chief Learning Coordinator, Assistant Superintendent for Elementary; and, Assistant Superintendent for Secondary. The feedback session was held as part of the regular Teacher Council meeting on November 18, 2010.

Teachers responded to the following questions:
1. What is your most effective strategy or process to help improve student skills in reading and writing?
2. What challenges do you face in improving student reading and writing in your classes?
3. What support do you need to improve your ability to be effective in supporting the development of reading and writing skills?

Teacher Council Findings

This section summarizes key themes that emerged across groups in response to the three questions listed above.

Finding 1. *Data-driven decision making.* The use of student assessment data is vital in making instructional decisions, however teachers reported needing more time to complete assessments and analyze the results. Some teachers expressed a concern about the limited transfer of student data from the elementary to middle school level and suggested implementing a new system for sending more assessment data with students when they enter sixth grade.

Finding 2. *Differentiation is challenging.* Teachers reported difficulty in differentiating instruction to meet the diverse needs of all learners—whether ability, linguistic, cultural, low-income or talented and gifted. While many teachers reported the effectiveness of individual and small group instruction, large class size, insufficient support and resources created complications when planning for instruction.

Finding 3. *Curriculum alignment and consistency.* Teachers reported a need for more consistency within and across schools in the district. The district needs to provide explicit expectations for implementing a balanced literacy program that includes a K-12 scope and sequence that outlines comprehensive skill development.

Finding 4. *Need for resources.* Many teachers reported inadequate materials and texts that respond to a range of student needs and backgrounds. In addition, teachers reported limited and insufficient technology to support learning in the classroom.

Finding 5. *More staff support.* Although many teachers felt that building coaches provided valuable support to teachers and students, more support is needed in the classroom to meet a range of student needs, particularly for students in middle and high school who struggle with reading but do not quality for additional services. To be most effective, staff need to be trained in the use of specific intervention strategies.

Finding 6. *Importance of collaboration and professional development.* Many teachers recognized the need for ongoing professional development and collaboration time, particularly at the middle and high school levels.

Finding 7. *Prioritizing literacy instruction.* While students receive at least 60 to 120 minutes of daily literacy instruction in elementary school, less time is devoted to literacy instruction in middle and high school. We need to rethink current scheduling practices to allow for more explicit literacy instruction and provide professional development in teaching literacy strategies across the curriculum for content area teachers.

Psychologists

Background Information

MMSD School Psychologists met to discuss questions related to the work of the district's Literacy Work Group. A summary of the MMSD school psychologist's discussion was then forwarded to all MMSD School Psychologists for their input. The following is a summary of this work:

What do psychologists see as their current role in promoting and supporting literacy in our buildings?

Elementary psychologists primarily see their role as working closely with classroom teachers and teaching staff including the Instructional Resource Teachers (IRT) in their work to screen, monitor, intervene and support all students in their literacy development.

What current practices do you have in your role as a school psychologist that support the literacy development of students in your building?

Elementary psychologists promote the behavioral and academic success of students by problem-solving assessment and intervention needs for students. They consult with teachers, parents, students and/or others working with a student regarding their current performance. They provide an overview of assessment data currently available and may complete additional assessments as needed to better understand student learning and assist in developing a plan to meet student's needs. They attend instructional team meetings, facilitate Student Support and Intervention Team meetings, and/or provide individual consultation. Some psychologists provide tier 3 interventions as part of an evaluation process to better inform staff of student needs and learning style.

How do psychologists support the needs of our diverse student population?

Psychologists work closely building relationships with families to better understand the needs and learning styles of our diverse student body. Many psychologists at the elementary level include parents at their Student Support and Intervention Team meetings. They screen students for Tier 2 interventions when available (e.g. Oracy; after-school groups, etc.). Psychologists also use their expertise and training to guide in the interpretation of data. For example, there are limitations in current assessments used in our district as they are not administered in Spanish or any other languages. Psychologists may administer alternative assessments that have been used with diverse students to better compare their performance and assess their needs with validity.

Psychologists Findings

Finding 1. *Need for multiple assessments and objective screening tool.* Employ multiple assessments and objective screening data. There is a need to screen students using a measure that is objective. Multiple assessments that are both formative and summative should also be used to provide a thorough picture of student performance.

Finding 2. *Need for increased parent involvement.* Measures that can be communicated and understood by parents are needed. This would strengthen parents as partners in their child's education. The system needs to provide parent feedback. Currently parents receive information on the Wisconsin Knowledge and Concepts (WKCE) and Primary Language Arts Assessment (PLAA). The WKCE and PLAA assessments do not provide parents with feedback about their child's performance relative to others in the school or district nor do they provide a source for comparison of the child across time. The future literacy program should include a method that informs parents of where the student is performing now and where they should be performing in the future.

Finding 3. *Need for valid, reliable assessments.* Although the complexities of administering reading assessments to young children are acknowledged, there is a need for valid and reliable assessment tools that are implemented with fidelity. Because the same PLAA assessment may be administered multiple times during the year, School Psychologists expressed concern about validity. They also are concerned about the validity of an assessment system in which independent data collection or analysis is lacking.

Finding 4. *Need for accurate progress monitoring.* A progress monitoring system must employ a method that informs staff of when the core curriculum is not meeting a student's needs in a timely fashion. Progress monitoring walls are important and need to be viewed with multiple lenses so that the data that are being used are reliable, valid and accurately define student progress. School psychologists and other support staff can provide important information and help classrooms teachers when interpreting progress monitoring wall data.

Finding 5. *Need for defined, specific interventions.* The future program needs to provide specific, targeted Tier 2 and Tier 3 interventions that are tailored to meet a student's needs. There need to be specific, research and evidence-based Tier 2 and Tier 3 interventions available to all students. Interventions need to be tailored to meet the specific needs of a student (e.g., an intervention group targeting fluency that includes teacher led and computer assisted prompts for students identified as struggling with fluency).

Finding 6. *Need for professional development for non-English speaking students.* Better understanding of how to assess these students is necessary to address our diverse population.

Chavez Parent Group

Background Information

The Chavez Parent Focus Group consisted of 5 Chavez parents. Two of the five are also employed as substitute teachers in the district. All parents in attendance are highly active in the PTO and have children who excel in school. This group was facilitated by Quinn Johnson, a 4/5 teacher at Chavez Elementary School. The feedback session was held on November 30, 2010.
Parents responded to the following questions:

1. What has been most effective in helping your child/children learn to read and to enjoy reading?
2. How should families be involved in supporting literacy for their children?
3. What changes would you want to see in our District's literacy program?

Chavez Parent Group Findings

This section summarizes key themes that emerged in response to the three questions listed above.

Finding 1. *Exposure to a variety of literature.* Parents reported the most difficulty in locating books that were both challenging and age-appropriate for advanced readers. They found the leveled book list generated from the Scholastic Reading Inventory (SRI) to be very helpful in providing some guidance with book selection.

Finding 2. *Literacy program coherence.* Parents were unable to articulate the components in a balanced literacy program and expressed a desire for the creation of a district-wide document explaining the K-12 literacy program.

Finding 3. *Desire for consistent assessments.* Parents reported some inconsistencies in the use and interpretation of assessment data. Teachers need clarification to increase fidelity across classroom environments.

Finding 4. *Use of multiple assessment tools.* Although assessments can provide valuable information to inform instruction, it is important that teachers utilize multiple assessments and that considerations are made for students who may have the knowledge but do not test well. Parents were most comfortable with assessments that had an interactive component such as the PLAA and would like to see the use of an interactive reading assessment for students above a PLAA level 30.

Finding 5. *Desire for curriculum consistency.* Parents reported differences in instruction between classrooms at the same grade level. While parents understood the need for flexibility to meet the needs of all students, they also acknowledged that creating literacy units would provide a starting point for all teachers, especially those new to literacy instruction. This would also ensure that all students at a given grade level were exposed to the same content regardless of classroom teacher.

Finding 6. *Student grouping.* Parents agreed that students should be grouped for different purposes—ability and mixed ability—depending on the learning objective.

Finding 7. *Family involvement.* It is essential that parents are involved in their child's education. Parents can be involved in multiple ways, whether it include volunteering at school and/or supporting literacy development outside of school by modeling good reading practices, assisting with homework, reading with children and providing opportunities to find books—trips to the public library and/or local book stores.

Chapter 10

Discussion: Why is Fidelity Important?

An overarching theme has emerged in virtually all aspects of the Literacy Program Evaluation – lack of fidelity. A logical question that our District is grappling with as a result of these studies is "*why* is our fidelity to programs and practices poor"? Is lack of fidelity due to an absence or lack of materials? Is it due to inadequate professional development or a lack of qualified and knowledgeable literacy specialists? Does our District lack adequate, reliable and valid assessment tools and systems? Are there issues with accountability to the systems that do exist? Reflection upon the data from our research indicates, in varying degrees, *all of these issues exist in a complex mix.*

The concept of implementation fidelity, sometimes called adherence or integrity, is a determination of how well the program is being implemented in comparison with the original design (i.e., is the program being delivered as it was designed and implemented in its efficacy and/or effectiveness trials). There are four primary components examined when considering program fidelity (Dane & Schneider, 1998):

1. *Adherence* refers to whether the instruction is being delivered as it was designed or written, i.e., with all core components being delivered to the appropriate population; staff trained appropriately; using the right protocols, techniques, and materials; and in the locations or contexts prescribed;

2. *Exposure* may include any of the following: the number of sessions implemented, length of each session, or the frequency with which program techniques were implemented;

3. *Quality of Program Delivery* is the manner in which a teacher, volunteer, or staff member delivers a program (e.g., skill in using the techniques or methods prescribed by the program, enthusiasm, preparedness, attitude); and

4. *Participant Responsiveness* is the extent to which participants are engaged by and involved in the activities and content of the program.

Fidelity of implementation means adherence to both the proper execution of the specific practices and the effective coordination of all the practices as they are intended to be combined. A program or practice with demonstrated effectiveness in some schools can be ineffective elsewhere if the way it is being implemented takes it far away from its original (evidence-based) design. When an effective program is not implemented properly it can result in an "implementation gap." This gap can occur either when the program or practice, from the start, is not used with fidelity or when an originally "good" implementation "disappears with time and turnover" (2006, online). In addition, a school's failure to put core elements in place could be the result of inadequate staff training and preparation or staff unwillingness to shift away from programs or practices with which they are comfortable. Thus, once a program has been selected, attention must be paid to preparing staff to implement the program by providing training, opportunities to practice, and coaching as needed (Guldbrandsson, 2008). Wallace et al. (2008) identify key "implementation drivers" that, when given sufficient attention, increase the likelihood that an instructional program will be implemented correctly. These include elements such as observations to ensure that the program is being implemented correctly, with intervention if necessary.

While careful program selection, planning, and staff preparation can make effective implementation more likely, continued monitoring is critical to ensure that the program or practice continues to be implemented as designed—and to assess the program's impact on student learning. Ongoing and "systematic data collection about implementation is needed. By determining which program components are firmly in place and which ones are only being given lip service, those managing the new program can learn about

and address the barriers that are limiting or interfering with use [and help schools] fine-tune their efforts to make a program work" (Yap et al., 2000, p. 19). This ongoing assessment of fidelity of implementation also provides information critical to assessing whether it is the program or the implementation of the program that is the problem if the expected positive impact does not occur.

First, to what extent can the effectiveness of literacy practices be evaluated when many schools and teachers are not implementing them with fidelity? Findings clearly indicate inconsistent literacy practices across the district; many schools and teachers are not implementing the written District literacy practices with high fidelity. Therefore, from a qualitative perspective, it seems invalid to determine whether the (written) District Literacy *Program* (writ large) has caused or influenced student reading achievement (because it is not being implemented with fidelity).

Second, this conclusion might raise the question of "*Why* is the literacy program not being implemented with fidelity?" While there are many possible answers to this question, some of which extend beyond the findings, the findings do provide some insight: (a) unawareness of, ambiguous or unclear district or school literacy responsibilities and expectations, (b) teacher skills and abilities, which seem to be strongly related to professional learning and collaboration opportunities, (c) teacher role overload and conflict (which seemed more the case at secondary levels), (d) insufficient resources, and (e) to a smaller degree, teacher resistance. If issues associated with (a) through (e) are to be addressed, an examination of job descriptions, district and school communication, literacy supervision and evaluation practices, professional development practices, and resource allocations appear relevant.

Third, the levels, inconsistencies and incongruence of assessment knowledge, skills, and practices are particularly important. Quality classroom and school-wide diagnostic, formative, benchmark, and summative assessments and practices indicate targets for student learning and thus, should drive ongoing and responsive instructional and school improvement (e.g., a school's Response to Instruction and Intervention process). Improving and aligning these assessments and practices should be a top priority. Regardless of curricular and instructional programmatic recommendations and changes, practices, quality assessment practices are essential to results-informed and responsive practices.

Fourth, the findings imply that the ability to teach balanced literacy practices in elementary schools and integrate reading/writing skill development in content areas in secondary schools at high levels for all students is complex and challenging. Although quick-fix answers may seem tempting, such as offering more pull-out programs or simply adopting new curricula, the research clearly indicates that the classroom teacher is the primary school-related factor in student achievement and indeed, teaching is an enormously complex profession that is a life-long learning endeavor. Effective teaching and thus, high quality professional learning, will be essential to improving student learning, regardless of future literacy programming.

Finally, research clearly demonstrates that district and school alignment is fundamental to improving systems learning, professional learning, teaching and student learning. The findings, consistent with research, suggest that obtaining this school-wide and particularly district-wide coherence is also complex and challenging. A big question is how to reasonably balance top-down and bottom-up efforts in alignment and the extent to which we should develop and align current (internal) exemplary curricula and practices and/or adopt outside research-based curricula and practices.

Chapter 11

Recommendations and Costs

This section contains the recommendations that are relevant to the research, data and findings resulting from the Literacy Advisory Committee and Subcommittee work and are further deemed critical to the improvement of literacy in MMSD. The seven (I-VII) categories of recommendations are described on the following pages. To significantly improve student achievement in reading and writing, increase graduation rates, close the achievement gap, and to increase overall literacy at all grade levels, it is recommended that the District implement the recommendations.

Each recommendation includes: **1) findings** resulting from this evaluation process; **2) action required** by the District; and **3) budget considerations**.

The broad areas of recommendation include:

Recommendation I	**K-12 Alignment**
Recommendation II	**Program and Practices**
Recommendation III	**Intervention Systems (RtI)**
Recommendation IV	**Instructional Materials**
Recommendation V	**Accountability System**
Recommendation VI	**Specialized Staff**
Recommendation VII	**Professional Development**

These categories align well to the draft *Wisconsin Literacy Plan* (January 31, 2011) currently under review by the Wisconsin Department of Public Instruction (DPI). This report builds upon the previous document, State *Superintendent's Adolescent Literacy Plan* (December, 2008, http://www.dpi.wi.gov/cal/pdf/ad_lit_plan_web.pdf).

As MMSD moves forward with the multi-year literacy review and implementation process, it is critical that we continue to articulate and align with the state plans. The DPI Comprehensive Literacy Plan Goals and Action Categories in this document are:

Instructional Design
- Implement a Response to Intervention Framework (RtI) that scaffolds college and career ready success for all students.
- Direct curriculum and instruction to help students reach college and career ready standards.

Assessment
- Design and implement a balanced assessment system to enhance literacy achievement
- Develop and implement a professional learning plan to enhance literacy instruction and student achievement

Professional Learning
- Develop and implement a professional learning plan to enhance literacy instruction and student achievement

Alignment and Accountability
- Use data effectively to support student achievement
- Create a system to support high quality literacy leadership

Findings and Recommendations for Continual Improvement of Literacy Achievement
Recommendations and Costs

<table>
<tr><td colspan="2" align="center">Recommendation I
Define and implement a coherent, culturally relevant, consistent, and aligned K-12 literacy program.</td></tr>
<tr><td colspan="2">Findings to support recommendations are:
• Desire for clearer district vision of literacy (Teacher and Principal Focus Groups)
• Curricular alignment and consistency (Teacher Council Focus Group)
• K-12 literacy consistency (Student Senate Focus Group)
• Desire for curriculum consistency (Chavez Parent Group)</td></tr>
<tr><td>Action Step</td><td>Cost Considerations</td></tr>
<tr>
<td>1. Align literacy curriculum and instruction to the Common Core State Standards and the ACT College and Career Readiness Standards.</td>
<td>Re-alignment and prioritization of current District professional development funding and time. Budget sources include: Educational Services, Curriculum & Assessment, Professional Development, REaL Grant, Title, and School Improvement Planning and Strategic Plan funding.</td>
</tr>
<tr>
<td>2. Develop and implement a K-12 literacy scope & sequence which clearly articulates explicit student learning expectations by grade level for reading and writing.</td>
<td>Re-alignment of current professional development funding across the District to prioritize literacy. Budget sources include: Educational Services, Curriculum & Assessment, Professional Development, REaL Grant, Title, and School Improvement Planning and Strategic Plan funding.</td>
</tr>
<tr>
<td>3. Coordinate literacy learning materials, instruction, interventions, assessments, professional development and funding with respect to sustaining a coherent K-12 system.</td>
<td>* Learning materials may be partially funded through the re-alignment of instructional learning materials budget and process implemented in 2010-11. Interventions may be partially funded through Early Intervening Services (Educational Services). Assessments will need an increased budget of $311,000 per year to implement the District-wide Assessment Plan (including Educational Planning and Assessment System (EPAS) and Measures of Academic Progress (MAP), progress monitoring assessments and increased Advanced Placement).
                                           2011-12 Budget Addition Request $250,000
                                           2011-12 Budget Addition Request $311,000</td>
</tr>
<tr>
<td>4. Re-align and prioritize current District professional development funding and time in order to accomplish the above implementation with integrity.</td>
<td>No additional costs. Re-alignment and prioritization of current funding sources is required.</td>
</tr>
<tr>
<td>5. Commit to sufficient funding to ensure a comprehensive, long-term and sustainable literacy program.</td>
<td>No additional costs. The Deputy Superintendent's office and Core Instructional Alignment team are responsible for district-wide coordination of the K-12 alignment process.</td>
</tr>
</table>

Recommendation II

Establish and maintain K-12 common core literacy programs and instructional practices

Findings to support recommendations are:

- Range of fidelity and expertise in elementary schools (Principal Focus Groups)
- Range of literacy practices in secondary schools (Teacher and Principal Focus Groups)
- Need to identify and implement core literacy practices for adolescent learners (Current Programs & Practices Questionnaire)
- Lack of consistent practice in both adolescent reading in the content area and writing (Current Programs & Practices Questionnaire)
- Low value added classrooms were more likely to report they spent time on both reading and listening comprehension practices compared with high value added classrooms (94.1% vs 80.6%) who, in turn, were much more likely to report only focusing on reading strategies (19.4% vs. 5.9%) (Instructional Practices Survey)

Action Step	Cost Considerations
1. Intensify reading instruction in Kindergarten in order to ensure all students are proficient in oral reading and comprehension as measured by valid and reliable assessments by 2011-2012. Instruction and assessment will be benchmarked to ensure Kindergarten proficiency is at reading levels 3-7 (PLAA, 2009).	No additional costs. Professional development provided by central office and building-based literacy staff must focus on Kindergarten.
2. Fully implement Balanced Literacy in 2011-12 using clearly defined, consistent practices and progress monitoring as informed by the Comprehensive Literacy Model (Linda Dorn), the MMSD Primary Literacy Notebook and the MMSD 3-5 Literacy Notebook. ***Also*** a. Explore research-based reading curricula using the Board of Education Evaluation of Learning Materials Policy 3611 with particular focus on targeted and explicit instruction, to develop readers in Kindergarten. b. Pilot the new reading curricula in volunteer schools during 2011-12. c. Analyze Kindergarten reading proficiency scores from Kindergarten students in fully implemented Balanced Literacy schools and Kindergarten students in the volunteer schools piloting the new reading curricula incorporated into a Balanced Literacy framework to inform next steps. d. Continue pilot in volunteer schools in Grade 1 during 2012-13 and Grade 2 during 2013-14.	* Learning materials may be partially funded through the Curricular Review and Renewal Cycle Process. **2011-12 Budget Addition Request $250,000**
3. Incorporate explicit reading instruction and literacy curricula into 6th grade instruction.	Learning materials may be partially funded through the Curricular Review and Renewal Cycle Process. Re-allocation of current middle school FTE is required.
4. Identify and implement consistent district-wide strategies for reading in all content areas in grades 7-12. Consider using exemplary district models resulting in dramatic student achievement gains such as the	Re-alignment of current professional development funding across the District to prioritize literacy. Budget sources include: Educational Services, Curriculum & Assessment, Professional Development, REaL

Brockton (MA) High School (Transformed by Literacy, Principal Leadership, 2010).	Grant, Title, and School Improvement Planning and Strategic Plan funding.
5. Develop integrated units to support reading and writing skills as a part of the K-12 alignment process in all content areas.	Re-alignment of current professional development funding across the District to prioritize literacy. Budget sources include: Educational Services, Curriculum & Assessment, Professional Development, REaL Grant, Title, and School Improvement Planning and Strategic Plan funding.
6. Identify, develop and implement literacy core practices for all grades, with particular attention to secondary grades 6-12. In order to identify core practices in literacy at the secondary level, teams of practitioners will be collaborating to identify particular high-leverage aspects of both reading and writing that are essential for all students to know and be able to perform with proficiency or better. Teams will use such resources as the Common Core State Standards, the ACT Standards, the Wisconsin State Superintendent's Adolescent Literacy Plan, the Carnegie Report on Adolescent Literacy, and other current, research-based publications.	Re-alignment of current professional development funding across the District to prioritize literacy. Budget sources include: Educational Services, Curriculum & Assessment, Professional Development, REaL Grant, Title, and School Improvement Planning and Strategic Plan funding.

Recommendation III

Implement consistent District-wide K-12 literacy intervention supports and programs in compliance with the federal Response to Intervention (RtI) mandate so that all grades and schools have full access to Tier 1, 2, and 3 level interventions targeting early intervention.

Findings to support recommendations are:
- Need for objective screening tool (Psychologist Focus Group)
- General reading achievement, the ability to read text both accurately and with understanding, is only listed as a proven outcome of two early interventions: Reading Recovery (positive effect) and Success for All (potentially positive) (Intervention Research)
- Early intervention is a preventative approach to closing the achievement gap which, once in place, is highly resistant to change (Intervention Research)

Action Step	Cost Considerations
1. Ensure that all K-12 students have full access to consistent core reading instruction with fidelity and accountability beginning at K-6 in 2011-2012 and secondary in 2012-2013.	No additional costs for K-5. Re-allocation of FTE at middle school is required. Building-based leadership is required to ensure fidelity and accountability.
2. Ensure that intervention is provided K-12 **in addition to core instruction** to accelerate literacy learning by 2011-2012.	No additional costs. Tier 2 intervention is provided by teaching staff. Central office and building-based literacy staff must provide professional development to support teaching staff in implementing research-based interventions. Re-align Reading Recovery allocations to ensure that the most needy 20% of students district-wide will have access to Reading Recovery. Re-align interventionists to meet the needs of all students K-6 without access to Reading Recovery.
3. Screen all K-8 students for potential reading problems at the beginning of the year and again in the middle of the year (Tier 1). Screen 9-12 students as indicated by progress monitoring. Use the most developmentally appropriate measures for screening.	Costs to be determined. Tier 2 intervention is provided by teaching staff. Central office and building-based literacy staff must provide professional development to support classroom teachers in implementing research-based interventions.
4. Provide time for differentiated reading instruction for all students based on current reading level.	No additional costs.
5. Provide intensive, systematic instruction in small groups to students below the screening benchmark (Tier 2).	Costs will be determined after analysis of small group intervention pilots.
6. Computerized intervention programs will be implemented with full integrity to the research design with highly qualified reading teachers, targeting grades 6 and 9 including a plan for exiting students on schedule and consistent entrance criteria.	Expand READ180 to schools currently without @ $40,000 per school. Specialist FTE included in Recommendation VI. **Two schools currently do not have READ180 $80,000**
7. Pilot research-based, small group interventions identified as "promising" in gap areas, targeting secondary levels (Tier 2). Highlight best practices being piloted in high schools.	Costs will be determined upon selection/development of screeners and progress monitoring systems.

| 8. Pending valid and positive pilot evaluation results, implement System44 in secondary schools (Tier 3). | * Implement System44 in secondary schools currently without @ $20,000/school. These costs assume that the school has dedicated computer technology to implement READ180, as they are related programs. Specialist FTE included in Recommendation VI.
2011-12 Budget Addition Request $200,000 |

Recommendation IV

Review and purchase literacy program instructional materials to achieve consistency and District-wide equity K-12.

Findings to support recommendations are:
- Need for resources (Teacher and Principal Focus Groups)
- Inequitable access to high quality materials and resources (Core Programs & Practices Questionnaire)

Action Step	Cost Considerations
1. Review and purchase consistent 6th grade literacy instructional materials.	No additional costs. According to Program Evaluation Curricular Review Cycle, 6th grade learning materials funding is targeted to literacy in 2010-11 and 2011-12.
2. Inventory literacy materials K-12 in order to identify gaps by grade level and schools. Purchase materials using district funds to achieve equity among grade levels and schools.	* Learning materials may be partially funded through the re-alignment of instructional learning materials budget and process implemented in 2010-11. **2011-12 Budget Addition Request $250,000**
3. Achieve equitable book room inventories at all elementary schools, targeting grades 3-5 non-fiction areas to align with the Common Core State Standards.	No additional costs. According to Program Evaluation Curricular Review Cycle, learning materials funding is targeted to literacy in 2010-11 and 2011-12.
4. Increase library inventory commensurate with languages spoken in MMSD.	No additional costs. Common School Funds, district and school-based library funding must be re-allocated to meet this goal.
5. Increase library and book room inventories of culturally relevant materials.	No additional costs. Re-allocation of funds current used to purchase curricular materials is required.
6. Increase library inventory to support dual language immersion sites.	No additional costs. Re-allocation of funds current used to purchase curricular materials is required.
7. Increase selection of leveled reading materials for secondary.	* Learning materials may be partially funded through the re-alignment of instructional learning materials budget and process implemented in 2010-11. **2011-12 Budget Addition Request $250,000**
8. Pending positive pilot evaluation results, implement Achieve3000 in targeted secondary schools to support dual language immersion.	* Achieve3000 at secondary dual immersion sites @ $65 per student per year assuming computer technology to support program exists in the school. **2011-12 Budget Addition Request $60,000**

Recommendation V

Develop and implement a literacy program monitoring and accountability system.

Findings to support recommendations are:
- Need for accurate progress monitoring walls (Psychologist Focus Group)
- Need for standardized and unbiased assessments *(Psychologist Focus Group)*

Action Step	Cost Considerations
1. Implement literacy assessment recommendations per the MMSD Balanced Assessment Committee.	* Increased costs known at this time per the MMSD Balanced Assessment Committee recommendations are $12.50 per student to administer the Measures of Academic Progress (MAP) up to 4 times per year. Additional costs will include progress monitoring and administration of the Educational Planning and Assessment System (EPAS) after the REaL grant ends. **2011-12 Budget Addition Request $311,000** **(repeat of I-3)**
2. Administer an instructional practices survey annually to all instructional staff.	Sustaining costs may include hiring additional research support to analyze data and report findings.
3. Develop and implement literacy common assessments K-12. Include principals in training with emphasis on what the program looks like in practice so that principals can provide effective monitoring and feedback on an ongoing basis.	Costs for professional development will be determined upon the completion of a comprehensive professional development plan. Costs for development/purchase of new assessment will be determined upon findings and recommendations of the Balanced Assessment Committee.
4. Develop and implement regular and frequent student progress monitoring systems. Develop "calibration checks" for teachers to use to monitor their own implementation.	Costs for professional development will be determined upon the completion of a comprehensive professional development plan. Costs for development/purchase of new assessment will be determined upon findings and recommendations of the Balanced Assessment Committee.
5. Monitor the progress of Tier 2 secondary students at least once a month.	No additional costs.
6. Provide daily, intensive, small instruction to promote the development of reading proficiency for those students who show minimal progress in Tier 2.	Additional literacy specialist per building FTE addressed in Recommendation VI.
7. Develop a plan for monitoring implementation of the program that includes data collection, observation of the program as implemented, analysis of the data, and plans to address poor fidelity.	No additional costs

Recommendation VI
Provide all schools with literacy specialists and library media specialists.

Findings to support recommendations are:
- Certified reading teachers and specialists needed (Current Programs and Practices Questionnaire)

Action Step	Cost Considerations
1. Modify position descriptions as needed to ensure 1 FTE reading teacher/specialist (Wisconsin License Codes 316/317) at each secondary school.	No additional costs. Position descriptions will be modified as vacancies occur.
2. Allocate for 1 FTE reading teacher/specialist (Wisconsin License Codes 316/317) to provide services in the alternative programs.	* Additional Alternative Program Literacy Specialist FTE costs. 1 FTE - $79,915 (average rate when teacher is re-assigned). 1 new FTE - $61,180 (displaced rate when new teacher is hired). **2011-12 Budget Addition Request $79,915**
3. Review previous Reading Recovery recommendations, with considerations to: • Place Reading Recovery Teachers in buildings as needed to reflect the needs of 20% of our District's lowest performing first graders, regardless of what elementary school they may attend; • Analyze the other instructional assignments given to Reading Recovery teachers in order to maximize their expertise as highly skilled reading interventionists. • Ensure standard case load for each Reading Recovery teacher at National Reading Recovery standards and guidelines (e.g. 8 students/year). • Place interventionists in buildings without Reading Recovery. Interventionists would receive professional development to lift the quality of interventions for students who need additional support in literacy.	Additional Reading Recovery and/or Interventionist FTE costs. 1 FTE - $79,915 (average rate when teacher is re-assigned). 1 new FTE - $61,180 (displaced rate when new teacher is hired). **No local budget implications for 2011-12.**
4. Adjust allocation of elementary literacy coaches to ensure 1 FTE per 600 students.	No additional costs in 2011-12. District re-allocation of elementary coaches is required. In future budget planning, strategize to maintain middle and high school literacy positions currently funded by limited-term ARRA funding and the REaL grant.
5. Work toward equity and continuity in MMSD library media programs throughout the district using the American Association of School Librarians position statement on appropriate staffing for School Library Media Centers: • All students, teachers and administrators in each school building at all grade levels must have access to a library media program	Additional Library Media Specialist FTE. 1 FTE - $79,915 (average rate when teacher is re-assigned). 1 new FTE - $61,180 (displaced rate when new teacher is hired).

provided by one or more certified library media specialist working full-time in the schools library media center. Consider additional educational assistant time in the libraries to perform clerical duties. Analyze scheduling variances across the district to maximize time for librarians to support literacy. • Both professional personnel and support staff are necessary for all library media programs at all grade levels. • More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the schools size, number of students and teachers, facilities, and specific library programs.	

Recommendation VII

Establish a comprehensive and flexible literacy professional development model that includes online learning opportunities (e.g. access to exemplary practice videos) to optimize all instructional staff and administrators participation in literacy professional development.

Findings to support recommendations are:
- Programs vary in effectiveness according to the expertise of the teacher. Professional development is critical to the success of an intervention (Intervention Research)
- Importance of and need for professional development (Teacher and Principal Focus Groups)
- Differentiation is challenging (Teacher and Principal Focus Groups)
- Need for professional development to support non-English speaking students (Psychologist Focus Groups)
- Lack of systemic professional development opportunities in literacy (Current Programs and Practices Questionnaire)

Action Step	Cost Considerations
1. Prioritize and sustain funding to support literacy professional development.	Re-alignment and prioritization of current District professional development funding and time is required. Possible funding sources include: Educational Services, Curriculum & Assessment, Professional Development, REaL Grant, Title, and School Improvement Planning and Strategic Plan funding. Future budget planning must include strategies to maintain funding after ARRA funding and the REaL grant conclude.
2. Central Office Departments collaborate to provide professional development and support to building-based literacy staff and administrators.	Possible additional costs to support professional development materials and/or delivery.
3. Building-based literacy staff (Literacy Specialists, IRT, Learning Coordinators, Literacy Coaches, etc) provide regular, job-embedded literacy professional development based on school-based literacy data.	No additional costs.
4. Communicate clearly to all instructional staff and administrators that professional development in literacy is a district professional requirement.	No additional costs.
5. Establish a flexible professional development model so that all instructional staff and administrators will participate in literacy professional development.	Possible increase in summer institute professional development funding.
6. Provide required, on-going literacy training for librarians in the following areas: • Implementing the pedagogy, strategies, and content language of the literacy program used in the classroom. • Learning 21st-century instructional technology tools to support literacy and ways to integrate those tools into the curriculum. • Locating and evaluating culturally relevant materials.	Re-alignment and prioritization of current District professional development funding and time is required.

• Identifying resources to differentiate instruction and meet the learning needs of all students. • Provide professional learning communities for librarians at elementary, middle and high for the purpose of weaving on-going literacy training into the daily operation of MMSD's libraries.	

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Glossary

Accelerated Learning: A sequenced learning pathway accessible to all students that supports each student to proceed to the next level of achievement appropriate to their needs: targeted learning options that allow students to close achievement gaps as quickly as possible by providing intensive, research-based instruction.

ACT Career and College Readiness Standards: The standards serve as a direct link between what students have learned, what they are ready to learn next, and what they must learn before leaving high school in order to be prepared for college.

AP: The Advanced Placement (AP) program is a curriculum in the United States sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college.

Authentic Assessment: Assessment strategies that are aligned with the primary goals of instruction. Authentic assessments may include: portfolios, lab practical exams, performances; long-term projects; public exhibitions

Balanced Assessment: Measurement strategies that are aligned with the primary goals of instruction. Assessments may include: portfolios, lab practical exams, performances, long-term projects, and public exhibitions. A balanced approach to assessment is one that informs decisions at the classroom, school, district, state, and national levels.

Consistent Curriculum: Curriculum within a course of the same title provides students with equitable opportunities to gain the same essential understandings, skills and concepts, regardless of the school or classroom teacher.

Common Core State Standards: The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

Comprehensive: A selection of courses and educational opportunities that allow all students to follow a pathway that is productive for their interests and helps prepare them for their post-secondary options

Culturally Relevant: Culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills, and attitudes (Ladson-Billings, 1994). Culturally responsive teaching is defined as using the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively (Gay, 2002).

Curriculum: Curriculum, instruction and assessment are a package; one component cannot function adequately without attention to each of the others. An excellent curriculum cannot achieve what is intended unless it is well taught and appropriately addressed. Realizing that the enacted curriculum is jointly constructed by the teacher and students as they interact with instructional materials, the selection of materials that will best facilitate construction of student knowledge is one of the teacher's most important tasks. A curriculum is not a text book or a set of materials, but the selection of investigations, the sequencing of them, the assessment of understandings gleaned from pursuit of the tasks at hand and the additional planning for capitalizing on the learning that takes place as a results of the explorations." (Wisconsin Department of Public Instruction, 2001).

Curriculum Alignment: Refers to the process of defining the learning standards within a content area that will be addressed in each grade level and/or course.

Differentiation: Adjusting instructional practice to meet a wider and/or more specific range of learners.

Educational Model: The guiding principles, beliefs and structure that defines the educational experience of a particular system

Ensure Access and Support: The essential components of achieving equitable outcomes are holding all students to the same rigorous performance standards, and providing equitable access and support. Access is the availability of challenging courses with high expectations for all students. Support refers to the ways that the school's structure and culture provides the time and resources to help all students succeed. The measure of whether these components are effective is student outcomes.

EPAS: Stands for Educational Planning and Assessment System. The series of assessments include Explore, Plan and Act. These tests will provide us with data for our eighth through eleventh graders. The EPAS tests will be administered on an annual basis. The results will help us know more about the skills our students are developing and areas they need to focus on.

Flexible Instruction: Flexible instruction that is responsive to student needs by creating relevant and engaging learning experiences that demand critical thinking and collaborative processing for all students.

Individualized Learning Plans (ILP): "Individual Learning Plans (ILPS) refer to both a document that is created and maintained as well as a process that helps students engage in the career development activities necessary for them to identify their own career goals. ILPs are designed to support a shift towards student-initiated learning by having the student select courses and educational experiences in a manner that is aligns with their future aspirations. In most settings, ILPs are created by students in consultation with a school-based adult mentor, who follows and supports the student's progress over several years. ILPs are therefore developmental in nature and establish a supportive learning environment in which students exercise personal responsibility for their own education."

Intervention: High quality, targeted instruction matched to student need when the core curriculum alone is not adequate for the student to make progress.

K-12 Scope and Sequence: Course scope and sequence provides a map that shows how the learning builds from course to course at each grade level.

Primary Language Arts Assessment (PLAA): A series of subtests that measure students' achievement in the areas of reading and dictated writing. The subtests vary by grade level, and reflect developmental differences across students even within those levels. All subtests are aligned to the district's language arts grade level performance standards. Some of the subtests are administered on an individual basis to students, while others are given in either small or large group settings. Given over time, the assessments are meant to provide an ongoing profile of student literacy in the early grades.

Professional Development: High quality professional development is collaborative, results-driven, standards-based and job-embedded. It provides opportunities for ongoing learning that involves and engages the whole staff in positive growth toward ensuring that all students are appropriately challenged to realize their post-secondary goals.

Response to Intervention (RtI): A comprehensive assessment and intervention process that identifies students at risk and monitors the academic progress of students in the general education curriculum (Dorn & Schubert, 2008). Implementation of RtI requires 1) multiple tiers of interventions, 2) a problem-solving method, and 3) data collection/assessment system to inform instructional decisions at each tier of service delivery (Elliot, 2008).

Rigor: When instruction is rigorous, students actively explore, research and solve complex problems to develop a deep understanding of core academic concepts that reflect college readiness standards. Increasing rigor does not mean more and longer homework assignments, rather, it means time and opportunity for students to develop and apply habits of mind as they navigate real world learning experiences.

Scaffolding: Scaffolding refers to the idea that specialized instructional supports need to be in place in order to best facilitate learning when students are first introduced to a new subject.

School Improvement Proces (SIP): The purpose of the school improvement process is to improve outcomes for all students by identifying changes needed and putting into place actions to implement these changes.

Scholastic Reading Inventory (SRI): A computerized reading assessment program which provides immediate data on students' reading levels and growth over time. The SRI assesses reading comprehension using the Lexile Framework, or "lexile". SRI helps teachers differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability. The SRI can be used for universal screening and benchmarking progress.

Set High Expectations For All Students: Academically rigorous schools prepare all students to be college bound. The school eliminates low-level, remedial-focused sections of core classes to send the message that high expectations are held for all. The academically rigorous school provides students with opportunities to earn dual credits by taking college-level classes, and opens those classes to all students. Students are required to take the ACT, so that college is an option for everyone. Academically rigorous schools do not just raise the bar, they also provide the supports necessary to ensure that all students can meet more rigorous course and graduation requirements.

Supports: Clear expectations define what students should know and be able to do. The bar for achievement is set according to the standards of the community—the knowledge and skills that colleges expect of high school graduates and what employers expect in a globally competitive workforce. While all students are expected to achieve at high levels, school staff, parents and community members acknowledge that some students will need more help than others to reach their goals. By focusing on powerful teaching and learning, schools meet students where they are and help them bridge any gap to higher achievement

Structure: Provides a type of differentiated instruction, whereby critical thinking, problem solving and analysis are a part of the culture of high expectations. Academic rigor and social support, along with data informed decision making.

Tiered Intervention: The most common structure for implementing RtI is a tiered framework. This provides a process for delivering interventions according to degrees of intensity and teacher expertise. Tier 1 is the universal or core literacy curriculum and whatever interventions a student would receive within the classroom framework. Tier 2 focuses on providing intensive supplemental small group instruction for students who are lagging behind their peers in Tier 1. Tier 3 is the most intensive intervention, which is specifically targeted to meet the needs of students who have not responded appropriately to Tier 1 and Tier 2 interventions.

Wisconsin Knowledge and Concepts Exam (WKCE): Beginning in the 2005-06 school year, the federal No Child Left Behind Act required all states to test all students in reading and mathematics in grades 3 through 8 and once in high school (grade 10 under s.118.30 Wis Stats). These tests are referred to as the Wisconsin Knowledge and Concepts Examination (WKCE). Student performance on these assessments is reported in proficiency categories and used to determine the adequate yearly progress of students at the school, district and state levels.

These standardized tests are designed to measure Wisconsin academic standards. The WKCE measures achievement in reading, language applications, mathematics, science, and social studies using multiple-choice and short-answer questions. Students also provide a rough draft writing sample. Total WKCE test time varies by content area and grade.

Beginning September 1, 2002, WKCE scores have been used as one of several criteria for advancing students from fourth to fifth grade and from eighth to ninth grade. The other criteria are academic performance, teacher recommendations based on academic performance, and any other academic criteria specified by the local school board.

Universal Design for Learning: A research-based framework for designing curricula that includes educational goals, methods, materials and assessments which enable learners to reach identified learning goals, gain knowledge and skills, and an enthusiasm for learning.

APPENDIX A

Literacy Advisory Committee

Members	Title	Location
Sue Abplanalp	Deputy Superintendent	Central Office
Jennie Allen	Interim Assistant Superintendent – Elementary	Central Office
Nancy Battist (Notetaker)	Program Assistant	Curriculum & Assessment
Michelle Belnavis	Cultural Relevance Instructional Resource Teacher	Curriculum & Assessment
Sheila Briggs	Interim Director of Government Programs	Central Office
Jill Brown	Assessment Research Technician	Curriculum & Assessment
Amy Christianson	Assistant Director of ESL & Bilingual Education	ESL & Bilingual Education
Erin Davenport	Cross Categorical Teacher	Sherman
Andreal Davis	Assistant Director of Equity & Family Involvement	Curriculum & Assessment
Maria Dyslin	Instructional Resource Teacher	Glendale
Tonja Gallagher	Program Support Teacher	Educational Services
Sue Gorud (Facilitator)	Teacher Leader	Professional Development
Joe Gothard	Principal	LaFollette
John Harper	Executive Director of Educational Services	Educational Services
Michael Hernandez	Principal	Sherman
Jennifer Jaworski	Instructional Resource Teacher	Schenk
Becky Kilzer	Program Support Teacher	Educational Services
Julie Koenke	Information Coordinator	REaL Grant
Brad Kose	Director of Professional Development	Professional Development
Laura Lang	Literacy Coach	West
Ruthann Lewis	Program Support Teacher – Secondary	ESL & Bilingual Education
Heather Lott	Teacher Leader	Professional Development
Cathy McMillan	Principal	Franklin
Pam Nash	Assistant Superintendent - Secondary	Central Office
Kolleen Onsrud	Secondary School Planner	Central Office
Tim Peterson	Assistant Director of Curriculum & Assessment	Curriculum & Assessment
Tim Potter	Research & Planning Analyst	Research & Evaluation
Beccah Raciti	Teacher Leader - Literacy	Curriculum & Assessment
Ellie Schneider	Reading Recovery Teacher	Glendale
Kate Schultz	Language Arts Teacher	Sherman
Patty Schultz	Librarian	Curriculum & Assessment
Mary Seidl	Program Support Teacher/Huegel	Educational Services
Lisa Wachtel (Chairperson)	Executive Director of Curriculum & Assessment	Curriculum & Assessment
Nancy Yoder	Director of Alternative Programs	Student Services
Jenni Zupan	Literacy & World Language Instructional Resource Teacher	Curriculum & Assessment

Participants

Jamie Domini	Badger Rock Middle School	DPI Grant Consultant
Randy Eide	Teacher Leader, Professional Development	Professional Development
Laura Godfrey	Math Instructional Resource Teacher	Curriculum & Assessment
Britta Hanson	Literacy Instructional Resource Teacher	Curriculum & Assessment
Quinn Johnson	Grade 4/5 Teacher	Chavez
Vickie Julka	Literacy Instructional Resource Teacher	Curriculum & Assessment
Annie Potter	Literacy Coach	East
Caroline Racine Gilles	Program Support Teacher	Educational Services
Ana Salcido	Program Support Teacher	Educational Services
Andrew Statz	Exec. Dir.–CIO/Long Range Planning	Information Services
Tammy Thompson	Teacher Leader	Professional Development
Heather Warren	Teacher Leader	Professional Development

Literacy Consultants

Geoffrey Borman	Professor, School of Education	UW Madison
Eric Camburn	Associate Professor, School of Education	UW Madison
Mary Louise Gomez	Professor, School of Education	UW Madison
Beth Graue	Professor, School of Education	UW Madison

Sub Committee Groups:

Instructional Practices Survey Group: Lisa Wachtel & Tonja Gallagher (Co-Chairs)
Becky Kilzer, Brad Kose, Laura Lang, Ruthann Lewis, Tim Potter, Beccah Raciti,
Jenni Zupan, Eric Camburn (consult)

Interventions (Hanover) Group: Lisa Wachtel, Tonja Gallagher, Becky Kilzer,
Laura Lang, Ruthann Lewis, Cathy McMillan, Ellen Schneider, Tim Potter

Focus Group Observations: Amy Christianson, Erin Davenport, Andreal Davis,
Jennifer Jaworski, Julie Koenke, Brad Kose, Kate Schultz

Current Practice Information: Beccah Raciti (Chair), Heather Lott, Tim Peterson,
Jenni Zupan, Maria Dyslin (consult)

Survey Volunteers: Kate Schultz, Jennifer Jaworski, Erin Davenport, 1-HS Literacy Coach

APPENDIX B

Meeting Agendas and Schedules

August 23, 2010

September 7, 2010

September 21, 2010

October 5, 2010

October 19, 2010

November 2, 2010

November 16, 2010

December 1, 2010

January 5, 2011

February 10, 2011

Literacy Advisory Committee
August 23, 2010
8:00a-3:30p
BTCI, Rooms 216/217

Agenda

8:00   Welcome!
            Purpose of the Meeting
            Getting Engaged
            Group Norms

8:45   Advisory Committee's Charge Statement:
            The *What* and the *Why* of the Committee's Work
                o   Membership of the Committee
                o   Clarifying Questions
                o   Answer Sort

10:00   BREAK

10:15   Digging into the Key Questions
                o   Reviewing the Questions
                o   "Unpacking" the Questions
                o   Determining the Needed Background Information

11:45   LUNCH

12:45   Digging into the Key Questions
                o   Data Collection Tools/Methods
                o   Implications and Issues

1:45   "Backmapping" the Remaining Work
                o   Responding to a Proposed Timeline

2:45   Next Steps; Checking Out

3:30   Adjourn

Literacy Advisory Committee
September 7, 2010
8:00a-11:30a
BTCI, Rooms 216/217

Agenda

8:00	Welcome and Focus Activity
8:15	Updates and Announcements
8:25	Instructional Practice Survey Committee Report
9:25	Current Practice Grid
10:00	Break
10:15	Focus Questions for Professional Development Interviews
10:45	Small Group Work
11:15	Timelines and Next Steps
11:30	Adjourn

Literacy Advisory Committee

September 21, 2010
8:00a-10:15 am
BTCI, Rooms 216/217

Agenda

Inclusion

Defining Literacy

WKCE Data

Instructional Practice Survey

Literacy Advisory Committee

October 5, 2010
Lussier Family Heritage Center
8:00a-11:30a

Agenda

8:00	Welcome and Grounding Activity
8:10	Updates on Literacy Work from Sue Abplanalp
8:25	Hanover Research Council- "Best Practices in Literacy Program Evaluation
8:50	Explore Plan for K-5 Literacy Professional Development
9:45	Break
10:00	Literacy Advisory Committee- Sub Committee Updates
10:45	Review Example of Comprehensive Literacy Programs
11:30	Adjourn

Literacy Advisory Committee
October 19, 2010
BCTI, Rooms 216/217
8:00a-11:30a

Agenda

- Welcome

- Update Library Focus Group

- Article Review "The Why Behind RTI"

- Presentation on RTI framework
    - Caroline Racine-Gilles

- Define the elements of a comprehensive Literacy program

- Discussion of district Literacy professional development at elementary and secondary levels

Literacy Advisory Committee
November 2, 2010
BioPharmaceutical Technology Center (BTC)
Rooms 216/217
5445 E Cheryl Parkway
Fitchburg, WI
8:00a-11:30a

Agenda

8:00   Welcome and Overview of Agenda

8:15   Literacy for Dual Language Learners
                Presenter   *Silvia Romero-Johnson*
                                    Coordinator of Bilingual Education

9:15   Current Literacy Practices- Committee Update

10:15   Group Reading and Discussion
                Article: "Transformed by Literacy"
                (*Principal Leadership, November, 2010*)

11:00   Initial Planning for Literacy Recommendations Format

11:30   Conclude

Literacy Advisory Committee
November 16, 2010
BCTI, 5445 Cheryl Parkway
Madison, WI 53711
Rooms 216/217
8:00a-11:30a

Agenda

- Welcome

- Reports from Literacy Focus Groups
    - Student Senate
    - Administrators
    - Parent
    - Librarians
    - School-Based Teachers

- Draft Outline for Literacy Recommendations

- Establish Draft Writing Groups

- Adjourn

Literacy Advisory Committee

December 1, 2010
BioPharmaceutical Technology Center (BTC)
Rooms 216/217
5445 E Cheryl Parkway
Fitchburg, WI
8:00a-11:30a

Agenda

8:00	Welcome and Overview of Agenda
8:15	Interventions Committee Update
	• Hanover Research Council research
	• Preliminary analysis
9:15	Instructional Practice Survey Committee Update
	• Survey summary
	• Preliminary analysis
10:45	Writing Committee Planning
11:15	Future Planning
	• Subcommittee Updates
	• February Meeting Date
11:30	Conclude

Literacy Advisory Committee

January 5, 2011
BCTI
5445 Cheryl Parkway
Madison, WI 53711
Rooms 216/217
8:00a-11:30a

Agenda

- Welcome

- Review of Draft Recommendations

- Sharing of Small Group Edits

- Next Steps

- Adjourn

Literacy Advisory Committee

February 10, 2011
BCTI
5445 Cheryl Parkway
Madison, WI 53711
Rooms 216/217
8:00a-11:00a

Agenda

- Welcome

- Reports from Executive Writing Team

- Review of Full Literacy Report

- Identify Presenters for BOE Presentation

- Discussion of Processes for Review and Pilots

- Adjourn

Literacy Advisory Committee Time Line

MADISON METROPOLITAN
SCHOOL DISTRICT

Date	Task	Person(s) Responsible	Status
February 2010	Literacy Evaluation Process Timeline presented to the Board of Education for approval	Superintendent	Approved
March 2010	Summarize findings of best evaluation practices for literacy used by schools districts of similar size/demographics	Hanover Research Council	Completed
April 2010	Request for proposals to obtain external parties to conduct study	Kurt Kiefer Steve Hartley	• Hanover Research Council approved • MMSD will coordinate and act as primary agents by creating a process to cycle of review and evaluation of all content areas over time
May 2010	MMSD Program Evaluation Protocol presented to Board of Education for approval Literacy Advisory Committee established	Lisa Wachtel Kurt Kiefer	Approved
5/29-6/5/10	Literacy Advisory Committee invited to 8/23 Launch Meeting Principals/Instructional Leaders informed of MMSD Program Evaluation (ELM) changes for 2010-11	Lisa Wachtel	Completed Completed
6/6-6/12/10	High School Literacy initiatives presented to the Board of Education	Pam Nash	Completed
6/13-6/19/10			
6/20-6/26/10			
6/27-7/3/10			
7/4-7/10/10			
7/11-7/17/10			
7/18-7/24/10	Determine method to collection information on instructional practices in K-12 Literacy Quarterly Consultation Meeting with Hanover Research Council	Tim Potter Kurt Kiefer Lisa Wachtel	Sample instructional practices survey received from Milwaukee Public Schools
7/25-7/31/10	July 30 – Planning Committee Meeting #1	Lisa Wachtel Sue Abplanalp	• Calendar and frequency of meetings established • Prioritization of essential questions

Date	Task	Person(s) Responsible	Status
			• Executive planning committee and regular communication processes established
8/1-8/7/10			
8/8-8/14/10	Approval of System44 and Achieve3000 pilots for 2010-2011 by the Board of Education at August 9 Regular Meeting	Lisa Wachtel	Approved
8/15-8/21/10	August 19 – Planning Committee Meeting #2	Lisa Wachtel Kurt Kiefer Tim Potter Sue Gorud	• Committee membership refined • August 23 agenda confirmed • Facilitator joined process • 1st draft of research protocol and processes completed • 1st draft of fall time line completed
8/22-8/28/10	August 23 – Literacy Advisory Committee Meeting #1		• Essential questions confirmed • Research protocol established • Subcommittees established
8/29-9/4/10	Subcommittee Chairs established	Lisa Wachtel Sue Abplanalp Pam Nash Jennie Allen	**Student Achievement Data** **Instructional Practices Survey** **Research on Effective Interventions** **Focus Groups** **Instructional Practices Survey** Instructional Practices Survey finalized Cover letter finalized Human Resources approval Survey shared with MTI **Principal & Instructional Focus Groups** Construct questions for interview protocol
9/5-9/11/10	September 7 – Literacy Advisory Committee Meeting #2		**Instructional Practices Survey** Survey converted to electronic format Communications with principals regarding survey administration
9/12-9/18/10			**Instructional Practices Survey** Survey sent to schools – window opens
9/19-9/25/10	September 21 – Literacy Advisory Committee Meeting #3		**Instructional Practices Survey** Survey – in process

Date	Task	Person(s) Responsible	Status
9/26-10/2/10			**Instructional Practices Survey** Survey – window opens
10/3-10/9/10	October 5 – Literacy Advisory Committee Meeting #4		**Instructional Practices Survey** Survey – data processed
10/10-10/16/10			
10/17-10/23/10	October 19 – Literacy Advisory Committee Meeting #5		**Instructional Practices Survey** Survey – data shared with Committee
10/24-10/30/10			**Principal & Instructional Focus Groups** Interviews completed
10/31-11/6/10	November 2 – Literacy Advisory Committee Meeting #6		
11/7-11/13/10	November 11 – Parent Council Input Session		**Principal & Instructional Focus Groups** Raw data analyzed Student Senate Input Session #1
11/14-11/20/10	November 15 – Student Senate Input Session #1 November 16 – Literacy Advisory Committee Meeting #7 November 18 – Teacher Council Input Session		**Principal & Instructional Focus Groups** Themes shared with Committee
11/21-11/27/10	**All subcommittee work completed**		
11/28-12/4/10	December 1 – Literacy Advisory Committee Meeting #8		
12/5-12/11/10			
12/12-12/18/10			
Winter Break			
1/2-1/8/11	January 4 – Student Senate Input Session #2 January 5 – Literacy Advisory Committee Meeting #9		Preliminary Review of Recommendations Learning Coordinator Input Session
1/9-1/15/11			Management Team Presentation/Discussion #1 K-12 Principal Input Session #1 on Recommendations
1/16-1/22/11			
1/23-1/29/11	Working draft shared for edits by Executive Writing Committee		Executive Writing Committee – edits completed
1/30-2/5/11			
2/6-2/12/11	February 10 – Final Literacy Evaluation Committee Meeting	Lisa Wachtel	Management Team Presentation/Discussion #2 K-12 Principal Input Session #2 on Recommendations Final Literacy Evaluation Committee Meeting • Review full draft

Date	Task	Person(s) Responsible	Status
			• Collect input for edits
2/13-2/19/11		Lisa Wachtel	Report Completed and Submitted to Board of Education on 2/15/11
2/20-2/26	February 22 – Board Presentation of Literacy Evaluation Findings and Recommendations		

APPENDIX D

insert here

School: _____

Current Literacy Programs & Practice (Elementary)
Core Practice / Support /Assessment / Intervention Practices

Please complete this form to provide a snapshot of our current reality as a district. The information you share will be used to assist the Literacy Evaluation Committee to improve the support provided to schools. *Please return this form to Beccah Raciti by Wednesday, October 27, 2010 or before.* Thank you for your time and consideration!

For each item in each category below, please identify to what degree the following is being implemented in your building.

0-not at all   **1**- partially   **2**-mostly   **3**-fully

Core Practice: Reading	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
60-Minute Reading Workshop	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Read Aloud																								
Shared Reading																								
Guided Reading																								
Independent Reading																								
Daily 5/CAFE																								

Core Practice: Writing	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
60-Minute Writing Workshop	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Model Writing																								
Shared Writing																								
Interactive Writing																								
Independent Writing																								

Core Practice: Word Study	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
Daily Word Study Instruction	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
High Frequency Words																								
Word Study/Spelling																								
Language & Usage Concepts																								

Core Instructional Resources	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Primary Literacy Notebook																								
Comprehension Toolkit																								
Units of Study for Teaching Writing																								
Building Curriculum Map/Pacing Guide																								
Words Their Way																								
Other Supplemental Spelling Programs																								

Supports	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
IRT																								
Interventionist																								
Other:																								

Assessments	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
PLAA																								
F & P Benchmark Assessment																								
SRI																								
Spelling Inventory																								
Writing Sample																								
Progress Monitoring Wall System																								

Formal Interventions	K Grade				1st Grade				2nd Grade				3rd Grade				4th Grade				5th Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Tier I/SIMS Implementation																								
Tier 2 Supplemental Small Group:																								
Tier 3 Individualized Intervention																								
Rock & Read (teacher, volunteer or assistant delivery)																								
Reading Recovery																								
Other:																								

School: _____

Middle School Literacy
Core Practice / Intervention /Assessment Practices

Please complete this form to provide a snapshot of our current reality as a district. The information you share will be used to assist the Literacy Evaluation Committee to improve the support provided to schools. *Please return this form to Beccah Raciti by Wednesday, October 27, 2010 or before.* Thank you for your time and consideration!

For each item in each category below, please identify to what degree the following is being implemented in your building.

0-not at all **1**- partially **2**-mostly **3**-fully

Core Practice	Sixth				Seventh				Eighth			
	0	1	2	3	0	1	2	3	0	1	2	3
Comprehension Strategy Instruction												
Independent Reading Time												
Modeled Read Alouds												
Reading Across the Curriculum												
Gradual Release of Responsibility (model/guide/shared/independent)												
Writing Process (brainstorm/plan/draft/revise)												
6+1 Traits of Writing												
Writer's Workshop												
Writer's Craft												
Presentation/Performance												
Language Study (grammar, etc)												
Vocabulary												
Fluency												
Accountable Talk												

Interventions	Sixth				Seventh				Eighth			
	0	1	2	3	0	1	2	3	0	1	2	3
Tier 1:												
Classroom accommodations and modifications												
Team Taught Classes												
Supplemental Materials												
Tier 2:	0	1	2	3	0	1	2	3	0	1	2	3
Read 180												
System 44												
Another Reading Course												
Small Group Instruction												
Tier 3: Individual Intervention	0	1	2	3	0	1	2	3	0	1	2	3

Assessments	Sixth				Seventh				Eighth			
	0	1	2	3	0	1	2	3	0	1	2	3
SRI												
Resources	0	1	2	3	0	1	2	3	0	1	2	3
Literacy Coach/Interventionist												
Learning Coordinator's Role has a literacy focus												
Literacy Notebook												
Comprehension Toolkit												

School: _____

High School Literacy
Core Practice / Intervention /Assessment Practices

Please complete this form to provide a snapshot of our current reality as a district. The information you share will be used to assist the Literacy Evaluation Committee to improve the support provided to schools. ***Please return this form to Beccah Raciti by Wednesday, October 27, 2010 or before.*** Thank you for your time and consideration!

For each item in each category below, please identify to what degree the following is being implemented in your building.

0-not at all   **1**- partially   **2**-mostly   **3**-fully

Core Practice	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Reading	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Comprehension Strategy Instruction																
Critical Reading Instruction																
Use of Varied Texts																
Content-Specific Practices																
Incorporation of Choice Content-Specific Reading																
Language Study (Grammar, etc)																
Vocabulary																

Core Practice	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Writing	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Variety in Purpose and Audience, in all classes																
Ideas & Content																
Style / Tone																
Fluency																
Organization																
Conventions																
Writing Process																
Content-Specific Writing Strategies																
Modeled Writing																
Peer Revision																
Interactive Writing																
Independent Writing																
Research Skills																

Core Practice	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Speaking & Listening	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Active Listening																
Organize, Prioritize Information																
Skillful Questioning																
Purposes for Speaking																

Interventions	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
Tier 1: Core Interventions	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Classroom accommodations and modifications																
Supplemental Materials																
Team Taught Supported Class																
Tier 2: Interventions	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Read 180																
System 44																
Another Reading Course																
1:1 Small Group Instruction																

Assessment	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
SRI																

Resources	Ninth Grade				Tenth Grade				Eleventh Grade				Twelfth Grade			
	0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3
Literacy Coach																
Writing Center																

Appendix F

Comprehensive Intervention Model (CIM): Menu of Tier 2 Interventions

Though research studies of CIM have not yet been completed and submitted to What Works Clearinghouse, each CIM intervention employs evidence-based teaching practices. Research on struggling readers has found that these students often have trouble integrating component literacy skills and applying them independently to meet the challenges of new texts. The CIM interventions are designed to ensure students practice new strategies in the context of reading and writing tasks aligned to classroom work so they can transition out of an intervention and continue to progress successfully doing grade level work.

Interventions Tier 2 – Interactive Writing Strategies					
Population	**Research based Practices included in each Intervention**				
Targeted (T)	**Phonemic Awareness**	**Alphabetic Principle**	**Fluency**	**Vocabulary**	**Comprehension**
Kindergarten-First Grade Rdg. Text Lv 0-3	**Instruction in rhyme, syllables, initial & final phonemes in conjunction with shared reading of poetry** (Ukrainetz et al. 2000; Torgesen, 2002) (The following studies found there is reciprocity between the development of phonemic awareness and reading: Badian, 2001;Neuhaus & Swank, 2002)	**Interactive writing:** a balance of explicit instruction, modeling, and student practice of print concepts, phonological awareness and alphabetic skills in writing & reading (Craig, 2003, 2006; Scammacca et al, 2007)	**Shared reading of familiar texts** (Kuhn & Stahl, 2003)	**Introducing & prompting students use of new vocabulary in interactive read-alouds** (Robbins & Ehri, 1994; Senechal, 1997; Hargrave & Senechal, 2000, Whitehurst & Zevenbergen, 2003)	**Interactive shared reading and instructional conversations** (Schickedanz and McGee, 2010)

Interventions Tier 2 – Interactive Writing Strategies			
General Reading Achievement	**Stated Focus**	**Duration/ Delivery**	**Professional Development**
Strategies taught by a gradual release of responsibility Reutzel, Smith, and Fawson (2005) **Establish an engaging and motivating context** (Fizzano, 2000; Guthrie et al. 2004; Guthrie et al. 2006…)	-Emergent literacy-- foundational learning: -Comprehension strategies -Vocabulary & language use and conventions -Concepts of print -Composing & transcribing text -Letter identification, sound association & formation -Phonemic, phonological, & phonic knowledge -Phonetic problem solving strategies -High frequency words	5 days/week 30 minute lessons Small groups (n=2-5) Predictable routines, precise prompting, on-going assessment, alignment with Common Core State Standards	Required. (Harvard researcher found that teachers' expertise accounted for about 40 percent of the variance in students' reading and math achievement at grades 1 through 11, more than any other single factor, including race. Ferguson, 1991)

Interventions Tier 2 – Guided Reading Plus					
Population Targeted (T)	**Research based Practices included in each Intervention**				
	Phonemic Awareness	**Alphabetic Principle**	**Fluency**	**Vocabulary**	**Comprehension**
First-Third Grade Students Rdg Text Lv 4-20		**Written responses to texts with instruction in "hearing and recording sounds in words"** Research supports the positive effects of writing on reading achievement (Stotsky,1983; Bond & Dykstra, 1967/1997; Shanahan & Lomax,1986) **Word work** Linking phonemic awareness to phonics with letter work (National Reading Panel, 2000b; Davis, 2000) Decoding by analogy (Goswami & East, 2000)	**Repeated reading of familiar texts & explicit instruction in phrasing, punctuation signals, & expression reflective of meaning** (Begeny et al., 2009; Musti-Rao, Hawkins, & Barkley, 2009)	**Introducing and working with new vocabulary before, during, and after text reading** (Brabham & Lynch-Brown, 2002; Brett, Rothlein & Hurley, 1996; Penno, Wilkinson, & Moore, 2002)	**Comprehension strategy instruction** (WWC report, "Improving Reading Comprehension K-3" cited research showing positive effects including: Paris, Cross, and Lipson, 1984;Williamson, 1989; Brown et al. 1995; Reutzel, Smith, and Fawson, 2005) **Teaching how to identify and use text structure** (Recommendation of WWC report: Williamson et al., 2007)

Interventions Tier 2 – Guided Reading Plus			
General Reading Achievement	Stated Focus	Duration / Delivery	Professional Development
See above.	-Early literacy knowledge & strategies: -Comprehension: questioning before, during, & after reading -Knowledge of genre elements -Reading strategies: monitoring, searching & self-correcting. -Development of reading & writing fluency -Extending vocabulary & language -Word analysis: phonological, phonemic, & phonics -Writing to deepen reading comprehension	5 days/week 30 minute lessons Small groups (n=3-5)	

Interventions Tier 2 – Writing Out-Loud					
Population	Research based Practices included in each Intervention				
Targeted (T)	Phonemic Awareness	Alphabetic Principle	Fluency	Vocabulary	Comprehension
First-Third Grade Students Rdg Text Lv 4-14+				Word Spelling Strategies (Miller, 2002; Wilhelm, 2002)	Writing as an aid to cognitive development (Schmoker, 2006; Kuhrt & Farris, 1990; Dole et. al., 1996)

Interventions Tier 2 – Writing Out-Loud			
General Reading Achievement	Stated Focus	Duration / Delivery	Professional Development
General Writing Achievement Teaching writing process (Pritchard and Ronald L. Honeycutt, 2005) Facilitate learning and application of specific writing strategies and skills (Cunningham, Cunningham, & Allington, 2002) Provide contingent support for guided practice, making learning attainable (Wood, 2002; Ruddell ,1976; Moll, 2004) Create a writing context that promotes	˙Writing process: composing, revising, & editing ˙Writing strategies ˙Genre writing ˙Writing craft ˙Language development-transforming sentences, & increasing complexity	5 days/week 30 minute lessons Small groups (n=2-5)	

Interventions Tier 2 – Writing Out-Loud			
General Reading Achievement	**Stated Focus**	**Duration / Delivery**	**Professional Development**
meaning and relevance (Dole, Brown, & Trathen, 1996). Teach recognizing commonalties in the developmental sequence of literacy learning (Dyson & Freedman, 2003; Farnan & Dahl, 2003; Hodges, 2003)	•Monitoring work using tools such as text guides, editing check list, personal dictionary		

Interventions Tier 2 – Comprehension Focus Group					
Population	**Research based Practices included in each Intervention**				
Targeted (T)	**Phonemic Awareness**	**Alphabetic Principle**	**Fluency**	**Vocabulary**	**Comprehension**
Third-Sixth Grade Students Rdg Text Lv 20+		**Written responses to texts with instruction on reciprocity of reading and writing** (Mahurt, 2005; Fullerton & DeFord, 2000) **Working with word parts** (Bhattacharya & Ehri, 2004 Penney, 2002)	**Rereading familiar books**	**Explicit instruction in language of instruction, genre terms, content vocabulary, and important words in text** (Stahl, 1999; Blachowicz & Fisher, 2005)	**Cognitive & metacognitive strategy teaching:** • Comprehension monitoring • Story structure • Graphic organizers • Summarization • High level questioning (High consensus in research concerning efficacy of strategy instruction: NPR, 2000; Duke & Pearson, 2002; Pressley, 1998) (Facilitating these activities a critical ingredient in high achievement of high poverty classrooms: Taylor et al., 2003)

Interventions Tier 2 – Comprehension Focus Group			
General Reading Achievement	**Stated Focus**	**Duration/ Delivery**	**Professional Development**
See above.	•Develop competency in reading and writing in narrative, persuasive, & informational genres •Develop comprehension strategies: questioning, predicting, inferring, visualizing, analyzing, summarizing… •Reading in content areas in alignment with grade level standards	5 days/week for 4-9 weeks aligned with classroom unit of study. 30 minute lessons Small groups (n=3-5)	

APPENDIX G

MMSD Librarians Survey on Literacy

1. What do you see as your role in promoting and supporting literacy in your building?

2. (Working with teachers) How are you supporting classroom teachers with their instruction in reading and writing? What current practices do you have in place in the library to support literacy? Please add changes, support, and professional development that you feel would enhance your ability to support classroom teachers with their reading and writing instruction.

3. (Working with students) How are you supporting students' reading and writing? What current practices do you have in place to encourage reading and writing in your student population? Please add changes, support, and professional development that you feel would enhance your ability to support students with their reading and writing.

4. (Working with students to enjoy reading) What are you doing in your library to encourage students to enjoy reading and develop a lifelong habit of reading independently? Please add changes, support, and professional development that you feel would be helpful to you in this area.

5. (Working with students to transfer skills learned in the classroom to a lifelong pattern) What current practices work well to encourage students to transfer the reading and writing skills they are learning in the classroom to successful, independent, lifelong reading habits? Please add changes, support, and professional development that you feel would be helpful to you in this area.

6. (Diversity) Since students are more engaged with learning when they see themselves, their cultures, and their families in their learning materials, what do you have in place to make your library collection and facility more culturally relevant? Please add changes, support, and professional development that you feel would be helpful to you in this area.

7. (Differentiation) What are you doing to support reading and writing for students who need additional resources (including TAG, ELL, DLI (Dual Language Immersion), and EEN students)? Please add changes, support, and professional development that you feel would be helpful to you in this area.

8. (Instructional Technology) What types of instructional technology programs do you have in place that support reading and writing? Please add changes, support, and professional development that you feel would be helpful to you in this area.

9. (Family and Community Outreach) What types of family and community programs do you have in place in your library that promote or support literacy? Please add changes, support, and professional development that you feel would be helpful to you in this area.

10. (Alignment with Literacy and Professional Development Initiatives) What types of professional development have you utilized to learn about MMSD's literacy initiatives and to align your program with those initiatives? Please add changes, support, and professional development that you feel would be helpful to you in this area.

11. (Vision for the future) Please describe your vision for how MMSD libraries could look in the future and the components of a high quality library program designed to meet the needs of 21st-century learners. Please add changes, support, and professional development that you feel would be helpful to you in this area.