

## **CDE Report to the California Reading Association**

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### **Secondary Literacy Summit IX—Best Practices in Literacy: Systems and Strategies**

After a lengthy discussion early in January, the Secondary Literacy Summit planning committee decided to proceed with the next Secondary Literacy Summit despite the possibility of low attendance. The next summit is scheduled for April 1-2, 2009 at the Hilton Orange County, in Costa Mesa. Keynote presenters for the program are Jim Burke (teacher at Burlingame High School, website for publications/presentations, etc: <http://www.englishcompanion.com/>) and Marc Johnson (Superintendent of Sanger Unified School District). Other presenters who are confirmed are: Michael Kamil, P. David Pearson, Nancy Brynelson, Noma LeMoine, and various high school and middle school team panels.

One of the features of this year's Summit is that publishers on the 2008 CA adoption list for Reading/Language Arts are being invited to present a seminar at the end of the first day.

Please encourage your contacts to attend this conference and tell others about it. Attendees may use the following monies for this purpose: Title I, Title II, Title III, Quality Education Investment Act (QEIA). For more information on the summit and to register, see:

<http://www.cacompcenter.org/cs/cacc/print/htdocs/cacc/secondaryliteracy.htm>

### **Reading/Language Arts Curriculum Adoption**

The adoption process for the new English Language Arts/English Language Development programs has been concluded. 32 different programs depicting the three basic and two intensive intervention types were selected. For more information about these programs, see:

<http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>.

A bill that would automatically extend the 24 month rule for adoption has been submitted but still needs to be signed by the governor, so the State is still operating under the same governing rule of districts being required to adopt instructional materials 24 months after the board adopts the materials. Districts may apply for a waiver to extend the timeframe. At this writing, many waivers have been submitted. CDE suggests, however, that districts not submit waivers

for a few months until other items, such as AB 71 (see below) and the 24-month extension bill are determined.

The waiver process can be found at: <http://www.cde.ca.gov/re/lr/wr/>. The Instructional Materials Realignment Program Funds (IMFRP) can be found at: <http://www.cde.ca.gov/ci/cr/cf/imfrpintro.asp>.

## **AB 71**

Assembly Bill 71, (see: [http://info.sen.ca.gov/pub/09-10/bill/asm/ab\\_0051-0100/ab\\_71\\_bill\\_20081212\\_introduced.pdf](http://info.sen.ca.gov/pub/09-10/bill/asm/ab_0051-0100/ab_71_bill_20081212_introduced.pdf)) has been introduced to collapse categoricals and allow more flexibility than the current 15% to districts in using that money. The bill states: "Research has failed to show that any one program will result in consistent academic progress or lasting incentives to prevent pupils from dropping out of school. Research has shown that school culture and strong leadership are the keys to pupil success. Therefore, block grants will allow school districts the needed flexibility to prioritize funding to best meet the needs of the pupils and families they serve. Relaxing many of the restrictions on the use of school funding is one step in the direction of greater school finance reform that results in more local flexibility and fewer administrative restrictions to enable schools to best meet the needs of their pupils and families."

## **Reading First**

Reading First funding has been drastically diminished yet there are still three cohorts in the program with each cohort being phased-out over the next three years (ending 2010). In addition, the Special Education Teacher Professional Development Pilot Project has just begun and will continue until 2010. The Year 6 Report is soon to be released and, once again, found statistically significant results for participating schools.

## **CTC Revision of Reading Certificate/Specialist Credential**

The revision of the Reading Certificate/Specialist Credential was put on hold until the budget was signed but is now scheduled to go forward. The committee will meet in January to continue the process of revising/updating the standards, with further meetings scheduled in February and March. Interestingly, California standards for the reading specialist credential do not currently reflect the most recent 2003 IRA standards for the reading specialist and IRA is working on updating its standards again!

## **Response to Instruction and Intervention (RtI<sup>2</sup>)**

RtI<sup>2</sup> is CDE's term for what is currently known as the Response to Instruction, a model for prevention and intervention of reading difficulties prior to establishing a need for special education services as provided for in IDEA 2004. RtI<sup>2</sup> means

“Response to Instruction and Intervention” (thus the <sup>2</sup>) and promotes good first instruction, not just intervention. CDE is embarking on a route to support RtI<sup>2</sup>. Districts can decide to choose this model over the discrepancy model. Jack O’Connell, Superintendent of Public Instruction states: “RtI<sup>2</sup> focuses on the individual student and provides a vehicle to strengthen performance for struggling students before educational problems increase in intensity and special education seems the only viable option.” A letter from O’Connell which spells out the 10 core components of California’s RtI<sup>2</sup> can be found at:

<http://www.cde.ca.gov/nr/el/le/yr08ltr1114att.asp>

### **SB 472 and AB 430 Professional Development for Teachers and Principals in Reading/Language Arts**

These professional development programs, at this writing, are continuing to operate, despite the budget crunch. However, legislation to reduce funding could be initiated.

### **PreK-12 Recommended Literature List Update**

The update of the recommended literature list, discussed in the last report, continues to be put on hold due to the budget situation.

### **K-1 CELDT Early Literacy Assessment**

CDE and its contractor, WestEd, provided two meetings, one in October and one in December, for selected panel members to participate as Content and Bias/Sensitivity reviewers for the California English Language Development Test (CELDT) for K-1 Reading and Writing. The next CELDT contract will include field testing the test questions developed by WestEd, performing a standard setting to establish performance level cut scores for K-1, and placing K-1 reading and writing on the common scale established in 2006.

### **Accountability Institute**

The Accountability Leadership Institute for English Learners, Immigrant, and Migrant Students, scheduled for February, has been postponed due to low attendance.

### **Visiting Educator Positions at CDE**

In the last report, Visiting Educator positions at CDE were listed. At this writing, it is uncertain whether these positions will still be available for Visiting Educators. A hiring freeze is anticipated throughout the department, spending and travel freezes are in effect.

## AB 2117

The English Language Learners Pilot Project, authorized by AB 2117, provides funding to local educational agencies (LEAs) to support or expand successful existing programs that serve the academic needs of English learners (ELs) to learn standards-aligned academic content and acquire proficiency in the English language.

The intent of the pilot project is not to compare the effectiveness of instructional methods for ELs, but rather to identify the practices that demonstrate success for ELs in achieving English proficiency regardless of instructional setting.

Selected LEAs will receive \$200 per EL student per year based upon the availability of funding. In order to receive funding, selected LEAs shall agree to all assurances and specifications of the RFA including, but not limited to:

- Participate in the full term of the pilot project (2007-08, 2008-09, and 2009-10)
- Participate in the evaluation, data collection, and reporting requirements [California *Education Code* Section 420 (e)]
- Provide \$200 per English language learner per year as matching funds for the \$200 in state funds

Following is the list of promising practices each LEA is addressing in this grant:

<u>CDS</u>	<u>County</u>	<u>LEA</u>	<u>Promising Practices</u>
0161291	Alameda	San Leandro Unified School District	EL Specialty Coaches
0161242	Alameda	New Haven Unified School District	Collaboration to Meet EL Student Needs
0761655	Contra	Brentwood Union Elementary School District	Sheltering Techniques for ELs
1062414	Costa	Sanger Unified School District	PLC Data & Explicit Direct Instruction
1310132	Fresno	Imperial County Office of Education	IMPACT EL
1563321	Imperial	Bakersfield City Elementary School District	Each Child will Achieve
1573742	Kern	Sierra Sands Unified School District	Comprehensive early literacy learning K-3 (CELL) and Extended Literacy
1964212	Kern	ABC Unified School District	Expanded language, visual instruction and interactive teaching strategies
1964501	Los Angeles	El Monte City Elementary School District	PLC Direct Instruction
1964550	Los Angeles	Garvey School District	Schoolwide Differentiated ELA
1964568	Los Angeles	Glendale Unified School District	Focus on Results
1964709	Los Angeles	Lennox Elementary School District	Scaffolding Academic Language in the Content Areas
1964832	Los Angeles	Newhall Elementary School District	Guided Language Acquisition Design (GLAD)
1964840	Los Angeles	Norwalk-LaMirada Unified School District	EL Teacher Training and Staff Development
1964881	Los Angeles	Pasadena Unified School District	Comprehensive Support for English Learners

1965110	Los Angeles	Whittier City School District	Thinking Maps
2165417	Marin	Novato Unified School District	PLC-Focus on Targeted Instructional Best Practices
2465631	Merced	Atwater Elementary School District	Academic Conferencing
2465748	Merced	Livingston Union Elementary School District	Guided Language Acquisition Design (GLAD)
3066670	Orange	Santa Ana Unified School District	Project DRIVE (Data Responding Instruction Validates Excellence)
3073650	Orange	Irvine Unified School District	IUSD K-12 Newcomers Program
3367058	Riverside	Desert Sands Unified School District	English Learner Coaches
3373676	Riverside	Coachella Valley Unified School District	Professional development coaching model
3710371	San Diego	San Diego County Office of Education	Standards-Based Differentiation for ELs
3768023	San Diego	Chula Vista Elementary School District	Collaboration to improve teaching and learning
3768098	San Diego	Escondido Union Elementary School District	BLITZ
3768213	San Diego	Mountain Empire Unified School District	Direct Instruction for ELs
0101345	San Diego	KIPP Adelante Preparatory Academy	Four-Prong Approach
3768452	San Diego	Vista Unified School District	Systematic and Sequential ELD
4369435	Santa Clara	Evergreen Elementary	The Catalyst for Change and Innovation: Coaching and Teacher Leadership
4369542	Santa Clara	Luther Burbank School District	Success through Technology
4369625	Santa Clara	Oak Grove Elementary School District	Cycle of Inquiry & PLCs
4369666	Clara	San Jose Unified School District	Implementing Cycles of Inquiry for EL Students
4910496	Sonoma	Sonoma County Office of Education	Organizing student thinking (OST)
4970862	Sonoma	Petaluma Joint Union High School District	EL Academy
5010504	Stanislaus	Stanislaus County Office of Education	ELD/ELA Alignment with PD and Writing Focus
5071043	Stanislaus	Ceres Unified School District	Targeted Computer-based EL Grouped Instruction
5071266	Stanislaus	Salida Union Elementary School District	IMPACT & Los Arcos Learning Center
5471803	Tulare	Alpaugh Unified School District	Double Dose
5672546	Ventura	Oxnard Union High School District	Accelerate high academic language proficiency for ELs
5672652	Ventura	Ventura Unified School District	5-part system for ELD
5772710	Yolo	Woodland Joint Unified School District	Academic Conferences through the Cycle of Inquiry
5872736	Yuba	Marysville Joint Unified School District	Structured Teacher Planning Time

Selected LEAs were notified of their grant award, thereby initiating the funding process. The grant is awarded for a three-year period commencing in 2007-08 and ending in 2009-10. For more information, go to:

<http://www.cde.ca.gov/pd/te/el/ellpp.asp>.

## **Title I Academic Achievement Awards**

200 California schools have been selected for the 2008-09 Title I Academic Achievement Award. They represent 88 school districts in 27 counties. The Title I Academic Achievement Award may be given only to schools receiving federal Title I funds as authorized by the No Child Left Behind Act of 2001. To be eligible for the Title I Schoolwide Program, a school must enroll 40 percent or more of socioeconomically disadvantaged students. To meet the criteria for this distinction, the school must demonstrate that all students are making significant progress toward proficiency on California's academic content standards. Additionally, the school's socioeconomically disadvantaged students must have doubled the achievement targets set for them for two consecutive years.

For a list of awardees, see: <http://www.cde.ca.gov/nr/ne/yr08/yr08rel183.asp#att>.

## PUBLICATIONS RELATED TO LITERACY

### New from the Center on Instruction:


#### 1. [Assessments to Guide Adolescent Literacy Instruction \[4-12\]](#)


This guide, a companion volume to two other publications from the Center on Instruction, *Academic Literacy Instruction for Adolescents* and *Improving Literacy Instruction in Middle and High Schools: A Guide for Principals*, provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents and provides examples of assessments and assessment systems currently in use or under development to improve literacy instruction for students in grades 4-12.


 [Assessments to Guide Adolescent Literacy Instruction](#) (449.3 KB)

#### 2. [Using Curriculum-Based Measurement to Determine RTI \[K-12\]](#)

Presented at the 2006 Summer Institute on Student Progress Monitoring, this "Progress Monitoring in the Context of Responsiveness-to-Intervention" by Lynn Fuchs, Douglas Fuchs, John Hintze, and Erica Lemke provides clear distinctions between services offered in the different tiers of RTI and addresses both reading and math. This resource includes the PowerPoint presentation, a manual, and handout materials that include an appendix for additional RTI resources.

 [PowerPoint: Progress Monitoring in the Context of Responsiveness-to-Intervention](#) (2.22 MB)

 [Manual: Progress Monitoring in the Context of Responsiveness-to-Intervention](#) (2.71 MB)

 [Handouts: Progress Monitoring in the Context of Responsiveness-to-Intervention](#) (1.03 MB)

#### 3. [Leading for Reading: An Introductory Guide for K-3 Reading Coaches \[K-3\]](#)

This suite of resource materials is designed to prepare school-based reading coaches who work with teachers to improve reading instruction in kindergarten through grade three. The materials support a four- or five-day professional development event, although they can be used in alternate formats. The materials include three components: a Participant's Guide for

use in the workshop sessions and as a long-term resource for attendees, a Facilitator's Guide to provide information for session leaders (e.g., speaker notes, activity instructions), and a slide presentation with embedded video clips that illustrate practical application of the content. To download each component, click below.

- » [Facilitator's Guide](#)
- » [Participant's Guide](#)
- » [PowerPoint Presentation Module](#)

 [CBI: Leading for Reading](#) (23.18 KB)

### **Other Publications:**

[Quality Counts 2009: Portrait of a Population](#) (link to document)

This report is a comprehensive, data-driven profile of the growth of ELs in U.S. schools. The report features original research and in-depth articles on state policies and academic achievement, and explores the varied and often insufficient responses by federal and state policymakers to the urgent challenge that this population poses for American education.

The “interactive” report also highlights the newest findings of *Education Week's* annual education report card on the nation, which shows that most states have failed to improve the opportunities for students to succeed throughout their lives.

### **National Early Literacy Panel Report**

The National Early Literacy Panel's report, *Developing Early Literacy*, provides the basis for powerful knowledge certain to improve practice in the early childhood community. The report's findings identify the early literacy skills that definitively lead reading success.

The National Early Literacy Panel work was directed and coordinated by the National Center for Family Literacy (NCFL). Laura Westberg, NCFL's Director of Research and Special Projects, directed the effort as the panel's principal investigator. More than 300 studies on early childhood literacy were analyzed under NCFL's direction to determine which critical skills and teaching methods lead to long-term success.

The National Early Literacy Panel (NELP) is a panel of nine nationally-known researchers convened by the National Center for Family Literacy (NCFL). The panelists brought a rich and diverse record of research in areas of reading, early literacy and language, cognition, English as a second language, pediatrics, special education, research methodology and early childhood education to the

completion of a research synthesis on early language and literacy development. Members of the NELP and their affiliations are:

- Anne Cunningham, University of California Berkeley
- Kathy C. Escamilla, University of Colorado
- Janet Fischel, State University of New York at Stony Brook
- Susan Landry, University of Texas Health Science Center at Houston
- Christopher J. Lonigan, Florida State University and the Florida Center for Reading Research
- Victoria J. Molfese, University of Louisville and the U of L Early Childhood Research Center
- Chris Schatschneider, Florida State University and the Florida Center for Reading Research
- Timothy Shanahan, University of Illinois at Chicago and UIC Center for Literacy
- Dorothy Strickland, Rutgers University

### **High School to Community College: New Efforts to Build Shared Expectations**

Californians are becoming increasingly concerned about whether the majority of the state's young people have the skills and knowledge they need for adult success. In looking at strategies for improving students' prospects, the work of both high schools and community colleges is coming under greater scrutiny.

These two sets of public institutions share responsibility for the futures of a vast number of California's young people, including 30% or more of new high school graduates who each fall enroll at one of the state's 110 community colleges. Yet K-12 schools and community colleges operate under separate governance systems, pursue distinct missions, and gauge their success based on different measures.

This report focuses on where California's K-12 and community college systems meet and explores some of the potential opportunities currently under discussion for building better bridges between them. These include utilizing common approaches to assess student readiness and enabling K-12 and community college educators to jointly plan for the successful transition of students from high school to community college.

### **Report Highlights**

- Many students who graduate from high school are unprepared for the academic rigors of community college work.
- Local variations in community college placement practices and "basic skills" curricula send mixed signals and make the problem difficult to measure.
- K-12 standards and tests offer potential tools for aligning expectations between the two systems.

- Many efforts are targeted at building the capacity of educators in both systems to support students as they make the transition.

### **Key Features of this Report**

This report draws from many recent reports and conversations with educators and others who are focused on different aspects of the transition from high school to community college, and includes 15 charts and graphs.

Key features include:

- Student achievement data, by ethnicity, on:
  1. Success in community college basic skills courses in math and English among recent high school graduates who need more academic preparation
  2. How many 11th graders participate in the CSU's Early Assessment Program, which measures college readiness
  3. Early Assessment Program results in math and English
- Discussion of recent legislation affecting the transition of high schools students to community college, including legislation that provides for community college participation in the Early Assessment Program.
- List of community college organizations and others involved in different aspects of student transitions.
- Links to a multitude of sources for more in-depth information.

This online version of the report contains two extra pages of resources on this topic and effort going on throughout California. To download the report, go to: [http://www.edsource.org/pub\\_transitions11-08\\_es.html](http://www.edsource.org/pub_transitions11-08_es.html)