

LEAP Addendum Revision – April 2012

Academic Needs

District staff regularly review progress for those student groups that do not meet Adequate Yearly Progress Annual Measureable Objective goals, expressed as the percentage of students scoring at or above “proficient” on STAR and CAHSEE tests. The criteria for Spring 2011 were 67.0% in English/Language Arts, and 67.3% in Math. The criteria for Spring 2012 are 78.0% and 78.2% respectively.

Most student groups did not meet these criteria in Spring 2011. A list of the various groups, along with the specific growth required to achieve the Spring 2012 criteria, appears at the end of this Revision.

As a District, we continue to focus our most intense efforts on the groups consistently below the District average: Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, Socioeconomically Disadvantaged (students who receive free/reduced lunch, and/or neither of whose parents has completed high school), English Learners, and Students with Disabilities.

Activities

The District’s Intervention Program is our primary means for focus on low-achieving student groups and address concerns specific to English Learners. The New Haven Unified School District Intervention Program has been designed and implemented in the 2011-2012 school year as follows:

1. Three district wide intervention cycles were established during the 2011-2012 school year that were aligned to student assessments, grading periods, parent teacher conferences and district wide professional development through Targeted Leadership.
2. The criteria were established to ensure that students in need of academic intervention were consistently identified and provided specific intentional academic supports. It also was developed to align site and district wide accountability for Title 1 and Title 3.
3. In Cycle 1, which was from September – October, students to receive interventions were identified using the following criteria: Fall Multiple Measure Score of 1.5 or below in English Language Arts and Mathematics, students who were retained from the previous school year, English Language Learners who are not making adequate progress in learning English, and Long Term English Learners who have been in the English Learner program for 5 or more years.

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4. In Cycle 2, which was from November to January, students to receive interventions were identified using the following criteria: Fall Multiple Measure Score of 1.5 to 2.5 in English Language Arts and Mathematics.
5. In Cycle 3, which was from February to April, students to receive interventions were identified using the following criteria: Winter Multiple Measure score at or below 2.5 in English Language Arts or Mathematics.
6. Additionally, Pre-Intervention and Post –Intervention Assessments were administered to students receiving intervention. The collection of this data enables sites to be able to determine the effectiveness of the interventions being offered to our students.
7. Data collection also included the provider of the intervention, the type of intervention offered, the intervention curriculum used, and the frequency and duration of the intervention, and if a Student Success Team (SST) meeting and SST Follow Up meeting were held.
8. Using the collection of data, school site teams could then effectively recommend if a student should continue with interventions or exit intervention.
9. Intervention services range from before, during and / or after school intervention, both in class and out of class interventions or academic support classes scheduled into a student’s academic day.

In addition to the intervention activities noted above, many of the issues specific to English Learners have been addressed in the Title III Improvement Plan Addendum which the Board approved in September 2011.

Professional Development

1. Targeted Leadership/Enid Lee. As part of the District’s Targeted Leadership professional development, consultant Enid Lee has provided training to Instructional Leadership Teams from every school during monthly sessions. This training has focused on meeting the needs of English Learners, and has covered areas such as ensuring equity in teaching practices, support for English Learners, and culturally responsive instruction. One goal of this training is to assist all educators within the New Haven system to increase the use of their students’ languages and cultures as resources, rather than viewing them as barriers to learning. Enid Lee also works directly with some school sites within the District. (Title III support for part of this training: \$83,500.)
2. Literacy Coaching. Literacy Coaches research and provide content knowledge and resources to K-8 staff about learning and teaching literacy – including but not limited to:
 - a) Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students

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including English learners, standard English learners, students enrolled in Special Education and students with diverse learning needs.

- b) Assists teachers in preparation and pacing for instruction.
 - c) Participates in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve student achievement.
 - d) Assists grade level teams in setting goals for improved instruction.
 - e) Meets regularly with the principal to review skill assessment data and to assess the outcomes of goals established.
 - f) Meets regularly with grade level teams to focus on English Learners and low performing students.
 - g) Models lessons for teachers to assist with the implementation of district wide professional development focused upon literacy initiatives.
 - h) Provides on going coaching to teachers in the development and implementation of instructional methodologies.
 - i) Facilitates professional development for instructional staffs at the school site.
 - j) Plans and delivers district wide professional development with district wide literacy initiatives.
 - k) Engages in their own district wide professional development to enhance their methodology in literacy coaching.
 - l) Assists teachers with differentiating instruction for students based upon researching student work samples and addressing specific student learning needs.
 - m) Current research concludes that coaching does effect positive changes in student learning.
 - o Bean, R. M., Belcastro, B., Hathaway, J., Risko, V., Rosemary, C., & Roskos, K. (2008). *A review of the research on instructional coaching*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
 - o Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., et al. (2008). *The impact of two professional development interventions on early reading instruction and achievement* (NCEE 2008-4030). Washington, DC: National Center for Education Evaluation and regional Assistance, Institute of Education Sciences, U.S. Department of Education.
 - n) Title III support for part of our coaching activities is \$89,990. Title I support varies for different school sites.
3. Just Think Literacy (at elementary sites). Just Think Literacy mirrors a national push to deepen lessons so that all students learn to synthesize and evaluate information, crafting their own arguments and debunking others. It is an ongoing learning process that enables students to use reading, writing, listening, speaking, and thinking in order to effectively interact, construct meaning, and communicate for real-life situations. An active literate person is constantly thinking, learning, reflecting, and is assuming the

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- responsibility for continued growth in his/her own literacy development as (s)he prepares for the 21st Century Skills all students will need. Students participating in Critical Literacy Seminars look critically at written, visual, spoken, multimedia and texts, to challenge the intent and content, and to get the most enjoyment and deepest meaning out of the texts they are reading.
- a. “Metacognitive Strategy instruction is shown to support reading across the curriculum, metacognitive strategies should be an integral part of the reading curriculum... and are the highest for lower ability students.” Forness and Kavale (1993), Fan (1993), pg. 117-118. Swanson (2001). Teachers have noted the greatest gains observed in low-achieving groups and/or EL students who started out with low language skills. Teachers in NHUSD have shown high levels of participation in the prescribed Just Think Literacy strategies and they report medium to high levels of satisfaction. Observations demonstrate the potential for schools to engage students in a meaningful way to support literacy development and children’s oral language skills through the impact of structured critical thinking.
 - b. Funding support for part of this initiative is \$98,300 from Title I and \$113,025 from Title III.
4. Reading Apprenticeship[®]—(secondary level). Reading Apprenticeship is an approach to reading instruction that helps students develop the knowledge, strategies, and dispositions they need to become more powerful readers. It draws on what teachers know and do as discipline-based readers and on adolescents’ unique and often underestimated strengths as learners and involves them in metacognitive conversations about the thinking processes students and teachers engage in as they read.
- a. An analysis of scores by demographic group found statistically significant increases in test scores for white, Latino, and English learner students in the intervention classes.

○ INTEGRATING LITERACY AND SCIENCE INSTRUCTION IN HIGH SCHOOL BIOLOGY: IMPACT ON TEACHER PRACTICE, STUDENT ENGAGEMENT, AND STUDENT ACHIEVEMENT Cynthia Greenleaf*, Thomas Hanson*, Joan Herman**, Cindy Litman*, Sarah Madden*, Rachel Rosen*, Christy Boscardin**, Steve Schneider*, and David Silver**December, 2009 Final report to the National Science Foundation
 - b. Funding support for part of this initiative is \$13,750 from Title III.
5. Mathematics Education Collaborative (MEC/Math Support), Gr. 4 through Algebra. New Haven Unified School District has long been concerned and cognizant of the need to improve Mathematics achievement especially in middle school and in Algebra 1. As part of a number of measures that began with a comprehensive student outcomes data study, NHUSD contracted with a well-respected NCTM based, math professional development provider, Mathematics Education Collaborative (MEC).

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- a. Over 25 middle and high school teachers attended summer training. The training was followed up by support that included classroom visitations and professional development. Teachers learned research based strategies for improving mathematical thinking in students and for helping students conceptualize Algebra. Specific math activities that could be used across grades were explored. Many of the activities targeted Algebra and were aligned with the concepts teachers are responsible to teach their students. The follow-up workshops and visits allowed teachers to learn even more deeply and gain support for their efforts to implement their professional learning. Additional teachers were given the opportunity to participate in trainings that took place in November and December of 2011.
 - b. This kind of instructional practice that builds on what students know and allows students to make connections, inquire and hypothesize about math concepts and processes empowers the student and promotes mathematical thinking. English Learners in particular benefit when supported in using what they know and are speculating about, as teachers and guides for making sense of new learning. This kind of learning is concept/thinking based and helps ELs and other students in need of support build academic confidence and make progress in mathematics.
 - c. Feedback from teachers about the training was unanimously positive and many are looking forward to continuing the learning.
 - d. Presently, NHUSD is reviewing its mathematics goals and aligning resources and supports with those goals. MEC is at the top of the list of consideration because of their professionalism and the impact of their training on teacher beliefs and practice in the Algebra classroom.
 - e. Funding support for part of this initiative comes from Title III (\$10,000) and Title I (\$13,000).
6. Assessment and Grading Task Force. In 2010, New Haven Unified School District (NHUSD) launched the Grading and Assessment Task Force facilitated by the Director of K – 12 Instructional Programs. The timeline for the Task Force was spring of 2010 to the spring of 2013 when a report with recommendations would be presented to the New Haven district and school stakeholders. The purpose of this Task Force was to review what was currently in place as district policy and recommendations for student assessment and grades. The District’s Grading Handbook had not been updated since 2000. The Task Force was a collaborative working group with representatives from all levels of the District schools: elementary, middle and high school. The majority of the members were teachers

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although administrators and parents were also included. The rationale for the large teacher presence was to have on hand the expertise of the *instructional practitioners* in informing a knowledge base of what matters most for grading and assessment. Students who are English Learners (EL) highlight the need for informed and fair grading and assessments that actually capture what students know and are able to do. In that way, teachers can make academically sound decisions about next steps in the support of progress for ELs.

- a. Work of the Task Force also included the study and discussion of professional articles and facilitated workshops led by experts in the field. The Task Force produced a mid-point report and presented it at the Targeted Leadership (TL) meeting in April 2011. Targeted Leadership is a group composed of Instructional Leadership Teams (ILT) from every school in the district who meet once per month to learn together for effective implementation of the District's instructional initiatives. Present at these meetings are the District Superintendent, Kari McVeigh and the District instructional leaders.
- b. Using an Action Research model, Task Force teachers began piloting the protocols and procedures for grading and assessment that they developed together as a result of the grading study of their working group. The results of the assessment implementation on students was fewer failing grades and grades that more accurately reflected student knowledge and mastery as grades were no longer inflated by behavior and homework. Such grading policy proves to be a boon for students in need of interventions such as EL, as their true knowledge can be celebrated and accurate next steps based on learning needs and not circumstances can be designed and implemented effectively. The impact on teachers' professional work was significant as teachers learned the importance of creating accurate and reliable assessments. This implementation and the results continue to be observed and documented by the Director of K – 12 Instructional Programs.
- c. New Haven Unified School District has demonstrated its commitment to this learning process by supporting teacher led grading and assessment study and implementation groups at various elementary, middle and high schools. These meetings also serve as fertile data to inform the final recommendations for District grading policy.
- d. Beginning in April 2012, each school will identify a representative to the Task Force. This group will produce the final draft document outlining recommendations for a new grading and assessment policy to be outlined in the District's Grading and Assessment Handbook.

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- e. NHUSD is committed to assessing student learning accurately and equitably and has demonstrated that commitment in the investment it has made in supporting a collaborative process for producing a research and experiential based policy.
7. Anti-Bullying (middle school and high school Challenge Days). Based upon the analysis of student behavior data and to address the disparate number of expulsions and suspension for African American and Hispanic students and to specifically address the exhibition of bullying behavior in our schools, sites teams have formed partnerships with “Challenge Days” in order to build and support school climates that are positive, empowering and collaborative to ensure student success in school.
- a. “Challenge Days” engage students, school staff and community members in a powerful, personal experience that builds trust, sets the conditions for students to develop healthy positive relationships with other students and staff members and focuses upon the development of effective decision making.
 - b. Cohorts of students experience “Challenge Days” together and as a result build support systems that assist students in being successful in school. Staff members and members of the community collaborative facilitate “Challenge Days”. Case management and follow up with specific students based upon their individual needs is provided through collaboration with “Challenge Day” and school counselors.
 - c. Partial funding support from Title III is \$3,500.
8. Plato Intervention. In June of 2012, New Haven Unified School District implemented PLATO Learning for online courses of study, credit recovery, and Summer School support particularly targeted to its high schools and high school programs but also providing support for middle school and elementary enrichment and intervention. PLATO is particularly suited to support English Learners. The diagnostics enables students to pinpoint their learning needs. With the support of the teacher ELs develop their course of study, targeting areas in need of support and develop a timeline and a pace for study and the completion of the course. PLATO provides for one on one consultation with the teacher, a strategy that is research proven as beneficial to the learning and language acquisition of English Learners. Extended time is also an identified need for students in need of intervention. Schools have made PLATO available as a designated class, but students also have access to PLATO at other times such as lunch and after school enabling them to augment the time they have to complete a course or learning module. The opportunity to do and continue their study at home because of PLATO

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access is another plus that has proven to be of great benefit to students in need of interventions.

- a. Between August of 2011 and March of 2012 a total of 44, 426 user sessions have been logged into our PLATO portal. This number includes 40, 710 student logins, 3, 051 teacher logins and 665 administrator logins. The sheer volume of the usage demonstrates NHUSD to integrating online learning into the existing offerings and opportunities for students to advance their learning and progress toward graduation.
- b. Our Independent Study Program has developed a successful blended study curriculum with PLATO support and has been able to customize the PLATO program to more closely reflect the goals and objectives of independent learning.
- c. We look forward to PLATO once again playing a pivotal role in our Summer School credit recovery initiative and look forward to the positive impact PLATO will have on student outcomes.
- d. The PLATO diagnostics on the middle school level have allowed teachers to identify choke points in mathematical learning among their students and target both PLATO learning experiences and targeted classroom teaching to address those areas of concern.
- e. As we ready a new contract year with PLATO beginning in September 2012, NHUSD is gathering data that would outline the impact of the online learning on student progress toward graduation and graduation itself. We are working closely with the PLATO organization to provide specific professional development in response to administrative and teacher requests that would support an even more effective use of PLATO and advance the learning and achievement of our students.

Extended Learning Time

1. Before and After School Interventions. Before and After School Interventions in New Haven Unified include but may not be limited to the following: Reading and / or mathematics intervention groups specifically created based upon student need, credit recovery, tutoring or Saturday School. These are in place at Alvarado Elementary, Emanuele Elementary, Hillview Crest Elementary, Kitayama Elementary, Pioneer Elementary and Searles Elementary, and James Logan High School. (There are no Before or After School Interventions at Eastin Elementary, Alvarado Middle or Cesar Chavez Middle. Intervention services at these sites are held exclusively within the school day.) The district's Migrant Education program also operates an

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afterschool tutoring program for students of all grade levels. This is a parent participation approach to tutoring.

2. Summer School. Although summer school offerings have been significantly reduced in recent years because of state budget cuts, the District still maintains a six-week high school credit recovery program, and a program to support transition from middle school into high school. Additionally, the Migrant Education program sponsors a summer English/Language Arts intervention program for Migrant students in Grades 2-5, a pre-Algebra academy for Migrant students in Grades 6-8, and credit recovery for Migrant high school students.
3. Extended Year. The District operates an extended year program for qualifying students with special needs. Extended School Year (ESY) services are provided for students who are eligible to receive special education and related services during the summer in addition to the general academic year. Such students have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of his/her educational programming may cause regression, when coupled with limited capacity to regain skills lost, which renders it impossible or unlikely that he/she will attain the level of self-sufficiency and independence that would otherwise be expected in view of the handicapping condition (CCR Title 5 Article 4 Section 3043).
4. Summer Pre-K Programs. First 5 Alameda County sponsors Summer Pre-K Programs at selected low-performing elementary schools in NHUSD. The programs provide transitional early childhood experiences for children without prior preschool or child care experience who will enter Kindergarten. The First 5 Alameda County evaluation of the Summer Pre-K (using High Scope) demonstrates that participating children make significant gains in a number of developmental areas including Initiative, Language and Literacy and Social Interactions during the 5 to 6 week summer program, which contribute to their ability to succeed in elementary school.

In 2008, an evaluation by Applied Survey Research demonstrated that EL and low achieving children participating in the Summer Pre-K had higher readiness scores than similar students with no preschool experience. Additionally, overall, Summer Pre-K children performed nearly as high as their peers who had attended full preschool.

5. Application for Future Programs. The District has also applied for a 21st Century Learning Community Grant to provide additional daily extended learning opportunities at two elementary schools and one middle school site.

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Additionally, the grant includes summer K-1 transition and 5th grade to Middle School transition programs. We expect to hear about the status of this application in April 2011.

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List of Student Groups which did not meet AYP goals in Spring 2011, with amount of growth needed to meet Spring 2012 targets.

GROUP (A group may achieve its AYP Target with a score lower by showing high progress from the prior year, called “safe harbor.”)	E/LA Percent At or Above Proficient, Spring 2011 (was 67.0%)	E/LA 2012 Target Criteria	Growth Needed to Meet E/LA 2012 Criteria	Math Percent At or Above Proficient, Spring 2011 (was 67.3%)	Math 2012 Target Criteria	Growth Needed to Meet Math 2012 Criteria
Districtwide	57.7	78.0	20.3	53.5	78.2	24.7
Black or African American	42.6	78.0	35.4	35.3	78.2	42.9
Filipino	[Met criteria at 68.9]	78.0	9.1	61.9	78.2	16.3
Asian	[Met criteria at 74.0]	78.0	4.0	[Met criteria at 73.5]	78.2	4.7
Hispanic or Latino	42.7	78.0	35.3	39.8	78.2	38.4
Native Hawaiian or Pacific Islander	57.6	78.0	20.4	47.1	78.2	31.1
White	64.8	78.0	13.2	57.6	78.2	20.6
2 or More Races	[Met criteria at 64.7% with “safe harbor”]	N/A	N/A	59.6	78.2	18.6
Socioeconomically Disadvantaged	43.9	78.0	34.1	42.1	78.2	36.1
English Learners	45.1	78.0	32.9	48.3	78.2	29.9
Students with Disabilities	36.7	78.0	41.3	34.7	78.2	43.5

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