

MVLA

English Department Board Presentation

11/8/2021



Equity & Literacy: Keys to Success

...

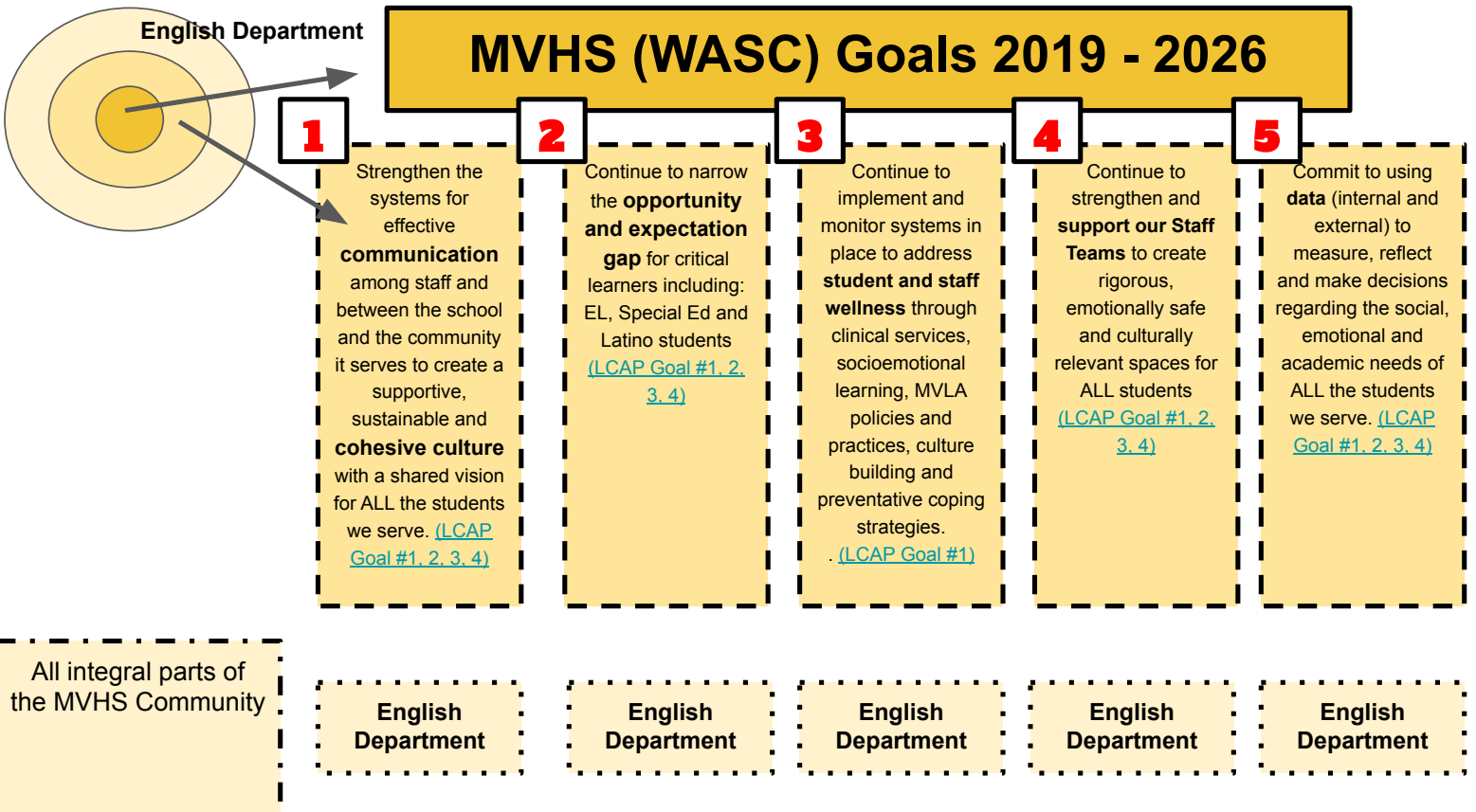
Mountain View High School English Department
Presentation to the MVLA Board of Trustees
November 08, 2021

Esther Wu, English Department Coordinator since August 2019

We strive to be a Leading and Learning Department that seeks to meet our WASC goals and raise the academic achievement and overall well being of all students, especially our historically underserved students.

Achievement of Results	Lucky High results, low understanding of antecedents Replication of success unlikely	Leading High results, high understanding of antecedents Replication of success likely
	Losing Low results, low understanding of antecedents Replication of failure likely	Learning Low results, high understanding of antecedents Replication of success likely
Antecedents of Excellence		

From Douglas Reeves, *The Learning Leader*



DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference. Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations. Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning. Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum. Social Harmony	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society. Critical Consciousness	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color. Independent Learning for Agency
Representation	Anti-Racist Education	Instruction, Literacy, UDL

© Z. Hammond, 2020. All rights reserved. crebydesign.com

While course teams work on multicultural and social justice education, our department focus is on **Culturally Responsive Education**.

[Hammond handout here](#)

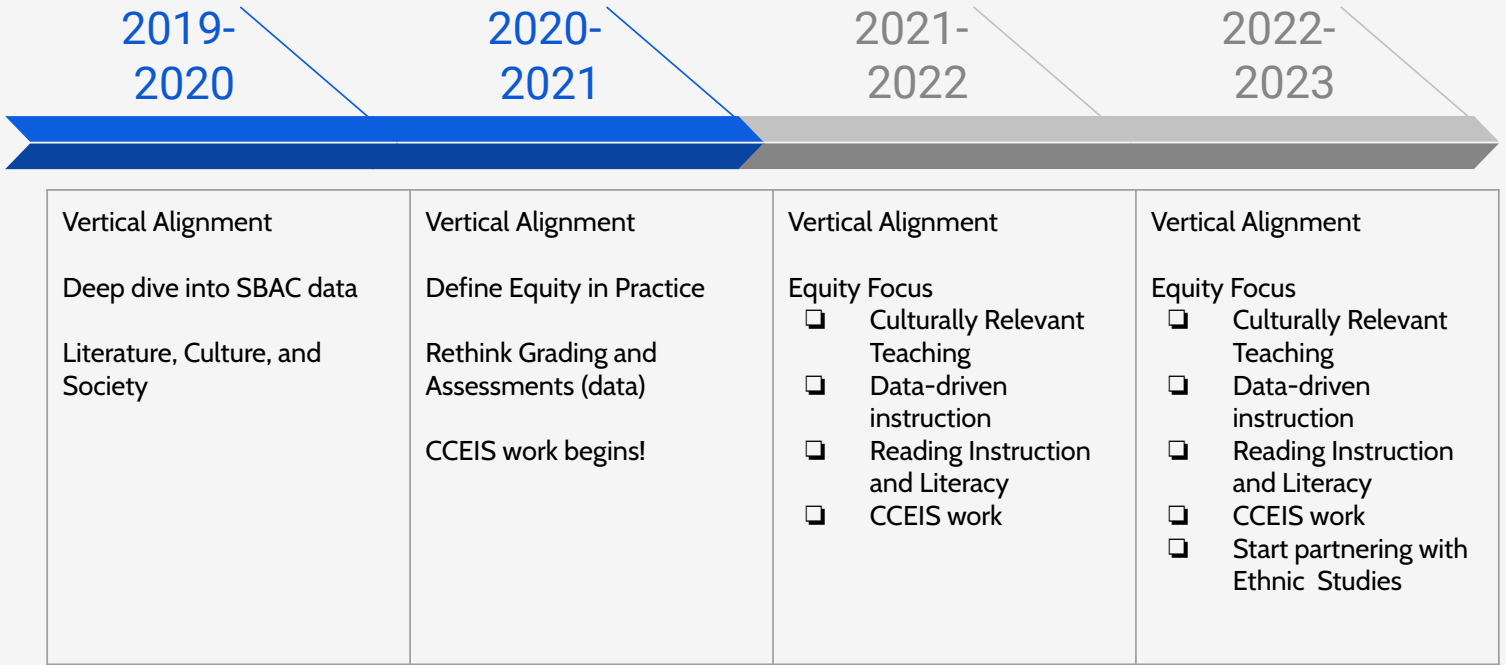
Literacy is the key to access and narrowing the opportunity gap.

*From the "Transforming Literacy"
AVID Summer Institute*

Literacy extends beyond reading to include the skills students need to understand, question, and participate in the world around them. In doing so, literacy transforms not just the child but also the community.

[—What's Hot in Literacy, p. 12](#)

MVHS English Department Highlights



English Vertical Vision

Align around Common Core English Writing Standards



MVHS STAR Reading Results

1,980 students in Gen Ed English

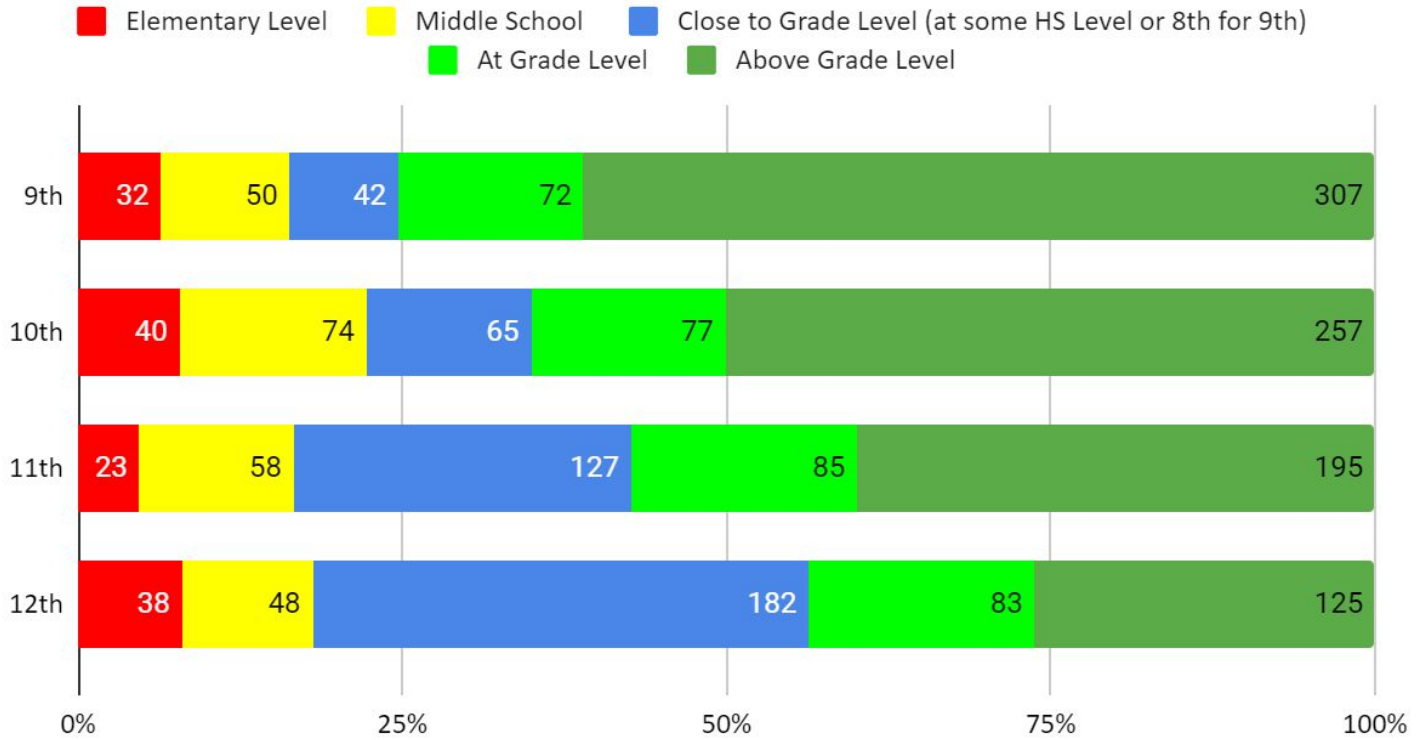
Assessed August 11-September 3, 2021
Will assess again in January and May 2022

What does a student's instructional reading level (IRL) tell us?

The Instructional Reading Level (IRL) is the grade level at which a student is **at least 80% proficient at recognizing words and comprehending reading material.**

For example, if a student's IRL score is 9.2, this means they are at least 80% proficient at reading ninth grade words and books.

9th-12th Instructional Reading Level



MVHS Instructional Reading Level by Grade

Grade	Elementary	Middle School	9th	10th	11th	12th	Post High School	Total At or Above Grade Level	Total Students
9th	6.36%	18.29%	14.31%	16.10%	18.09%	12.52%	14.31%	75.35%	503
10th	7.80%	14.42%	12.67%	15.01%	15.98%	19.49%	14.62%	65.11%	513
11th	4.71%	11.89%	11.68%	14.34%	17.42%	20.49%	19.47%	57.38%	488
12th	7.98%	10.08%	9.66%	12.39%	16.18%	17.44%	26.26%	43.70%	476

MVHS Latinx Instructional Reading Level by Grade

Grade	Elementary	Middle School	9th	10th	11th	12th	Post High School	Total At or Above Grade Level	Total Students
9th	22.73%	38.64%	12.50%	14.77%	6.82%	3.41%	1.14%	38.64%	88
10th	28.24%	31.76%	16.47%	12.94%	8.24%	1.18%	1.18%	23.53%	85
11th	15.63%	28.13%	21.88%	10.42%	8.33%	6.25%	9.38%	23.96%	96
12th	28.57%	22.86%	17.14%	8.57%	10.48%	7.62%	4.76%	12.38%	105

Making some inroads with ELD students in 9th Survey

October 26, 2021

Hi Esther,

...Usually I have a handful of EL students in the mainstream Survey class that are failing and need support either by transferring them to the SDAIE Survey class or setting them up with extra tutoring in the Tutorial Center and connecting with their teacher. **After querying first quarter grades, all EL students were passing with a C or better [in Survey].**

Thank you.
Lydia Zele
ELD Coordinator
Mountain View High School

Core Challenge and Needs

Core Challenge

- How do we meet the needs of every single student every single day when their reading and literacy needs are so vastly different?
- How do we differentiate curriculum, instruction, and assessments and develop the skills we need to support our students?

Needs and Support

Operations	New bell schedule with weekly ongoing, extended collaboration time (not 30 minutes in the morning before school)
Strategic Professional Training	Ongoing, sustained, strategic professional development training for literacy, language development, culturally relevant teaching, and universal design for learning <u>across disciplines</u> over <u>many years</u> (not one-and-done)
Staffing	Reading Specialist (not new support class, see research here)
Technology	STAR Renaissance and Accelerated Reader (or programs like this)

LATS English Department

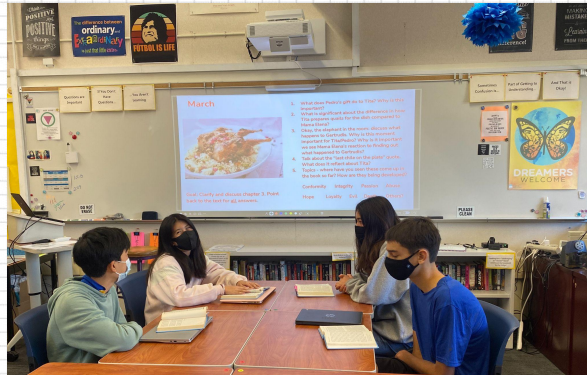
Presentation to the MVLA School Board: November 8, 2021



Margaret Bennett: English Department Coordinator since Aug. 2020

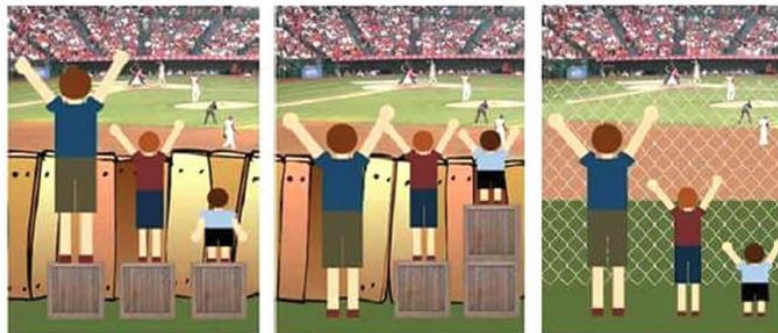
My objective tonight is to share with you:

- Course changes
- What we are excited about in our department right now
- Challenges



Equity + 21st Century Learning

EQUALITY VERSUS EQUITY



New Classes in the past few years

Journalism One

[Course Information](#)

CIC: Culture, Identity and Communication

[Course Information](#)

Targets literacy and writing skills for 10th and 11th grade students whose skills are below grade level.

New Media Lit

[Course Information](#)

View Showcase here:
lahsnewmedialit.org

Positive Psychology (Elective)

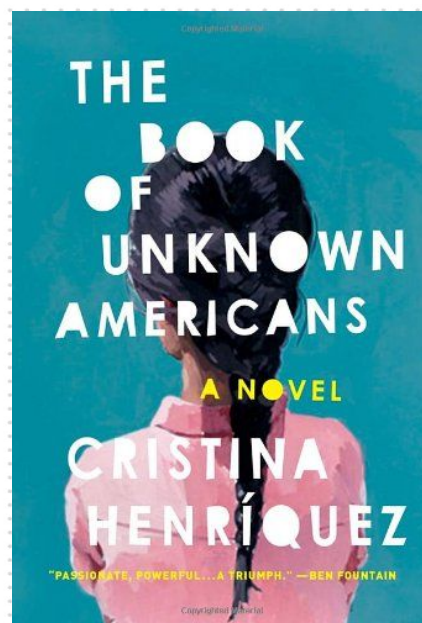
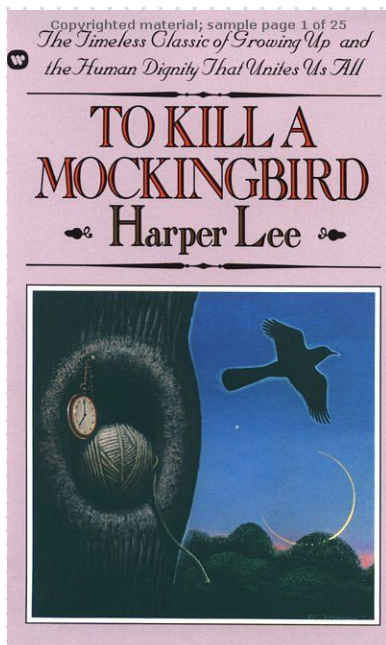
[Course Information](#)

Reframing 9th Grade Survey Skills

[Course Information](#)

Building English language skills through direct teaching, additional assignments, small group work, individual work, and one-on-one instruction. Peer tutors also play a powerful role in instruction,

Equity: Curriculum Changes to 9th Grade Survey



Equity: Curriculum Changes to 9th Grade Survey



Volume matters.
Choice matters.

1+ hour/week
Reading level/pace

Student "A"
reads **20 minutes**
each day
3600 minutes in
a school year

1,800,000 words



90th percentile

Student "B"
reads **5 minutes**
each day
900 minutes in
a school year

282,000 words



50th percentile

Student "C"
reads **1 minute**
each day
180 minutes in
a school year

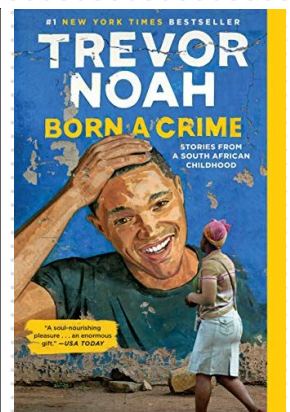
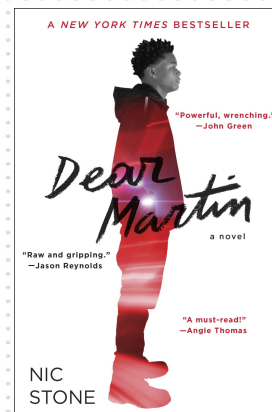
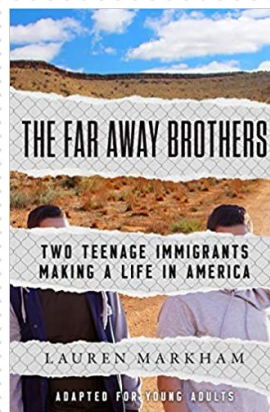
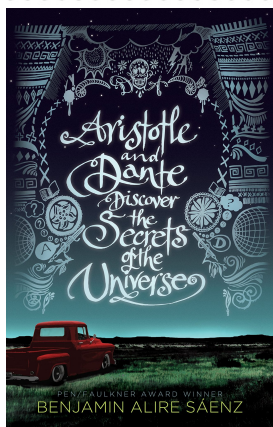
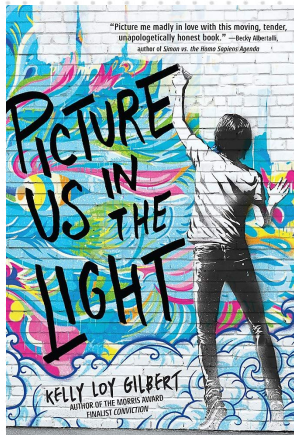
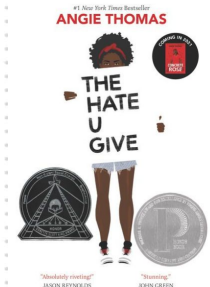
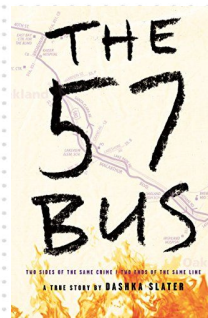
8,000 words



10th percentile

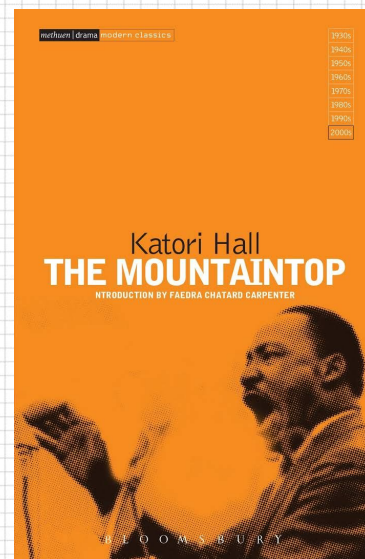
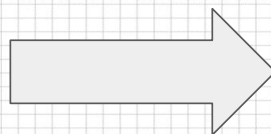
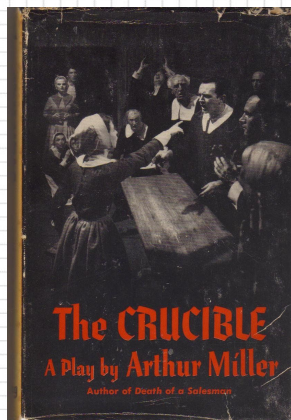
Equity: 9th Grade additions

Book Clubs



Equity: Curriculum Changes to the American Lit Course

- Greater diversity of voices/authors
- More non-fiction text choices in lit circles



21st Century Learning Department Wide

 The Learning Renaissance on WordPress.com

Old School VS. New School

20th Century

21st Century

Time-Based
Textbook-Driven
Passive Learning
Teacher-Centered
Fragmented Curriculum
Printed Assessments
Print
Isolation
Facts & Memorization



Outcome-Based
Research-Driven
Active Learning
Student-Centered
Integrated Curriculum
Multiple Forms of Assess.
Multimedia
Collaboration
Higher-Order Thinking

21st Century Schools, 2010

VISION

We value a healthy, equitable learning environment in which students and staff support one another. We are committed to the application of 21st Century skills and knowledge in the classroom and beyond.



All Los Altos graduates will be:

RESPONSIBLE, GLOBAL CITIZENS WHO...

Demonstrate honest, ethical and respectful behavior. Act equitably, considering their community and the environment. Make choices that support physical and mental health.

EFFECTIVE, ENGAGED COMMUNICATORS WHO...

Convey ideas and information and engage with others through a variety of media. Address and understand diverse audiences and the perspectives of others. Utilize technology and new media in a responsible manner.

CRITICAL, CREATIVE 21ST CENTURY THINKERS WHO...

Identify problems or challenges. Analyze and synthesize information and develop hypotheses. Create new strategies and tools to solve problems and overcome challenges.

SELF-DIRECTED, COLLABORATIVE LEARNERS WHO...

Actively and independently seek out new ideas and information. Apply a metacognitive, self-aware approach to learning. Value the contributions of others and collaborate effectively.

STUDENT LEARNING OUTCOMES: RECS

21st Century Learning: Critical Media Literacy

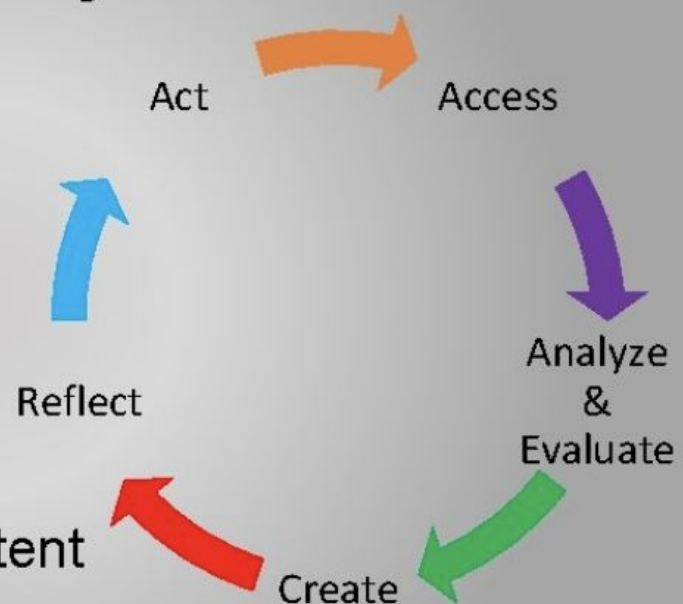
Media Literacy is the ability to access, analyze, evaluate, and create media in a variety of forms.

Media literacy is an umbrella to consider other literacies, including news literacy, visual literacy, information literacy, technology and platform literacy, and data literacy.

Source: The Critical Media Project

What is media literacy?

- Accessing media
- Analyzing media
- Evaluating media
- Creating media
- Participating in media content



Incorporating Critical Media Literacy into ALL of our English classes

- Exploring now (started 2020-21).
 - PD, courses, gathering resources
 - Example: Joanne Miyahara's Lateral Reading [presentation](#) to the department last week.
- Teachers are piloting CML lessons.
- Focus of our department-wide retreat in January.

Critical Media Literacy: Student Examples

For viewing later:

World Lit Podcasting Reflection Unit - May/June 2021

[Student Podcast Exemplars](#)

For viewing later... Students analyzing with the 5 Pillars



5 Pillars:

- Authorship
- Format
- Audience
- Content
- Purpose

Equity + 21st Century Learning

These are just **some** of the many changes we've made in the last year or so at LAHS. Every course team is re-examining its curriculum and assessment practices.

Challenges:

1. Time and wellness
2. We need an ELD Program at LAHS
3. We need a Reading Specialist at LAHS

Time & Wellness

- Demands on student time and wellness
 - Two different messages, depending on the student:
 - You should take an honors/AP class!
 - You have too many honors/AP classes and you are sacrificing your well being.
- Pacing: depth vs. breadth, student workload, homework and equity issues
- Department and course team meeting time: it takes a lot of time to negotiate and design curriculum changes and we have limited time to collaborate from 8-8:30AM
- Staff workload and balance

Challenge: Time

Department Focus Items for the year:

1. Inclusion and Assessment (= WASC & District wide goals too!)
2. Actualizing our department [mission and values](#)
3. Instructional practices (WASC)
4. Critical Media Literacy (WASC and 21st Century)

We need an ELD program at LAHS

According to the slides presented at the CCEIS stakeholder meeting on November 1, 2021, MVLA had 241 English Language Learners during 2020-21.

- 169 were are MVHS
- 65 were at LAHS
- 7 were at AVHS

There is no formal ELD program at LAHS and we have some 65+ students who need services.

We need a Reading Specialist at LAHS

The data shows that there are a number of students at LAHS who are reading several grades below grade level.

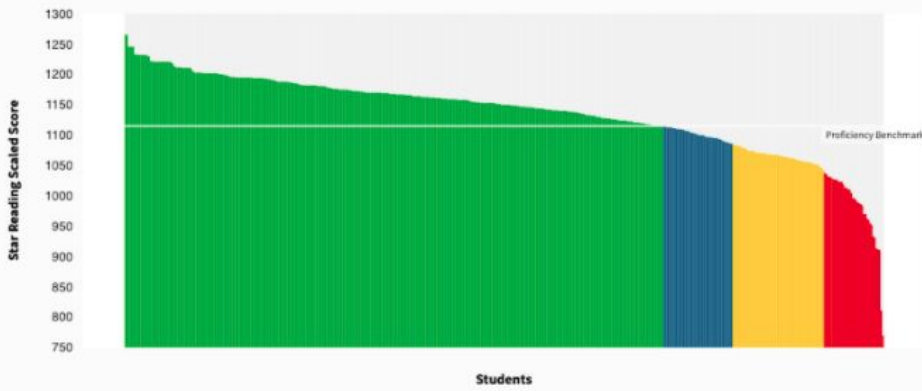
- These students need the intervention of a reading specialist, someone who is trained in helping students get to grade level.
- This intervention will help students in ALL of their subject areas, not just English.

The data shows there is a need:

Every year, the English Department uses the Renaissance Reading diagnostic tool to gather some quick data on incoming 9th grade reading levels. While this is just a snapshot of a student's performance on a particular day, it gives us some insight on the diversity of readers at our school.

See data charts from August 2021 and 2020 on the next slide.

- You can see we have a number of students who enter LAHS as very strong readers.
- We also have a significant number of students in the 9th grade who enter LAHS reading far below grade level.



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 1115 SS	At/Above 40 PR	342	71%
Category Total			342	71%
Below Benchmark				
On Watch	Below 1115 SS	At/Below 39 PR	44	9%
Intervention	Below 1085 SS	At/Below 24 PR	58	12%
Urgent Intervention	Below 1041 SS	At/Below 9 PR	38	8%
Category Total			140	29%
Students Tested			482	
Students Not Tested			56	
Total Students			538	

Reading Scores

Incoming 9th graders at LAHS August 2021

- 71% at/above grade level
- 38 students in need of Urgent Intervention
- 58 students in need of Intervention
- 44 students below grade level and “on watch”

29% of our incoming 9th graders fall into the “Below Benchmark” category.

Intervention Screening Report - Reading



Distribution of student percentile rank by percent across district benchmark categories

District School Groups Schools

Data is filtered down to:

Grade 9 Students

Benchmark Categories (District):

At/Above Benchmark	74.9%
On Watch	8.6%
Intervention	8.4%
Urgent Intervention	8.1%

Reading Scores

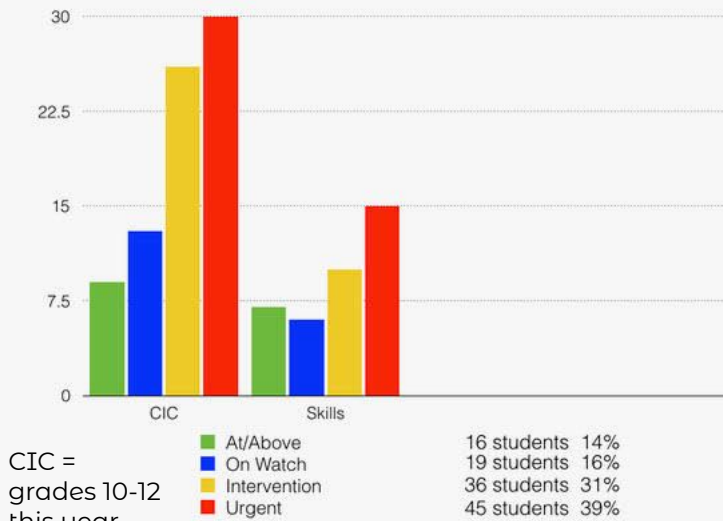
Incoming 9th graders at LAHS August 2020

- 74.9% at/above benchmark
- 8.6% on watch
- 8.4% need intervention
- 8.1% urgently need intervention

Additional Data from our CIC students

August 2021

Renaissance Reading Scores for CIC and Skills Classes 2021

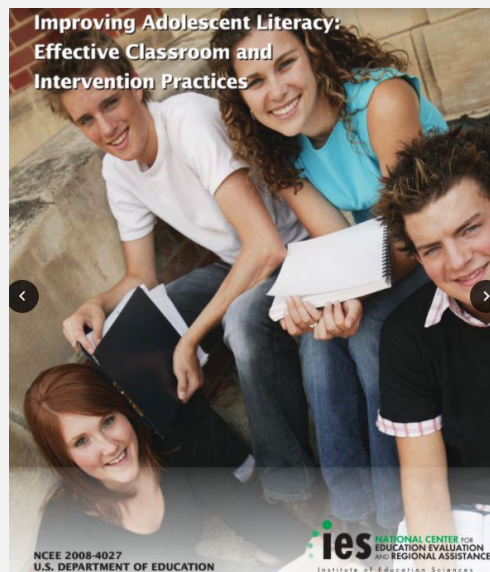


CIC =
grades 10-12
this year

When we look at students enrolled in CIC (grades 10-12) as well as students in Survey Skills (grade 9), you can see there are some 80+ students who could use the services of a reading specialist.

Why we need a reading specialist at LATS

A report from the US Department of Education outlines 5 research-backed intervention practices to support adolescent literacy. Intervention #5 (on page 31 of the report) is "intensive and individualized instruction" by a trained specialist. According to the report, evidence for this intervention was "strong" (other interventions were listed as moderate-strong).



Recommendation 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists

Some adolescents need more support to increase literacy skills than regular classroom teachers can provide. Students who are unable to meet grade-level standards in literacy often require supplemental, intensive, and individualized reading intervention to improve their skills. Such interventions are most often provided by reading specialists or teachers who have undergone thorough training to help them understand the program or approach they will use and to deepen their understanding of adolescent struggling readers.

The purpose of intensive interventions is to accelerate literacy development so that students are able to make substantial progress toward accomplishing reading tasks appropriate for their current grade level. Placement in interventions is often a two-step process, beginning with an initial screening assessment to identify those students who need extra help. This step should be followed by assessment with diagnostic tests to provide a profile of literacy strengths and weaknesses.

Why We need a Reading Specialist at LATS

- These students have basic decoding/reading comprehension issues
- These students need intensive and individualized support
- Secondary school ELA teachers are not trained to teach reading to students reading at the elementary school levels
- Specialist will work with students 1 on 1 and in small groups
- This is a school-wide issue: impacts a student's ability to access material in ALL classes

Thank you!