



PI Year 3 End-of-Year Progress Report

Twin Rivers Unified School District

Submitted October 28, 2015

1) A summary description of the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

INCREASED PROFICIENCY IN READING AND MATHMATICS: All K-12 schools utilized standards-based, state-approved, and district-adopted English Language arts and math curriculum on a daily basis. Additionally, a variety of interventions are in place at all sites across the district including: Imagine Learning, Accelerated Reader, Study Island, Renaissance Learning, Lexia, Standards Plus, CAHSEE Revolution Prep software, and department/teacher created re-teaching lessons.

STAFF DEVELOPMENT: During the 2014-2015 school year, staff development focused on building capacity for all teachers to implement the Common Core State Standards with workshops and trainings for teachers on specific strategies and best practices related to 21st Century skill development. Close reading, and writing, as well as the mathematical practices are just a few strategies that were the focus of extensive professional development. A new district-trained and supervised coaching model was implemented to support sites to implement strategies for instruction of the CCSS. Professional development for administrators focused on CCSS-related implementation needs. Principal meetings provided training on CCSS content and pedagogy including strategies and intensive interventions. Professional development focused on instruction that demands higher order thinking skills from students (depth of knowledge). Collaborative time is used to discuss and refine instructional practices related to rigor. Training is also provided to teachers and administrators on observational feedback and coaching to support growth in this area. In addition, administrators, principals, and teacher leaders received training in systems thinking and Professional Learning Communities.

IMPLEMENTATION OF TREASURES CURRICULUM IN GRADES K-6:

All elementary schools in TRUSD implemented the McGraw-Hill California Treasures Reading Program, which includes the adopted English language arts textbook and instructional materials.

During the 2014-2015 School Year, teachers continued to develop strategies and refine their lesson plans for delivering Treasures curriculum, which includes researched-based practices that are substantially different from what have been used before. These are better matched to identified and documented student needs. Supplementary instructional materials from the Treasures program assist teachers in addressing the specific learning needs of all identified underperforming subgroups in TRUSD.

Additionally, teachers use district developed Treasures Common Core Transitional Materials and Correlation Guides to assist with the implementation of the CCSS. These resources include a focus on the shifts with Common Core, instructional strategies, and increasing levels of complexity in questions and tasks. Modules have been developed utilizing the district Common Core Transitional Materials and Correlation Guides. The modules were presented to Principals and Instructional Coaches who in turn provided professional development at their sites.

The new curriculum also includes a local assessment system that, together with teacher-written local assessments, are closely aligned with the new CCSS. These assessments are designed to monitor student progress and provide continuous data for instructional decision-making. The district is developing grade-level assessments aligned to CCSS to provide another measure of student mastery in ELA.

The Treasures curriculum is accompanied by a mandatory, well-developed and ongoing program of professional development, grounded in scientifically based research. The PD involves modeling of appropriate practices, coaching, and feedback to teachers who are expected to deliver the curriculum. This mandatory training is offered both during the summer and during the school year.

PD for Reading Informational Text K-12: Over the course of the year, ALL TRUSD teachers engaged in three full days of professional development focusing on the English Language Arts Reading Informational Text standards, and the use of close reading in order to help students access these standards. Teachers engaged in a deep analysis of the standards and instructional strategies to support

students in meeting and exceeding the standards. In addition, they worked collaboratively to develop lessons and then debriefed the lessons and shared student outcomes at the next session. (The only exception to this training was for teachers of 7-12 math who, instead, focused on the Standards for Mathematical Practice and CCSS Content standards, but used the same structure of learn, try it in classrooms, and report back.)

K-3 teachers were provided with professional development to support Early Literacy during the third district-wide session focused on foundational skills. Every K-3 teacher received / will receive additional training during summer/fall. Modules were developed based on current research in the area of early literacy and specific strategies that are most likely to ensure student success. Nine workshops were offered to cover a variety of components that encompass early literacy.

- **Phonological Awareness:** Participants learned strategies and activities to improve skills, such as onset and rime, long and short vowels, rhyming, and addition/deletion/substitution of sounds.
- **Phonics and Blending:** Participants explored strategies that engage emerging readers to learn about the progression of blending from sound by sound to syllables. Participants also learned techniques that provide students opportunities to practice blending procedures.
- **Differentiation:** Participants revisited elements of differentiated instruction, focusing on assessment, planning, grouping strategies, and management.
- **Vocabulary:** Participants explored the CCSS L4, L5, and L6. They learned about research and strategies that will assist students in learning the meaning of unfamiliar words when reading complex text. In this workshop teachers also learned about the three tiers of vocabulary. Participants were provided with Marzano's six step model in teaching and learning new vocabulary words.
- **Shared Reading:** Participants learned about the 4E's of shared reading. Shared reading activities should be enjoyable,

efficient, effective, and explicit. Participants discovered how knowledge of standards can be easily planned and implemented during an engaging shared reading lesson.

- **Informational Writing:** Participants in this workshop gained knowledge of how to build student competency and motivation through directed drawing, read-alouds, and oral language rehearsal before written expression. Participants also learned about the importance of explicit instruction in foundational skills and the language standards.
- **Comprehension:** This workshop walked participants through strategies that intentionally engage students in thinking during reading. This workshop also provided participants with strategies which will assist students in reading beyond the text, finding value in the information they are reading, and making connections to themselves and the world.
- **Fluency:** In this workshop participants learned that fluency is more than just a number. Participants learned the three components of fluency and how to analyze a fluency passage to drive instruction. They also explored research-based practices that will help students to become fluent readers.

Implementation of the *California Treasures Reading Program* will be closely monitored and evaluated by the school principals and the Executive Director of Elementary Education.

IMPLEMENTATION AND TRANSITION OF MATH CURRICULUM IN GRADES K-6:

Subject Area Committees (SAC) were established during the 2013-14 school year to review existing curricular programs, recommend changes, evaluate proposed instructional materials, and make recommendations to the Elementary/Secondary Education Council. The members the Math SAC initiated curriculum audits for the math textbook to determine the programs' alignment with the Common

Core Standards and collaborated to draft grade-level descriptions and summaries for the Common Core standards.

The district engaged in an intensive adoption process to select a Common Core aligned mathematics program for implementation in 2014-15. Houghton Mifflin's *Go! Math program* was selected for grades K-8. Math Lead Teachers from each site were trained to support other teachers with implementing Common Core standards, effective math instruction, and newly adopted CCSS aligned core materials.

Every math teacher received additional training during summer/fall in Common core and the new math materials. Three days of Professional development focused on an Introduction to CCSS and the Shifts in Mathematics: Focus, Coherence, and Rigor; analyzing critical areas of the content standards; understanding number lines, bar models, number decomposition; specific strategies for implementing Standards for Mathematical Practice; high quality instruction in math, and the application of specific strategies most likely to ensure student success.

Implementation of GoMath! is closely monitored and evaluated by the school principals and the Executive Director of Elementary Education.

ADDITIONAL STAFF DEVELOPMENT PROVIDED IN 2014-2015

During 2014-15 School Year and summer of 2015 the following additional staff development was offered to teachers to support implementation of the CCSS:

Additional professional development was provided and has been uploaded as an attachment to this document.

<u>Beginning Teacher Support and Assessment</u>	Beginning teachers receive support to be successful in their first years of teaching and develop skills to deliver effective instruction. The program delivers quality services that will enhance the academic achievement and overall growth of students and retain well-qualified teachers in the profession.
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<u>Elementary and Secondary Illuminate Training</u>	Trainings to deliver Assessments, custom reports and grade book management through this web-based technology tool.
<u>School Loop training</u>	Parents, students and teachers gain proficiency in accessing and managing School Loop, an online application that allows elementary school, middle school and high school students to view their grades online and communicate with teachers. It allows staff to upload a student's grades onto the Internet for immediate viewing.
<u>TruTech Training</u>	TruTech is TRUSD's technology training teachers. These teachers provide trainings on contemporary tools that can bring 21st Century Learning to the classroom. All TruTech trainings are posted for teachers throughout the year.
<u>Go MATH Common Core K-8</u>	Teachers learned strategies that reflect critical shifts in instructional focus as defined in the CCSS for Mathematical Practice. Teachers implemented the CCSS resources focusing on organization, implementation and assessment.
<u>UC Davis Math Project</u>	High school and middle school teachers were provided with an overview of the Common Core State Standards, including the Standards for Mathematical Practices and Mathematical Content. They focused on SMP's 1 and 3, as well as modeling with mathematics, supporting student understanding of key mathematical concepts, and increasing student engagement.
<u>Sacramento Area Science Project Grades 4-6 and 7-12</u>	Teacher were shown how to Increase their instructional skills and capacity to focus on the literacy strands in the CCSS using science as a springboard. Addressed the speaking, listening, reading and writing standards called for in CCCS. This course focused on more frequently incorporating dialogue in instructional practice as well as increasing the use of dialogue as a scaffold for student writing
<u>UC Davis History Project Grades 9-12 and K-12</u>	This workshop focused on the shifts in social studies and history instruction necessary for the transition to the CCSS. Participants gained understanding of how historical inquiry connects to the CCSS and how formal and informal writing tasks develop students' reading, thinking, and writing skills while addressing CCSS. Teachers gained insights into how integrating speaking and listening standards can enrich instructional tasks and lead to increased student engagement.
<u>Stanford CSET</u>	The focus of the program is Academic Language & Literacy in Every Subject (ALLIES)
<u>ELA Common Core via Treasures</u>	This workshop trained administrators on <u>CA Treasures</u> materials while making connections for changing teachers practice for the new Common Core Standards. It provided an overview of CA Treasures Instructional Tools and how to use them for Common Core practice. Participants got an in-depth look at their CA Treasures ELA/ELD materials to see how the instruction is connected. They saw the power of using instructional tools aligned with each other to support language development, which scaffolds the Core ELA instruction, and got a guided instructional tour through the CA Treasures technology components. The instructor guided the participants to see the

	connections of the powerful instructional CA Treasures technology tools.
<u>GLAD</u>	<p>Project GLAD (Guided Language Acquisition Design) is an effective instructional model for teaching English language development (ELD) and literacy. The award-winning Project GLAD model created by Marcia Brechtel is based on the extensive research-base of second language acquisition, brain research and effective literacy practices for second language learners. GLAD is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency.</p> <p>The Project GLAD training is an intensive seven-day training. The first two days consist of an overview of the instructional model, including the research base, theoretical framework, and backwards planning process of creating content-based ELD units in Science and Social Studies. During the two day training, teachers also learn about the components of the GLAD model, as well as multiple effective ELD and SDAIE strategies within each component. The four components of Project GLAD consist of the following:</p> <ul style="list-style-type: none"> • Focus/Motivation (which is very similar to building background) • Input (ways to make cognitively complex concepts understandable to students) • Guided Oral Practice (practice of key vocabulary and language objectives) • Reading/Writing (modeled, shared, collaborative, guided and independent)
<u>West Ed Unit Development</u>	Teachers were trained in deconstruction of the CCSS and unit development in ELA and Math grades K-12.
<u>Other:</u> Go Math	A state adopted Common Core aligned math program adopted for grades k-8. Strategies and implementation tools were utilized.

INCREASED GRADUATION RATES: During 2014-2015 school year, students who were credit deficient and at risk of failure to graduate, were supported through a credit recovery program. A task force of program specialists and counselors identified students for enrollment in this special program to facilitate credit recovery for on-schedule graduation. Supplemental instruction was offered before

and after the regular school day and during summer sessions. This resulted in a higher number of graduates.

2) An analysis of the LEA's progress towards student achievement goals in the LEA Plan.

No STAR data from 2013-2014 is available in ELA, math, and social science to utilize as a benchmark in measuring academic growth for the 2014-2015 school year. Smarter Balanced Assessment Consortium (SBAC) exams will use 2015 results as the baseline year. On the 2015 results in ELA TRUSD students fell short of the county proficiency levels in ELA by 15% and the state levels by 18%. In math, TRUSD students fell short of the County and State levels by 11%. However, when compared to other California school districts with similar student demographics, TRUSD students met or exceeded standards at comparable rates in ELA and performed better than these other districts in math. The SBAC results indicate that a focus on the CCSS and ongoing PD to effectively address the standards is necessary.

On the California English Language Development Test (CELDT), TRUSD demonstrated significant growth over the previous year. The number of students gaining proficiency on Annual Measureable Objective (AMA) 1, which measures growth of at least one year of English language proficiency, increased by 769 students. For AMAO 2, the number of students reaching English fluency was increased by 248 students. Long-term-English learners also reached English proficiency at a rate 322 students higher than the previous year. Continued focus on the delivery of ELD and SDAIE to EL students should continue this upward trend. More classroom support to site administrators and teachers for implementation of effective strategies and data-driven, research based interventions is appropriate.

TRUSD students taking the California High School Exit Exam improved their proficiency rates in both ELA by +2.8% and Math by +1.8%.

Students demonstrated more interest in college readiness by enrolling in and completing more A-G courses, improving their SAT scores, and increasing participation in the Advanced Placement exams.

A-G course completion has increased every year in TRUSD since the 2011-2012 school year. Although completion rates are still significantly below the county and state completion rates, TRUSD students' increase in A-G course completion rate exceeded both the county and state growth rates last year. This is a positive sign, and more focus on rigor and complexity in instruction should continue this upward trend.

TRUSD students taking the Scholastic Assessment Test (SAT) demonstrated a slight improvement in average scores over 2014 scores. The number and percentage of scores above 1500 also improved slightly.

The number of students taking the Advanced Placement exam increased significantly from 609 in the 2013-14 school year to 745 in the 2014-15 school year. The number of students who had at least one score of 3 also increased, from 240 to 312. This increase is a positive indication of growth in college awareness and readiness.

3) Documentation of annual communication with the local governing board regarding the end of year evidence of progress.

Communications relating to progress toward LEA goals were made as follows:

<u>DATE</u>	Description of Board Communication
<u>06/17/14</u>	<u>Presentation of LCAP Update</u>
<u>6/24/14</u>	Presentation Program Improvement Report
<u>7/10/14</u>	Presentation-Implementation of Data Dashboard
<u>8/4/14</u>	<u>Presentation—Early Literacy Initiative</u>
<u>8/19/14</u>	Presentation—Parent Involvement Report
<u>9/9/14</u>	Presentation—Student Assessment Update- API, CAHSEE, Science
<u>10-9/14</u>	Presentation—Supplemental Educational Services and Summer School

<u>10/21/14</u>	Revision of Single Plans for Student Achievement Presentation—Early Literacy Initiative Presentation—Professional Development Roadmap Presentation—Parent University
<u>12/17/14</u>	Presentation—Benchmark Assessment Development and Review
<u>1/13/15</u>	Presentation—LCAP Update
<u>3/10/15</u>	Presentation—Unit Development Update
<u>4/21/15</u>	Presentation—Summer School 2015
<u>5/19/15</u>	Presentation—LCAP Update
<u>6/16/15</u>	Public Hearing—LCAP
<u>6/23/15</u>	Approve LCAP
<u>9/15/15</u>	Student Achievement PowerPoint—Data Overview