

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: March 10, 2014

AGENDA ITEM No. 14-03-19

ACTION ITEM: (Y/N) N

SUBJECT: Literacy Professional Development for High School Teachers

INFO. CONTACT: Dr. Amanda Hartness/Vickie Smith/Claire Porter PHONE: (919) 732-8126

ATTACHMENTS: 1. PowerPoint.

PURPOSE: To provide information to the Board of Education about literacy goals and professional development for Cedar Ridge High School, Orange High School, and Partnership.

BACKGROUND: Several sets of data indicate a need for literacy professional development at the high school level.

- Whole-to-Part scores for current 9th grade students indicate that 41% are reading below grade level.
- American College Testing (ACT) scores for 11th graders show an average reading proficiency of 43.8% and an average writing proficiency of 47%.
- Current reading levels of most high school texts are in the 900-1100 lexile range (grades 9-10) while entry level occupations require a 1100-1300 lexile range (grades 12+).

To improve literacy achievement for high school students in Orange County Schools, the district has a multi-year professional development plan.

- Year 1 (2013-14): Provide monthly professional development during planning periods on high impact reading and writing strategies that work across content areas.
- Year 2 (2014-15): Create literacy teams that consist of administrators and a representative from each content area. These teams will write a 3-year literacy plan that includes goals, timelines, and monitoring guidelines.
- Year 3 (2015-16) and following: Update literacy plans based on needs and results from the previous year's literacy goals.

FINANCIAL IMPACT: Professional Development: \$18,250

RECOMMENDATION: The Superintendent recommends that the Board of Education receive information about the district's long-range plan to offer literacy professional development at the high schools.



Literacy Professional Development for High School Teachers

Why focus on literacy?

- Common Core State Standards
- Reading & Writing Data
- College & Career Readiness

Common Core State Standards

- Literacy standards in reading, writing, speaking, and listening for all content areas

Reading Informational Text: Key Ideas & Details

- Kindergarten: With prompting and support, ask and answer questions about key details in a text.
- 3rd: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Grades 6-8: Cite specific textual evidence to support analysis of science and technical texts.
- Grades 11-12: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

WTP Data for Rising 9th Graders: % of Students Reading Below Grade Level

CRHS	144 out of 335	43%
OHS	133 out of 342	39%

Reading Levels for Current 9th graders

Reading Level	%	Level of Support Needed
8th Grade	25%	Moderate support by content-area teachers
5th-7th Grade	63%	Strategies by content-area teachers and implementation of Whole-to-Part reading intervention
5th grade & below	12%	Intensive support through implementation of Whole-to-Part reading intervention and literacy coach working with content-area teachers

EVAAS Data

49% or 281 current 8th graders are projected to have 40% or less proficiency on the 8th grade end-of-grade reading test

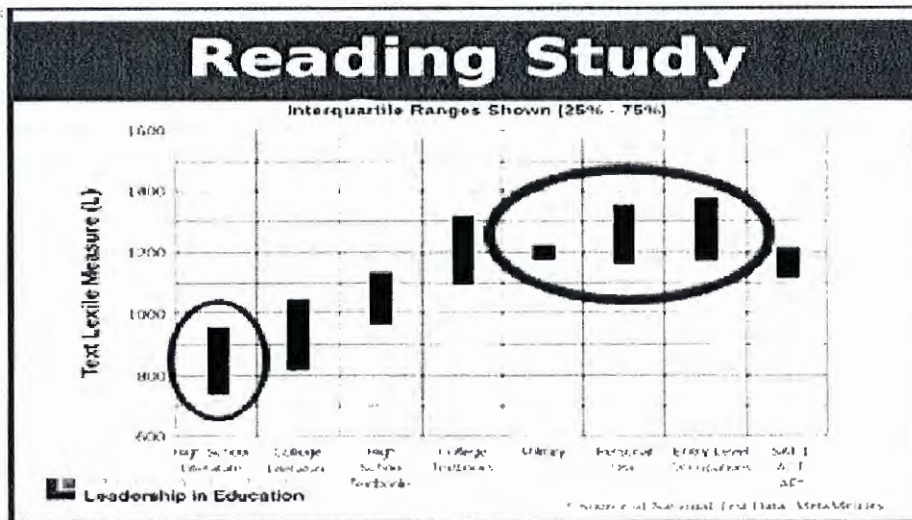
44% or 279 current 10th graders are projected to have 40% or less proficiency on the English II end-of-course reading test

ACT

62.6% of students at CRHS and 25% at OHS met proficiency on the reading portion of the ACT.

48.5% of students at CRHS and 45% at OHS met writing proficiency.

College & Career Readiness



Multi-year Professional Development Approach

Year 1:

- Literacy consultant is modeling reading & writing strategies once a month
- Teachers pick 1 strategy to implement and receive feedback from Director of Literacy/Professional Development, Director of Secondary Instruction, principals and/or peers

Multi-year Professional Development Approach

Year 2

- Create literacy teams at each school
- Work with literacy teams to create a literacy plan for their school

Year 3 & Following

- Revisit and revise literacy plan

High School Literacy Survey Results

The presenter was engaging.

Highly engaging	63%
Somewhat engaging	30%
Not engaging	6%

--CRHS, OHS, and PA surveyed

High School Literacy Survey Results

I can implement one or more of the literacy strategies the presenter modeled.

Yes, easily	77%
Yes, with support	23%
No	0%

--CRHS, OHS, and PA surveyed

High School Literacy Survey Results

I learned one or more literacy strategies I've never used before.

Yes	81%
No	19%

--CRHS, OHS, and PA surveyed

High School Literacy Survey Results

I believe the literacy strategies we learned will improve student comprehension.

Yes	56%
Somewhat	42%
No	2%

--CRHS, OHS, and PA surveyed