Lenawee C2C Leadership Team Meeting
MINUTES
February 21, 2017
10:00 a.m. - Noon, Community Room @ LISD Education Service Center
http://www.lisd.us/lenawee-cradle-to-career-2/

Attendance: Ann Hinsdale-Knisel, Stan Masters, Heather Perez, Cari Rebottaro, Mark Haag, Stephanie Dinius, Peggy Molter, Ryan Rowe, Kelli McNicol, Monica Robbins, Christie Cadmus, Shannon Elliott, KK Slusher, Marty Marshall, Olivia Ehret, Linda Albig, Michael Fox, Jr.

10:00 AM - Welcome and Introductions
- Welcome to new team member Kelli McNicol, Communities in Schools of Lenawee

- Data Committee Report (Stan Masters)
  - Stan shared data on Lenawee County Post-Secondary enrollment, persistence, and completion. The data comes from the National Student Clearinghouse, which allows our partnership to follow students through their post-secondary years.
    - The class of 2016 has the lowest enrollment in post-secondary opportunities to date. The same is true of our students of color.
    - Lenawee students are not going far from home, with most attending Jackson College, Eastern Michigan University, Siena Heights University, and Michigan State University. Most return for their second year if they have enrolled in a post-secondary opportunity right out of high school.
    - 40.7% of the class of 2008 have earned a degree or credential/certificate.   LISD TECH Center students have a variety of credentials they can earn while in high school (see attached PowerPoint slides).
    - The more post-secondary readiness indicators that a senior in high school has, the more likely they are to enroll in a post-secondary opportunity.

- Student Success Network Reports:
  - Kindergarten Readiness (Christie Cadmus): The network is working on a telephone app with the LISD TECH Center Computer Programming students for the parenting flip cards created last year. The BRIGANCE assessment will include a social/emotional component this spring.
  - Reading by Third Grade (Mellissa Wilson): Mellissa shared the data from last summer's Reading Pilot with community partners.
    - Over 100 children were involved and based on their reading assessment, almost half did not have a summer slide (the children's reading assessment score from their home district for spring and fall 2016 were compared) .
    - This summer, the network will be having a reading program partnership with the same four community partners and also offer "Literacy Pop–Up's" in the "Literacy Deserts" of our county based on a StoryMap created by Stan Masters (attached)
  - High School Graduation: Work Groups have been formed around the areas of: Restorative Justice, Trauma, and Youth Engagement. Network members are organizing a Youth Voice event where the questions being used at the ONE Lenawee/Lenawee County Commissioner's Visioning Forums in February and March will be asked of the youth attending this event. Their responses will be included in the report Eric Wolcott, MSU Extension facilitator, will create.
  - Post-Secondary Enrollment and Completion: March 16, this network is holding a meeting to discuss possible strategies to reach special needs populations with post-secondary information. Transition Road Shows are being scheduled for this spring. Michigan Works has been a strong partner in getting teen parents to complete their GED and access career training opportunities.
  - Customized Learning: Leadership Team members watched a video on Customized Learning. Supt. Mark Haag shared the plans to offer district-based satellite middle college opportunities in Lenawee

County this coming year. The network will meet next on March 8 at 7:30 AM, LISD Education Service Center.
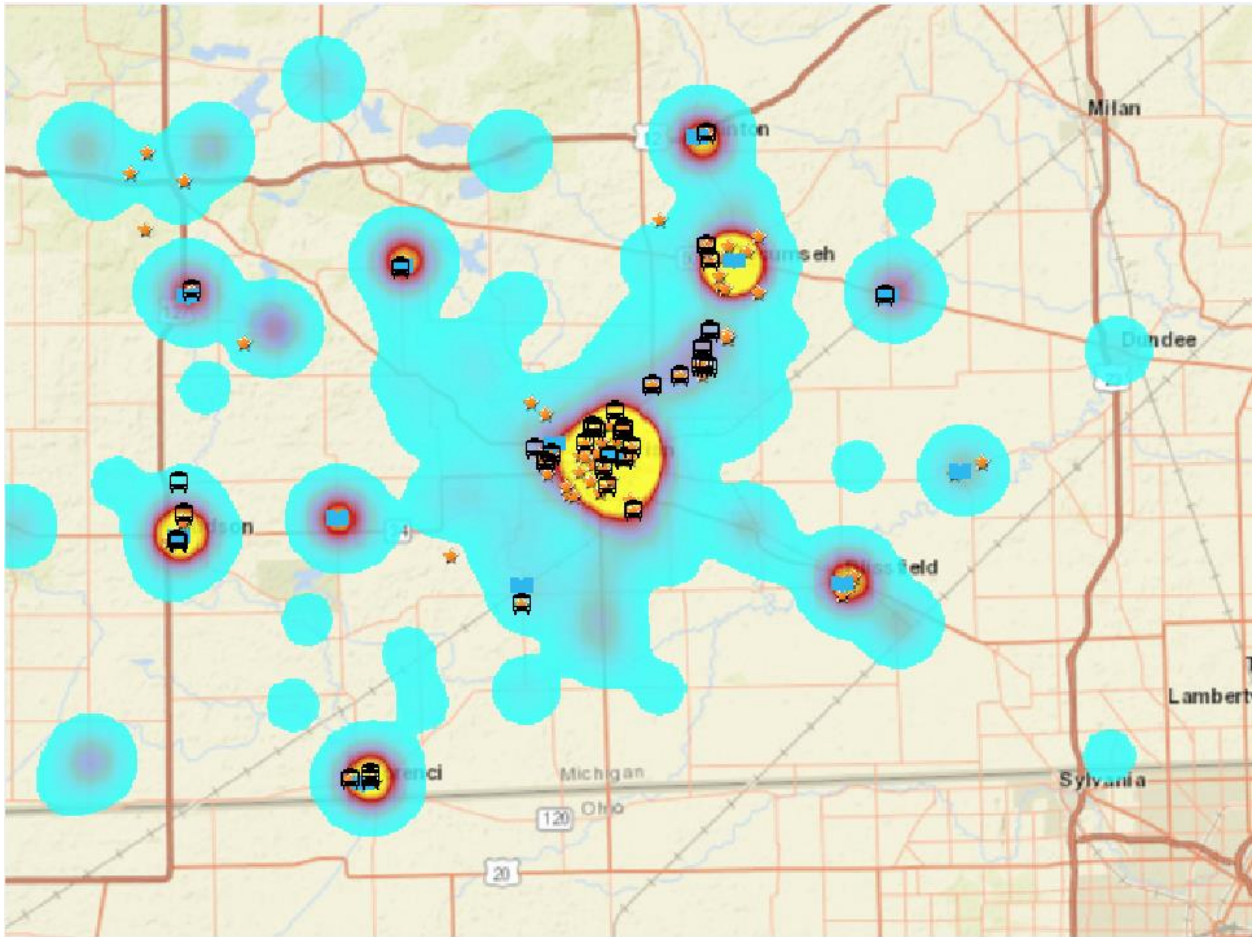
Next meetings:
Executive Committee: March 28, 10:00 a.m. – Noon, LISD Education Service Center, 4107 N. Adrian Hwy.
Leadership Team: April 18, 10:00 a.m. - Noon, LISD Education Service Center, 4107 N. Adrian Hwy**.**

ADJOURN: Noon

Summary 2017 Literacy Deserts

geln
General Education Leadership Network
a MAISA collaborative

Essential Instructional Practices in Early Literacy

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

INSTRUCTIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Literacy, Prekindergarten. *There is important overlap and continuity in these two documents, and some children will benefit from instructional practices identified in the prekindergarten document beyond the prekindergarten year.*

Purpose

The purpose of the document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported instructional practices that could be the focus of professional development throughout the state. The focus of the document is on classroom practices, rather than on school- or systems-level practices (which will be addressed in a future document). Research suggests that each of these ten practices can have a positive impact on literacy development. We believe that the use of these practices in every classroom every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The practices listed can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day; the document does not specify one particular program or approach to literacy instruction. We limited the list to ten practices; there are other literacy instructional practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here. For these reasons, choosing to enact the practices on this list would leave considerable agency and choice for individual districts, schools, and teachers.

Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement.[1] Classroom instruction can have an enormous impact on the development of literacy knowledge and skills.[2] Many areas involved in literacy can be affected by instruction, including, but not limited to:

- oral language, including vocabulary

- print concepts

- phonological awareness

- alphabet knowledge and other letter-sound knowledge/ phonics (including larger orthographic units)

- word analysis strategies (especially phonemic decoding with monitoring for meaning)

- reading fluency (including accuracy, automaticity, and prosody)

- handwriting and word processing

- broad content and background knowledge

- knowledge and abilities required specifically to comprehend text (e.g., text structure knowledge, comprehension strategy use, genre knowledge)

- knowledge and abilities required specifically to compose text (e.g., planning, drafting, revising, and editing strategies; text structure, genre and craft knowledge; spelling and sentence construction strategies; capitalization and punctuation)

- literacy motivation and engagement

- vocabulary strategies, particularly morphological (meaningful word part) analysis

The recommended practices should occur throughout the day, including being integrated into opportunities for science and social studies learning, not exclusively in an isolated block identified as "English Language Arts" or "Literacy." At the same time, literacy instruction should not take the place of science and social studies inquiry nor addressing the Michigan Grade Level Content Expectations for Social Studies nor addressing the Michigan K – 12 Science Standards.[3] In the long term, that approach is counterproductive; later academic achievement is predicted not only by literacy knowledge and skills, but by mathematics learning, knowledge of the natural and social world, and certain aspects of physical, social, and emotional development. Finally, it is important to read this document in relation to the State of Michigan's specific standards for literacy development in kindergarten through third grade[4] which should garner careful attention in all Michigan kindergarten through third-grade classrooms and be one focus in observing classroom practice and children's development. The endnotes indicate some connections between the ten instructional practices and the Michigan Standards, and they reference research studies that support the practices listed.

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons[5]

The teacher:

- creates opportunities for children to see themselves as successful readers and writers

- provides daily opportunities for children to make choices in their reading and writing (choices may be a limited set of options or from extensive options but within a specified topic or genre)

- offers regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects

- helps establish purposes for children to read and write beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer their questions about the natural and social world, to address community needs, or to communicate with a specific audience

- uses additional strategies to generate excitement about reading and writing, such as book talks and updates about book series. The teacher avoids attempting to incentivize reading through non-reading-related prizes such as stickers, coupons, or toys, and avoids using reading and writing as "punishment" (e.g., "If you can't listen, I'm going to send you to sit and read in the library").

2. Read alouds of age-appropriate books and other materials, print or digital[6]

Read alouds involve:

- sets of texts, across read aloud sessions, that are thematically and conceptually related[7] and that offer opportunities to learn that children could not yet experience independently
- modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading
- child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time
- higher-order discussion among children and teacher before, during, and after reading[8]
- instructional strategies, depending on the grade level and children's needs, that:
  - ▸ develop **print concepts**,[9] such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print
  - ▸ model application of knowledge and strategies for **word recognition**[10]
  - ▸ build **knowledge of the structure and features of text**[11], including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index
  - ▸ describe and model **comprehension strategies**, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling
  - ▸ describe and model strategies for ascertaining the meaning of unfamiliar **vocabulary** from context[12]

3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development[13]

The teacher:

- ensures that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade)[14]
- coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading
- employs practices for developing reading **fluency**, such as repeated reading, echo reading, paired and partner reading[15]
- includes explicit instruction, as needed, in **word recognition strategies**, including multi-syllabic word decoding, **text structure, comprehension strategies,** and **writing strategies**
- is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work

4. Activities that build phonological awareness
(grades K and 1 and as needed thereafter)[16]

Teachers promote phonological awareness development,[17] particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words, such as by:

- listening to and creating variations on books and songs with rhyming or alliteration
- sorting pictures, objects, and written words by a sound or sounds (e.g., words with a short e sound versus words with a long e sound)
- activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move a token or letters into boxes, with one box for each sound in the word)
- activities that involve blending sounds in words (e.g., "robot talk" in which the teacher says the sounds "fffff" "iiiii" "shhhh" and children say *fish*)
- daily opportunities to write meaningful texts in which they listen for the sounds in words to estimate their spellings

5. Explicit instruction[18] in letter-sound relationships[19]

Earlier in children's development, such instruction will focus on letter names, the sound(s) associated with the letters, and how letters are shaped and formed. Later, the focus will be on more complex letter-sound relationships, including digraphs (two letters representing one sound, as in *sh, th, ch, oa, ee, ie*), blends (two or three letters representing each of their sounds pronounced in immediate succession within a syllable, as in *bl* in *blue*, *str* in *string*, or *ft* as in *left*), diphthongs (two letters representing a single glided phoneme as in *oi* in *oil* and *ou* in *out*), common spelling patterns (e.g., *-ake* as in *cake, rake*), specific phonograms (e.g., *-all, -ould*), and patterns in multi-syllabic words.[20] High-frequency words are taught with full analysis of letter-sound relationships within the words, even in those that are not spelled as would be expected.

Instruction in letter-sound relationships is:

- verbally precise and involving multiple channels, such as oral and visual or visual and tactile
- informed by careful observation of children's reading and writing and, as needed, assessments that systematically examine knowledge of specific sound-letter relationships
- taught systematically in relation to students' needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts
- accompanied by opportunities to apply knowledge of the letter-sound relationships taught by reading books or other connected texts that include those relationships
- reinforced through coaching children during reading, most notably by cueing children to monitor for meaning and by cueing children to attend to the letters in words and recognize letter-sound relationships they have been taught

6. Research- and standards-aligned writing instruction[21]

The teacher provides:

- interactive writing experiences in grades K and 1

- daily time for children to write, aligned with instructional practice #1 above

- instruction in writing processes and strategies, particularly those involving researching, planning, revising, and editing writing[22]

- opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined)[34]

- explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3, see the Practice Guide cited immediately above for detail), and word processing[23]

7. Intentional and ambitious efforts to build vocabulary and content knowledge[24]

The teacher:

- selects Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curricula[25]

- introduces word meanings to children during reading and content area instruction using child-friendly explanations and by providing opportunities for children to pronounce the new words and to see the spelling of the new words

- provides repeated opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts[26], and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps)

- encourages talk among children, particularly during content-area learning and during discussions of print or digital texts[27]

- teaches morphology (i.e., meaning of word parts), including common word roots, inflections, prefixes, and affixes[28]

8. Abundant reading material and reading opportunities in the classroom[29]

The classroom includes:

- a wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing

- books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books

- books children can borrow to bring home and/or access digitally at home

- comfortable places in which to read books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom

- opportunities for children to engage in independent reading of materials of their choice every day, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children's reading, and post-reading response activities including text discussion[30]

9. Ongoing observation and assessment of children's language and literacy development that informs their education[31]

The teacher:
- engages in observation and assessment that is guided by
  - an understanding of language and literacy development
  - the Michigan K to 12 Standards for English Language Arts

- prioritizes observation during actual reading and writing

- administers assessments as one source of information to identify children who may need additional instructional supports

- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)

10. Collaboration with families in promoting literacy[32]

Families engage in language and literacy interactions with their children that can be drawn upon and extended in kindergarten through third grade. Educators help families add to their repertoire of strategies for promoting literacy at home, including supporting families to:

- prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car

- promote children's independent reading

- support children in doing their homework and in academic learning over the summer months

- speak with children in their home/most comfortable language, whether or not that language is English[33]

- provide literacy-supporting resources, such as:
  - books from the classroom that children can borrow or keep
  - children's magazines
  - information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
  - announcements about local events
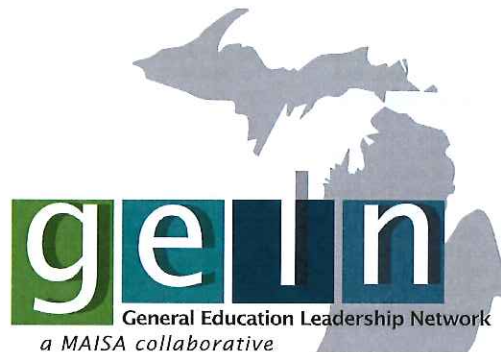 - passes to local museums (for example, through www.michiganactivitypass.info)

(Endnotes)

1 For example, Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, *33*, 934-945; Sparks, R. L., Patton, J., & Murdoch, A. (2014). Early reading success and its relationship to reading achievement and reading volume: Replication of '10 years later'. *Reading and Writing*, *27*, 189-211.

2 For example, Connor, C. M., Morrison, F. J., & Katch, L. E. (2004). Beyond the reading wars: Exploring the effect of child-instruction interactions on growth in early reading. *Scientific Studies of Reading*, *8*, 305-336; Tivnan, T., & Hemphill, L. (2005). Comparing four literacy reform models in high-poverty schools: Patterns of first-grade achievement. *Elementary School Journal*, *105*, 419-441.

3 Michigan Department of Education. (2015). *Michigan K–12 Standards Science*. Lansing, MI: Author. Retrieved February 9, 2016 from: http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf; Michigan Department of Education. (2007). *Social Studies Grade Level Content Expectations Grades K-8*. Lansing, MI: Author. Retrieved February 9, 2016 from: https://www.michigan.gov/documents/mde/SSGLCE_218368_7.pdf

4 Michigan Department of Education. (nd). *Michigan K–12 Standards for English Language Arts*. Lansing, MI: Author. Retrieved February 9, 2016 from: http://www.michigan.gov/documents/mde/K-12_MI_ELA_StandardsREV_470029_7.pdf

5 For example, Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf; Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, *42*, 237–250; Marinak, B. A., & Gambrell, L. B. (2008) Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction*, *47*, 9-26.

6 For example, Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., ... & Tackett, K. (2011). A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities*, *44*, 258-275; Baker, S. K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Otterstedt, J. (2013). An Evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade. *The Elementary School Journal*, *113*, 331-358; Silverman, R. (2007). A comparison of three methods of vocabulary instruction during read-alouds in kindergarten. *The Elementary School Journal*, *108*, 97-113; Greene Brabham, E., & Lynch-Brown, C. (2002). Effects of teachers' reading-aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology*, *94*, 465; Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, *98*, 44-62.

7 See, among others, Reading Literature, and Reading Informational Text, Standard #9.

8 See Standards for Reading Literature, Standards for Reading Informational Text, and Standards for Speaking and Listening.

9 See Foundational Skills Standard #1.

10 See Foundational Skills Standard #3.

11 See, most notably, Reading Standards for Literature #2, #3, and #5 and Reading Standards for Informational Text, Standards #3, #5, #7, and #8.

12 See Reading Standard for Literature #4 and Reading Standard for Informational Text #4.

13 For example, Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19; Connor, C., Morrison, F., Fishman, B., Giuliani, S., Luck, M., Underwood, P., Bayraktar, A, Crowe, E., & Schatschneider, C. (2011). Testing the impact of child characteristics × instruction interactions on third graders' reading comprehension by differentiating literacy instruction. *Reading Research Quarterly, 46*, 189-221; Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17; Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf; Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary grade reading instruction in low-income schools. *The Elementary School Journal, 101*, 121-165; Vellutino, F. R., Scanlon, D. M., Small, S., & Fanuele, D. P. (2006). Response to intervention as a vehicle for distinguishing between reading disabled and non-reading disabled children: Evidence for the role of kindergarten and first grade intervention. *Journal of Learning Disabilities, 39*, 157–169; Kuhn, M. R., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D. G., Meisinger, E. B., . . . Stahl, S. A. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research, 38*, 357–387; Kuhn, M. R. (2005). A comparative study of small group fluency instruction. *Reading Psychology, 26*, 127-146.

14 See Reading Standards for Informational Text #10 and Reading Standards for Literature #10.

15 See Foundational Skills Standard #4.

16 For example, Brennan, F., & Ireson, J. (1997). Training phonological awareness: A study to evaluate the effects of a program of metalinguistic games in kindergarten. *Reading and Writing: An Interdisciplinary Journal, 9*, 241–263; Bus, A. G., & van IJzendoorn, M. H. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology, 91*, 403-414; Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly, 36*, 250-287; Suggate, S. P. (2016). A

meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities, 49*, 77-96.

17 See Foundational Skills Standard #2.

18 Explicit instruction involves telling children what you want them to know, rather than expecting that they will infer this information. For example, explicit instruction about the letter L might include (although not necessarily all at once) the following: "This [pointing] is the letter called *ell*. *Ell* stands for the lll sound. Latoya's name starts with the lll sound: LLLatoya. Lion also starts with the lll sound: lllion. You can make ell with a straight line down and a short line across, like this [demonstrating], or you can make ell with just a straight line down, like this [demonstrating]."

19 For example, Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Impact of code-focused interventions on young children's early literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 107-152). Louisville, KY: National Center for Family Literacy; Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research, 71*, 393–447; Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*, 710–744; Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading, 9*, 167-188; Cheatham, J. P., & Allor, J. H. (2012). The influence of decodability in early reading text on reading achievement: A review of the evidence. *Reading and Writing: An Interdisciplinary Journal, 25*, 2223–2246.

20 See Foundational Skills Standard #3 and Language Standard #2.

21 For example, Craig, S. A. (2003). The effects of an adapted interactive writing intervention on kindergarten children's phonological awareness, spelling, and early reading development. *Reading Research Quarterly, 38*, 438-440; Roth, K., & Guinee, K. (2011). Ten minutes a day: The impact of interactive writing instruction on first graders' independent writing. *Journal of Early Childhood Literacy, 11*, 331- 361; Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17; Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104*, 879–896.

22 See Writing Standards #4 through #9.

23 See, in particular, Conventions of Standard English and Knowledge of Language substrands of the Language Strand.

24 For example, Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness, 2*, 1–44; Goodson, B., Wolf, A., Bell, S., Turner, H., & Finney, P. B. (2010). *The effectiveness of a program to accelerate vocabulary development in kindergarten (VOCAB)* (NCEE 2010-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education; Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal, 107*, 251-271; Goodwin, A. P., & Ahn, S. (2013). A meta-analysis of morphological interventions in English: Effects on literacy outcomes for school-age children. *Scientific Studies of Reading, 17*, 257-285; Vitale, M. R., & Romance, N. R. (2011). Adaption of a knowledge-based instructional intervention to accelerate student learning in science and early literacy in grades 1 and 2. *Journal of Curriculum and Instruction, 5*, 79-93.

25 See Michigan K to 12 Standards for English Language Arts, Appendix A for more on vocabulary selection.

26 See Language Standards #4 and #5.

27 See Speaking and Listening Standards.

28 See Language Standard #4.

29 For example, Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly, 34*(3), 286-311; McGill-Franzen, A., Allington, R. L., Yokoi, L., & Brooks, G. (1999). Putting books in the classroom seems necessary but not sufficient. *The Journal of Educational Research*, 93, 67-74; Foorman, B. R., Schatschneider, C., Eakin, M. N., Fletcher, J. M., Moates, L. C., & Francis, D. J. (2006). The impact of instructional practices in Grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology, 31*, 1–29; Reutzel, D. R., Fawson, P., & Smith, J. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *Journal of Educational Research, 102*, 37–50; Kamil, M. L. (2008). How to get recreational reading to increase reading achievement. In *57th Yearbook of the National Reading Conference*, 31-40. Oak Creek, WI: National Reading Conference.

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Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Bay-Arenac Intermediate School District
Eaton Regional Educational Service Agency
Genesee Intermediate School District
Huron Intermediate School District
Ingham Intermediate School District
Iosco Regional Educational Service Agency
Jackson County Intermediate School District
Kalamazoo Public Schools
Lenawee Intermediate School District
Lewis Cass Intermediate School District
Livingston Educational Service Agency
Macomb Intermediate School District
Mecosta-Osceola Intermediate School District
Michigan Association of Administrators of Special Education
Michigan Association of Computer Users in Learning
Michigan Association of Intermediate School Administrators
MAISA Early Childhood Administrators Network

MAISA English Language Arts Leaders Network
Michigan Department of Education
Michigan Elementary and Middle School Principals Association
Michigan Reading Association
Michigan State University
Monroe County Intermediate School District
Muskegon Area Intermediate School District
Oakland Schools
Ottawa Area Intermediate School District
Reading Now Network
Regional Education Media Center Association of Michigan
Saint Clair County Regional Educational Service Agency
Saint Joseph County Intermediate School District
Southwest Michigan Reading Council
University of Michigan
Washtenaw Intermediate School District
Wayne County Regional Educational Service Agency

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

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Essential Instructional Practices in Early Literacy

For more information and additional resources, please visit www.migeln.org.

Essential School-Wide and Center-Wide Practices in Literacy

Prekindergarten and Elementary Grades. A document of the Michigan General Education Leadership Network (GELN) Early Literacy Task Force

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

ORGANIZATIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Early Literacy, Prekindergarten *and* Essential Instructional Practices in Early Literacy, Grades K to 3. *The systems and practices outlined here provide school-level and program-level support for effective classroom instruction in prekindergarten and elementary literacy.*

Purpose

The purpose of this document is to increase Michigan's capacity to improve children's literacy by identifying systematic and effective practices that can be implemented at the organizational level in educational and care settings that serve young children. To meet the needs of all young learners, organizational practices must support literacy development in ways that systematically impact learning throughout elementary schools, early childhood learning centers, and other literacy-oriented learning environments and programs.[1]

Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The practices listed can be used in a variety of educational settings for young children. The document does not specify any particular programs or policies but focuses on research-based practices that can apply to a number of programs and settings. As the local systems and practices occur at the building or center level, it is the responsibility of the school, center, or program leadership to ensure that these systems and practices are implemented consistently and are regularly enhanced through strategic planning.

1. The *leadership team* is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data.

Under the guidance of the lead administrator, the school or program leadership team:

- includes members with considerable and current expertise in literacy and early childhood education;

- promotes the implementation of evidence-based, high-quality literacy curriculum, instruction, and assessment aligned across the learning environment;[2]

- develops a vision, mission, set of goals, and educational philosophy that guide school climate and children's learning and that are shared school-wide and aligned across all ages and grade levels, including Pre-K, and across all professional roles for the purpose of continuous improvement;[3]

- maintains a comprehensive system for assessing children's strengths and needs and using that information to inform children's education;[4]

- focuses on multiple points of data and keeps the best interests of children paramount in assessment, knowing the primary purpose is to improve teaching and learning;[5]

- ensures a collaborative problem-solving approach that may include administrators, teachers, parents, aides, reading specialists, library media specialists, special educators, and others as needed;[6] and

- distributes leadership throughout the organization for the purpose of building leadership capacity among all staff.[7]

2. The *organizational climate* reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space.

All adults—administrators, teachers, specialists, aides, and support staff—throughout the organization:

- share and act upon a sense of responsibility for the literacy growth and overall wellbeing of every child that is grounded in the shared belief that every child can and will be successful, regardless of location, demographic, or program funding;[8]

- ensure that the entire learning environment is emotionally and physically safe, such that there are positive adult-child relationships and positive child-child relationships throughout the building;[9]

- support the development of children's independence by engaging them in such practices as planning for their own reading and writing growth, observing and regulating their own reading and writing, and monitoring their own growth toward their reading and writing goals;[10] and

- help all children develop perceptions of competence and self-efficacy in reading and writing through such practices as helping children identify and build on their academic strengths, providing specific feedback to help children grow, and modeling the thoughts and practices of successful readers and writers.[11]

3. The *learning environment* reflects a strong commitment to literacy.[12]

Throughout the learning environment, there is evidence that:

- literacy is a priority (e.g., amount, type, and nature of print experience);[13]

- instruction is built on explicitness, continuity, and responsiveness;

- literacy occurs throughout the day and is integrated into daily math, science, and social studies learning;[14]

- children and teachers are actively engaged with the school library, media center, and library media specialist;[15]

- children regularly read, write, speak, and listen for multiple purposes and across content areas and their written work is made prominently visible;[16]

- books and learning materials reflect diversity across cultures, ethnic groups, geographic locations, genders, and social roles (see also Essential #8);[17]

- guest readers and volunteers (e.g., parents, college students) are recruited and trained to support literacy in an ongoing manner;[18]

- events and activities generate excitement around books and other texts, for example through the announcement of the publication of the latest book in a series and posting of book reviews and recommendations throughout the school; and

- school staff aim to foster intrinsic motivation to read, making only temporary and sparing, if any, use of non-reading-related prizes such as stickers, coupons, or toys, and avoiding using reading and writing as "punishment."[19]

4. Ongoing *professional learning* opportunities reflect research on adult learning and effective literacy instruction.

School, center, and program leaders ensure that professional learning opportunities are:

- data informed so that they meet the needs and best interests of teaching staff and their students;[20]

- focused on the "why" as well as the "how" of effective whole-class and small-group instructional practices, with opportunities for teachers to observe effective practice and to be observed and receive feedback from mentors and coaches;[21]

- driven by a belief that teacher expertise is a strong predictor of child success;[22]

- collaborative in nature, involving colleagues working together (e.g., study groups, collaborative inquiry, and problem solving)[23] and inclusive of other classroom and school staff;

- focused on research-based instructional practices that are age, developmentally, and culturally appropriate and that support children's literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3);

- based in an understanding of knowledge and skills to be learned (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3)[24]

- utilizing current research on motivation and engagement to support children's learning; and[25]

- inclusive of modeling and instructional coaching with colleagues who demonstrate effective practices with children and provide opportunities for teachers to reflect on their knowledge, practice, and goals in an ongoing and continuous manner (see Essentials Coaching Practices in Early Literacy).[26]

5. There is a system for determining the allocation of *literacy support* in addition to high-quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level.[27]

School, center, and program leaders ensure that:

- instruction and additional supports are layered across learning environments, including the home, and:

    - are coherent and consistent with instruction received elsewhere in the school day and occur in addition to, not instead of, regular literacy instruction,[28]

    - are differentiated to the individual child's specific profile of literacy strengths and needs,[29]

- highly trained educators are those teaching the children needing the most support;[30] and

- teachers are supported in using and reflecting on analyses of multiple, systematic internal assessments (e.g., universal screening, diagnostic, progress monitoring tools) and observation as appropriate in an on-going basis to: identify individual child needs early and accurately; tailor whole group, small group, and one-on-one instruction; and measure progress regularly.[31]

6. Organizational systems assess and respond to *individual challenges* that may impede literacy development.

School, center, or program systems and leaders ensure that:

- any potential learning, physical, visual, regulatory, and social-emotional needs that require specific conditions and supports are identified;[32]

- all assessments of such needs are culturally unbiased;[33]

- every adult has access to research-informed strategies and tools to address each child's demonstrated needs, including, for example, strategies for improving socio-emotional skills such as emotional understanding and techniques for helping children develop executive function skills such as planning;[34]

- children with significant needs receive coordinated, intensive supports and services that include continued collaboration among teachers, interventionists, family, and others whose expertise is relevant (e.g., special education teacher, school psychologist, school nurse, social worker);[35] and all adults intentionally work to:

    - identify child behaviors that may impede literacy learning and the conditions that prompt and reinforce those behaviors;

    - modify learning environments to decrease problem behaviors;

    - teach and reinforce new skills to increase appropriate behavior and preserve a positive learning environment;

    - draw on relationships with professional colleagues and children's families for continued guidance and support; and

    - assess whether school-wide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones shown to reduce negative behaviors and foster positive interactions,[36] with particular attention to strategies or programs that have been shown to have positive impacts on literacy development.[37]

7. Adequate, high-quality *instructional resources* are well maintained and utilized.

Leaders and systems within the school, center, or program ensure that:

- teachers have consistent access to resources, including technological and curricular resources, that support research-informed instruction in all components of literacy instruction and that provide continuity across ages and grade levels;

- teachers have appropriate professional development and support for effective use of available technologies, materials, and resources;[38]

- each child has access to many informational and literature texts in the classroom and school, with culturally diverse characters and themes, that they want to read and that they can read independently or with the support of others;[39] and

- well-stocked school libraries and/or media centers, with library media specialists, offer a large collection of digital books, print books, and other reading materials for reading independently and with the support of others to immerse and instruct children in varied media, genres of texts, and accessible information.[40]

8. A consistent *family engagement* strategy includes specific attention to literacy development.

Members of the learning organization engage with families by:

- prioritizing learning about families and the language and literacy practices in which they engage to inform instruction, drawing from families' daily routines that build on culturally developed knowledge and skills accumulated in the home (e.g., inviting families to share texts they read and write as part of their lives at home or at work);[41]

- providing regular opportunities for families to build a network of social relationships to support language and literacy development (e.g., connect families with community organizations that provide access to books or other educational supports);[42]

- working collaboratively, as teachers and specialists, to plan various levels of instructional supports, assess the efficacy of those supports, and adjust accordingly;

- fostering familial and community participation in the education of children and the work of the learning environment;[43]

- empowering families to communicate about and impact the educational environment at school, as well as strengthen the educational environment in the home, regardless of education level, income, or native language of the primary caregivers;[44] and

- offering research-based guidance on how families can support literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3).[45]

9. An ambitious *summer reading* initiative supports reading growth.[46]

The school, center, or program supports summer reading development by:

- facilitating opportunities for every child to read books and access texts during the summer, including summer reading programs offered through school and public libraries;[47]

- emphasizing books of high interest to children and offering book selections within the likely range of reading levels within each class;[48]

- providing instruction at the end of the school year to re-emphasize reading comprehension strategies and orient children to summer reading by encouraging use of effective strategies while reading at home;[49] and

- providing structured guidance to parents and guardians to support reading at home, such as by encouraging parents and guardians to listen to their child read aloud, discuss books with their child, and provide feedback on their child's reading.[50]

10. A network of *connections in the community* provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

Connections beyond the school, center, or program walls provide:

- organization-wide and classroom-level partnerships with local businesses and other organizations that facilitate opportunities for children to read and write for purposes and audiences beyond school assignments;[51]

- access to opportunities for individualization, for example through one-on-one tutoring;[52] and

- opportunities for children to develop literacy outside of the school hours, including through engaging in out-of-school time library, community, and school programs in the summer and after school.[53]

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Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Early Childhood Administrators' Network, MAISA

English Language Arts Leadership Network , MAISA

General Education Leadership Network, MAISA

Kalamazoo Public Schools

Michigan Association for Computer Users in Learning

Michigan Association of Supervisors of Special Education

Michigan Department of Education

Michigan Elementary and Middle School Principals Association

Michigan's Integrated Behavior and Learning Support Initiative

Michigan Reading Association

Michigan State University

Michigan Virtual University

Reading NOW Network

REMC Association of Michigan

Southwest Michigan Reading Council

Technology Readiness Infrastructure Grant

University of Michigan

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

Essential School-Wide and Center-Wide Practices in Literacy

geln
General Education Leadership Network
a MAISA collaborative

maisa
Leadership Innovation Results
michigan association of intermediate school administrators

Online | www.migeln.org   Twitter | #MichiganLiteracy

Lenawee Cradle to Career
Leadership Team Meeting

February 21, 2017

10:00 a.m. - Noon, LISD Education Service Center

http://www.lisd.us/lenawee-cradle-to-career-2/

Meeting Agenda:

10:00 AM: Welcome and Introductions

Data Committee Report (Stan Masters)

Reports from Student Success Networks
- Kindergarten Readiness
- Reading by Third Grade (including a report on the summer reading pilots)
- High School Graduation
- Post-secondary Enrollment
- Customized Learning

ADJOURN: Noon

Meeting Objectives:

- To learn about Lenawee County Post Secondary Enrollment, Persistence, and Completion.

- To hear from the Student Success Networks strategic plans and strategies for 2017

Lenawee County
Post Secondary
Enrollment, Persistence, and Completion

Winter 2017

NATIONAL STUDENT CLEARINGHOUSE®

StudentTracker℠ for High Schools

Aggregate Report

Prepared for
LENAWEE INTERMEDIATE SCHOOL DISTRICT

The limitations of the data are those students in Lenawee public schools

Enrollment Trend

Lowest Enrollment Recorded!

Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 17, 2016

- Y-axis: Percent of High School Graduates (0% to 100%)
- X-axis: Class (2009 to 2016)

Data points (All Institutions):
- 2009: 67%
- 2010: 65%
- 2011: 66%
- 2012: 65%
- 2013: 64%
- 2014: 65%
- 2015: 63%
- 2016: 59%

Legend: ■ All Institutions

AVG = 64%

Post-Secondary Enrollment Immediately After High School
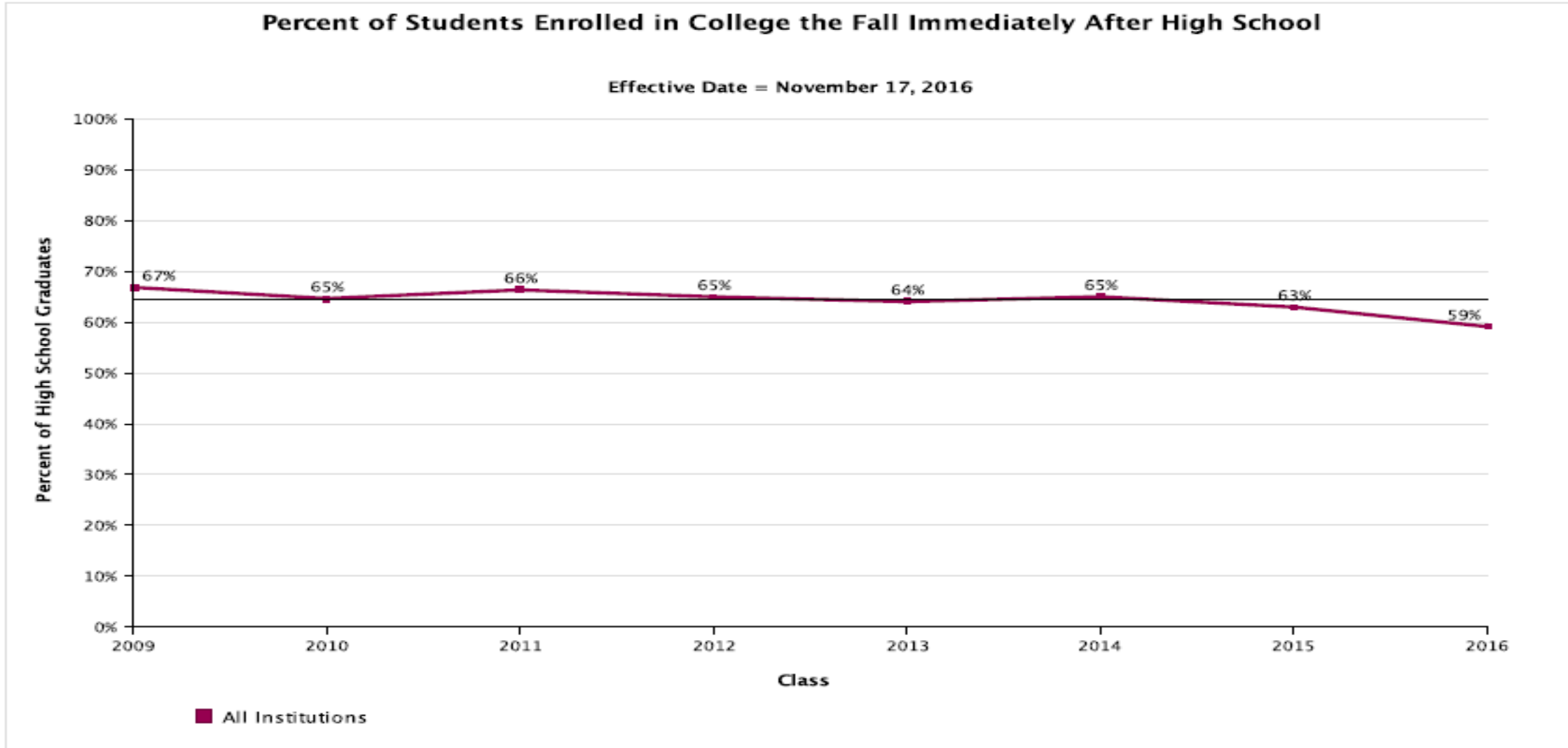
Class of 2016 Numbers:

White (903)

Hispanic/ Latino (129)

Black/ African American (16)

Asian (16)

Two or More Races (15)

	2009	2010	2011	2012	2013	2014	2015	2016
White	68.10%	65.30%	67.20%	65.40%	65.80%	67.20%	64.40%	60.60%
Hispanic/Latino	52.20%	57.60%	59.80%	62.10%	52.80%	48.90%	54.70%	48.80%
Black/African American	60.00%	64.30%	46.20%		50.00%	45.00%	50.00%	68.80%
Asian				54.50%	40.00%	40.00%	58.30%	31.20%
Two or More Races			66.70%	54.20%	78.60%	75.00%	61.50%	66.70%

Why do our students attend these institutions immediately following high school graduation?

Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students

🡑 🡓 Indicates Change from one year ago

Name		Rank	State	Level	Type	Total
JACKSON COLLEGE		1	MI	4-year	Public	1,273
EASTERN MICHIGAN UNIVERSITY	🡑	2	MI	4-year	Public	417
SIENA HEIGHTS UNIV-UNDERGRADS	🡓	3	MI	4-year	Private	403
MICHIGAN STATE UNIVERSITY		4	MI	4-year	Public	303
ADRIAN COLLEGE	🡑	5	MI	4-year	Private	287
WASHTENAW COMMUNITY COLLEGE	🡓	6	MI	2-year	Public	286
CENTRAL MICHIGAN UNIVERSITY		7	MI	4-year	Public	265
WESTERN MICHIGAN UNIVERSITY		8	MI	4-year	Public	244
UNIVERSITY OF TOLEDO		9	OH	4-year	Public	232
GRAND VALLEY STATE UNIVERSITY		10	MI	4-year	Public	200
BAKER COLLEGE - FLINT	🡑	11	MI	4-year	Private	189
UNIVERSITY OF MICHIGAN	🡓	12	MI	4-year	Public	188
FERRIS STATE UNIVERSITY		13	MI	4-year	Public	111
MONROE COUNTY COMMUNITY COLLEGE		14	MI	2-year	Public	78
SAGINAW VALLEY STATE UNIVERSITY		15	MI	4-year	Public	75
OWENS COMMUNITY COLLEGE	🡑	16	OH	2-year	Public	51
SPRING ARBOR UNIVERSITY	🡓	17	MI	4-year	Private	47
NORTHERN MICHIGAN UNIVERSITY		18	MI	4-year	Public	42
UNIVERSITY OF NORTHWESTERN OHIO - COLL OF TECH	🡑	19	OH	4-year	Private	40
TRINE UNIVERSITY	🡓	20	IN	4-year	Private	38
MICHIGAN TECHNOLOGICAL UNIVERSITY		21	MI	4-year	Public	36
KALAMAZOO VALLEY COMMUNITY COLLEGE		22	MI	2-year	Public	32
LOURDES UNIVERSITY		23	OH	4-year	Private	30
OAKLAND UNIVERSITY		24	MI	4-year	Public	30
LANSING COMMUNITY COLLEGE		25	MI	2-year	Public	26

Will Class of 2016 Be the Lowest Recorded?

Percent of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = August 15, 2016

64% 72% 70% 71% 69% 68% 69% 66%

Percent of High School Graduates

2008 2009 2010 2011 2012 2013 2014 2015

Class

■ All Institutions

AVG = 69%

Post-Secondary Enrollment During First Year After High School
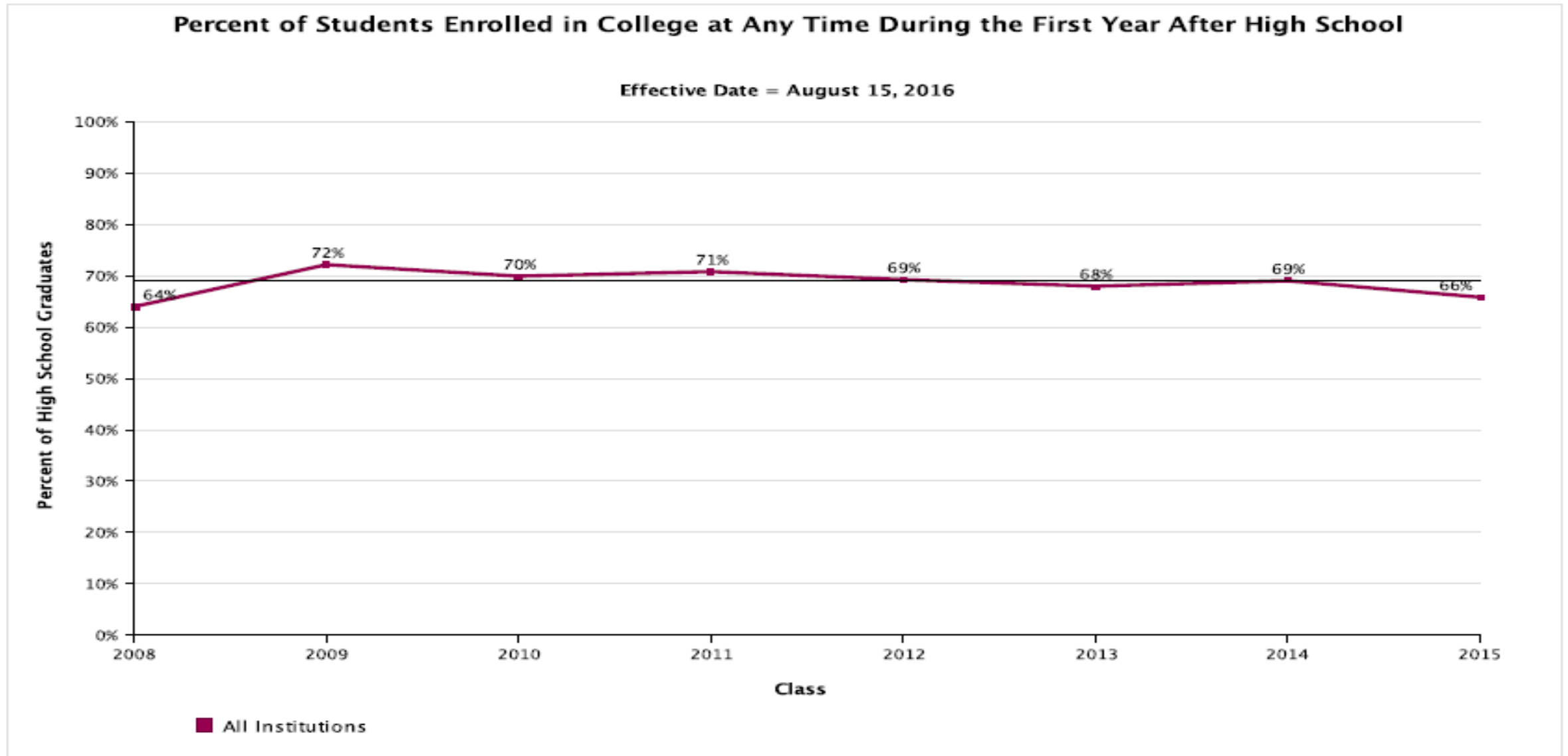
Class of 2015 Numbers:

White (943)

Hispanic/Latino (106)

Two or More Race (26)

Black/ African American (24)

Asian (12)

	2009	2010	2011	2012	2013	2014	2015
White	73.10%	70.40%	71.60%	69.60%	69.60%	70.80%	67.10%
Hispanic/Latino	60.00%	64.10%	64.60%	66.30%	59.30%	53.20%	57.50%
Two or More Races			66.70%	62.50%	78.60%	85.00%	65.40%
Black/African American	64.00%	75.00%	69.20%		50.00%	55.00%	54.20%
Asian				63.60%	50.00%	60.00%	66.70%

Descending Enrollment

Percent of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = November 17, 2016

AVG = 74%

Post-Secondary Enrollment
Within the First Two Years After High School

Class of 2014 Numbers:

White (896)

Hispanic/Latino (94)

Black/ African American (20)

Two or More Races (20)

Asian (10)

	2009	2010	2011	2012	2013	2014
White	77.60%	75.00%	75.00%	72.90%	73.60%	73.40%
Hispanic/Latino	64.40%	69.60%	68.30%	70.50%	61.10%	56.40%
Black/African American	72.00%	75.00%	69.20%		62.50%	60.00%
Asian				63.60%	50.00%	60.00%
Two or More Races			73.30%	62.50%	78.60%	85.00%
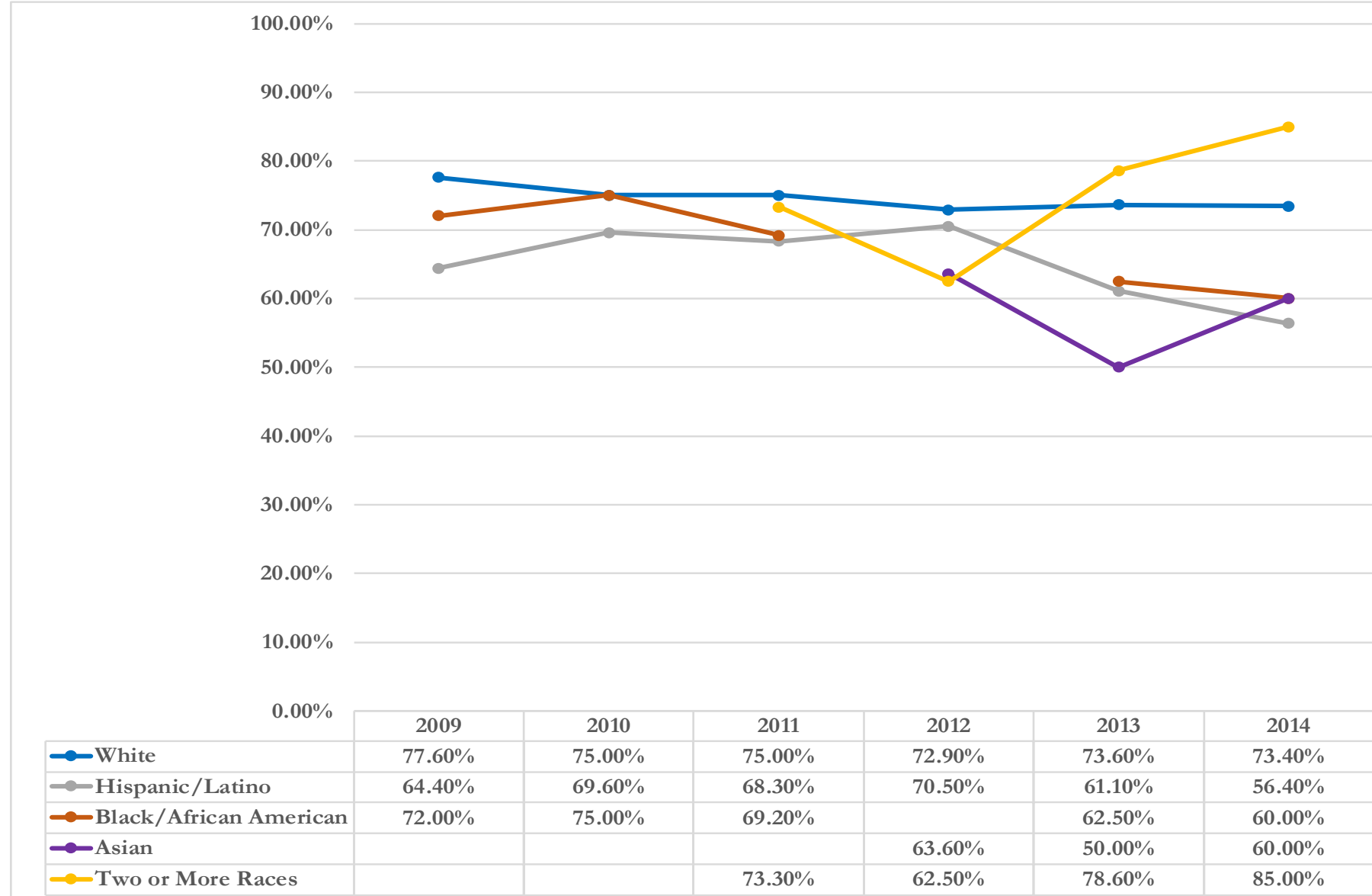
Persistence and Completion Trend

Increasing Return Rate

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = November 17, 2016
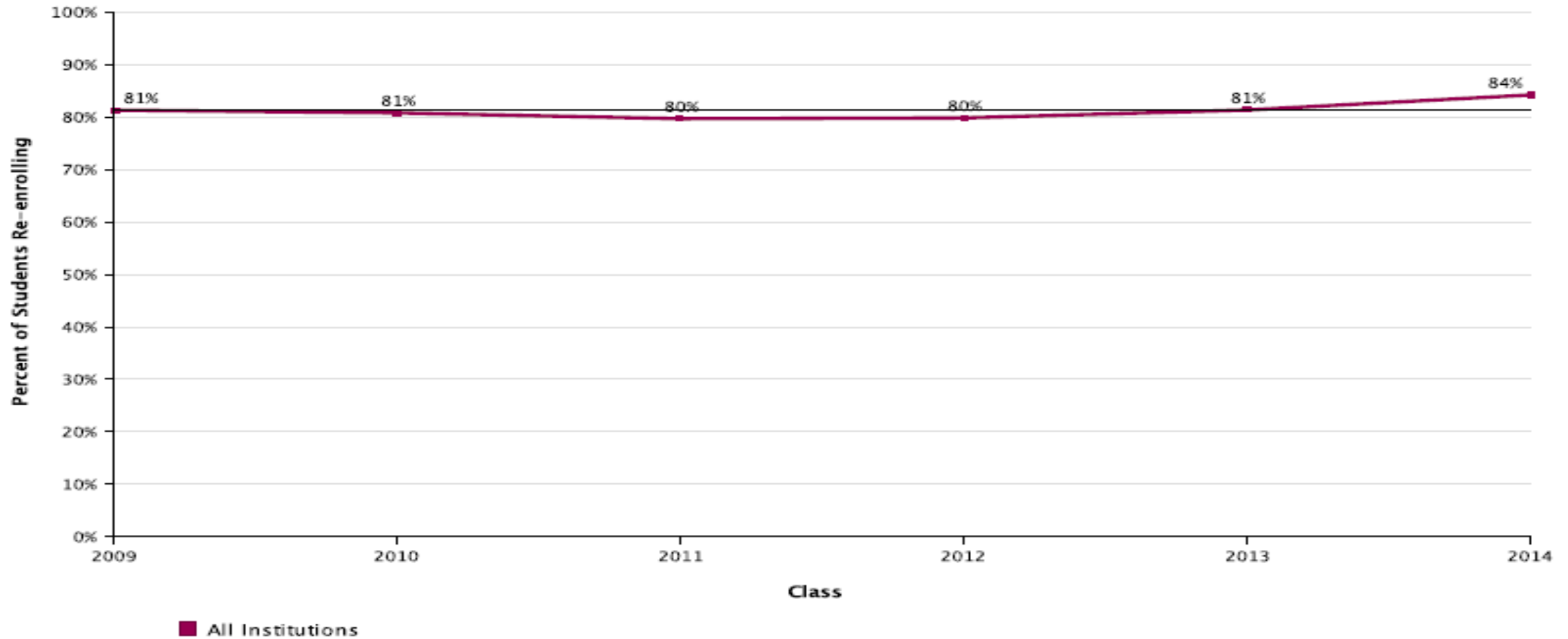
AVG = 81%

Returning for Second Year of Post Secondary Enrollment After First Year of Enrollment After High School

Class of 2014 Numbers:

White (634)

Hispanic/Latino (50)

Two or More Races (17)

Black/ African American (11)

	2009	2010	2011	2012	2013	2014
White	82.60%	81.70%	81.60%	81.20%	83.40%	84.50%
Hispanic/Latino	61.10%	69.50%	58.50%	71.40%	70.30%	78.00%
Two or More Races			60.00%	66.70%	45.50%	94.10%
Black/African American	68.80%	76.20%				63.60%
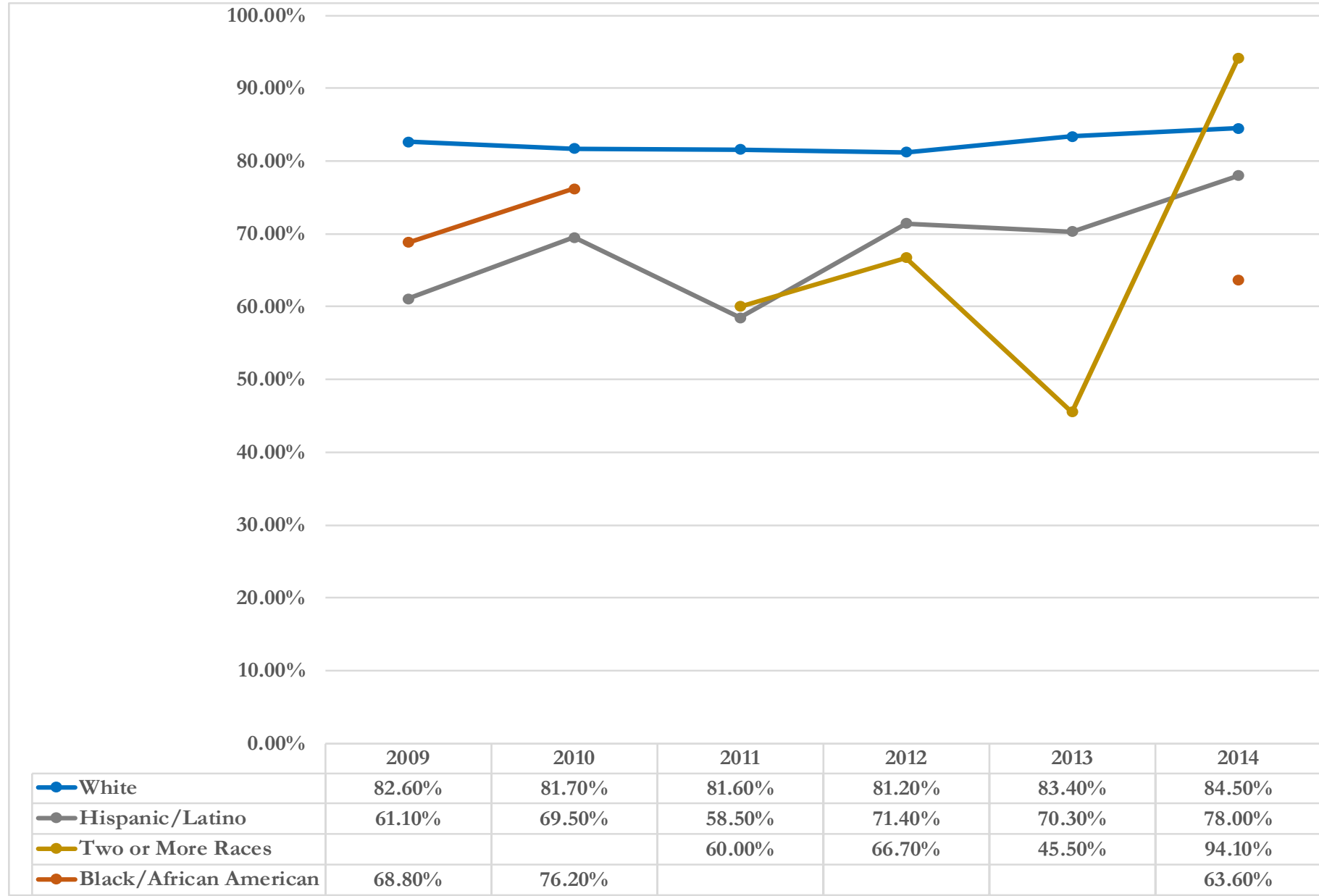
Class of 2008 Postsecondary Enrollment and Progress
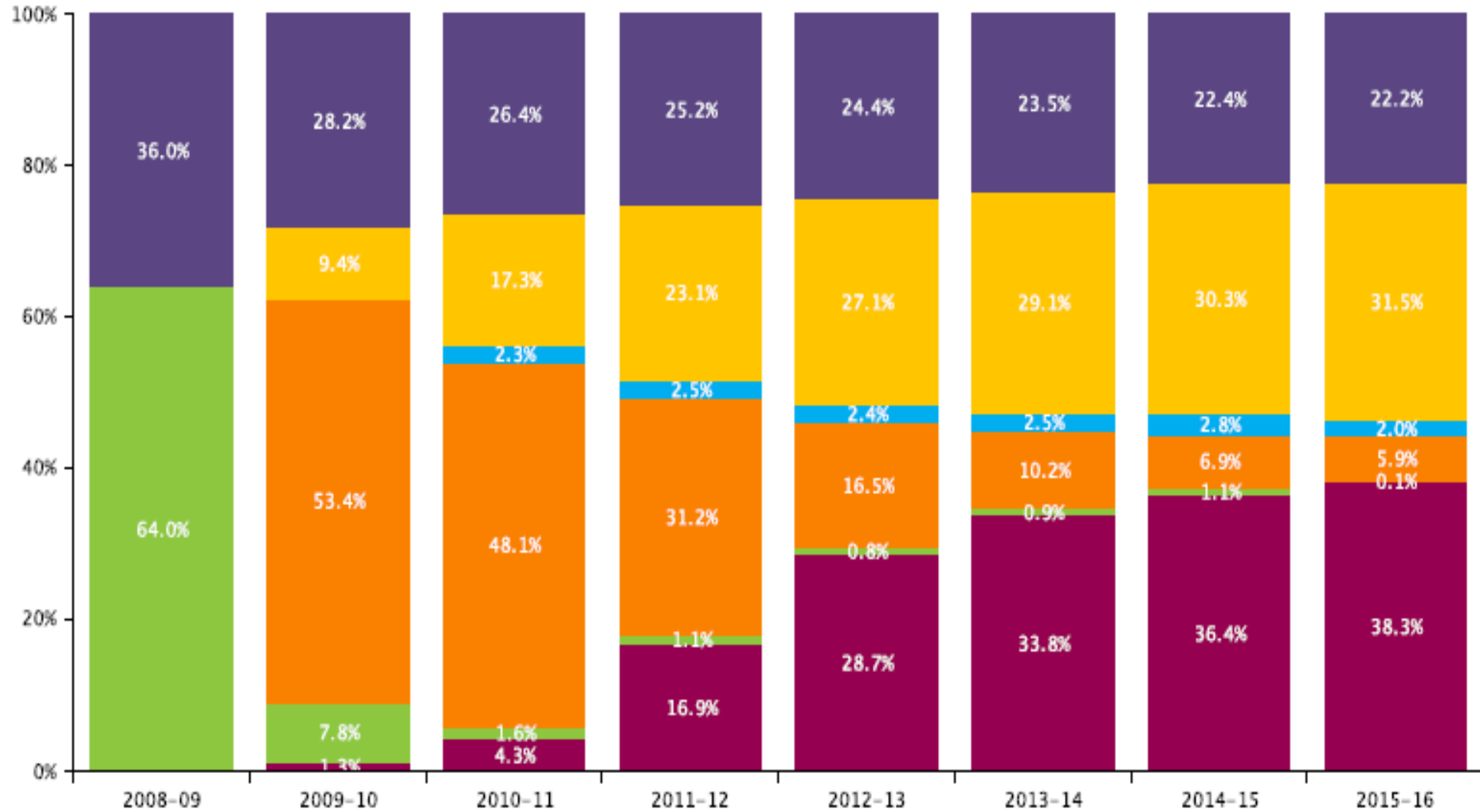
26 others received a certificate

40.7%

Legend:
- Graduated
- Returned After Stop Out
- New to College
- No Longer Enrolled & Not Graduated
- Retained
- Not in NSC to Date

Data by year:

Category	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
Not in NSC to Date	36.0%	28.2%	26.4%	25.2%	24.4%	23.5%	22.4%	22.2%
No Longer Enrolled & Not Graduated		9.4%	17.3%	23.1%	27.1%	29.1%	30.3%	31.5%
Returned After Stop Out			2.3%	2.5%	2.4%	2.5%	2.8%	2.0%
Retained		53.4%	48.1%	31.2%	16.5%	10.2%	6.9%	5.9%
New to College	64.0%	7.8%	1.6%	1.1%	0.8%	0.9%	1.1%	0.1%
Graduated		1.3%	4.3%	16.9%	28.7%	33.8%	36.4%	38.3%

Class of 2009 Postsecondary Enrollment and Progress
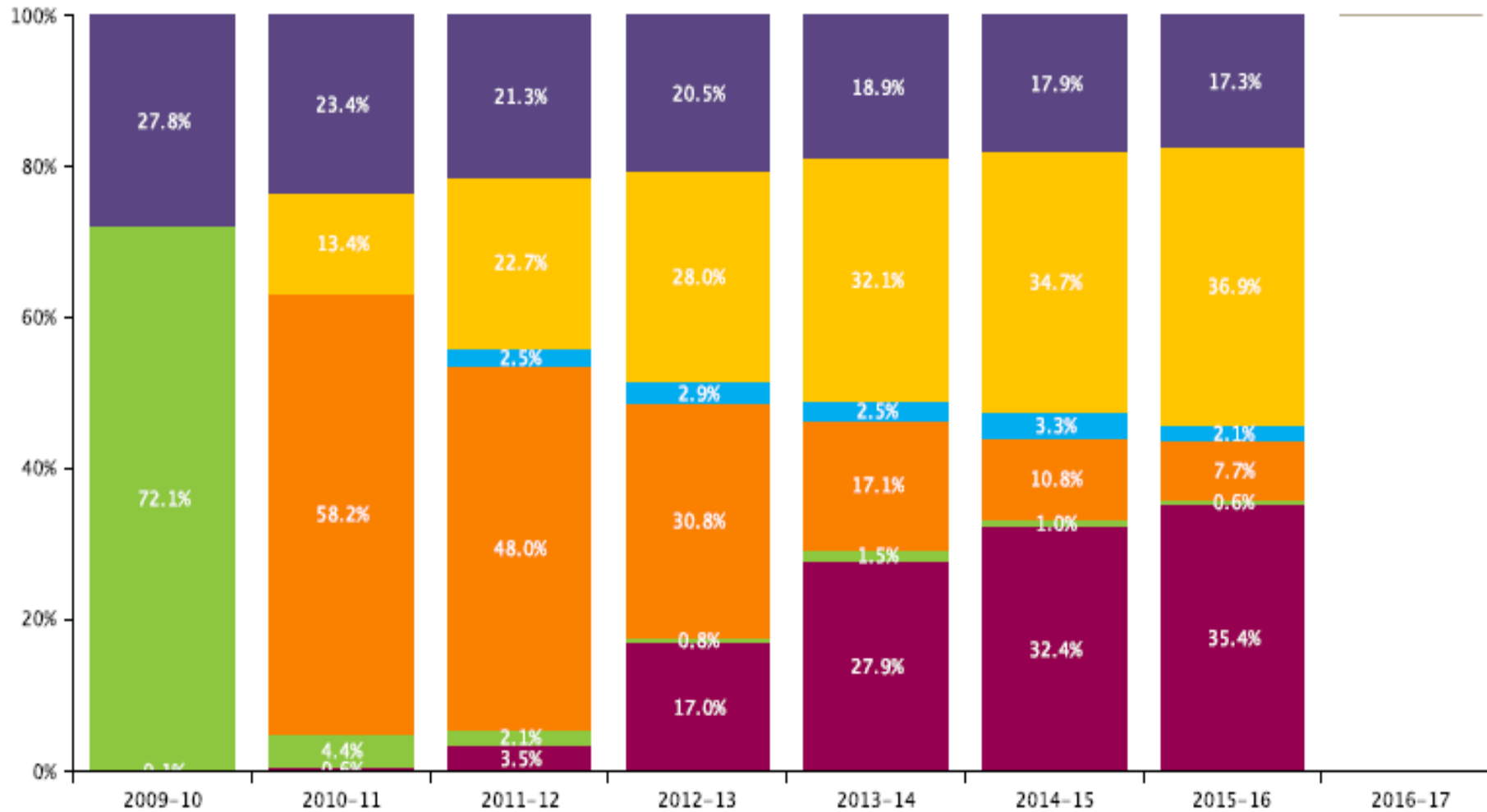
23 others received a certificate

37.3%

Legend:
- Graduated
- Returned After Stop Out
- New to College
- No Longer Enrolled & Not Graduated
- Retained
- Not in NSC to Date

Year	Graduated	New to College	Retained	Returned After Stop Out	No Longer Enrolled & Not Graduated	Not in NSC to Date
2009-10		72.1%				27.8%
2010-11		4.4%	58.2%		13.4%	23.4%
2011-12	3.5%	2.1%	48.0%	2.5%	22.7%	21.3%
2012-13	17.0%	0.8%	30.8%	2.9%	28.0%	20.5%
2013-14	27.9%	1.5%	17.1%	2.5%	32.1%	18.9%
2014-15	32.4%	1.0%	10.8%	3.3%	34.7%	17.9%
2015-16	35.4%	0.6%	7.7%	2.1%	36.9%	17.3%

Class of 2010 Postsecondary Enrollment and Progress

	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
Not in NSC to Date	30.1%	25.5%	23.6%	22.6%	21.5%	21.0%		
No Longer Enrolled & Not Graduated		13.4%	22.9%	27.2%	32.3%	36.4%		
Returned After Stop Out			1.1%	2.4%	2.5%	2.4%		
Retained		55.3%	46.8%	33.1%	17.9%	10.1%		
New to College	69.8%	4.6%	1.9%	1.0%	1.1%	0.4%		
Graduated	0.1%	1.2%	3.7%	13.8%	24.6%	29.7%		

Legend:
- Graduated
- New to College
- Retained
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

31 others received a certificate

32.4%

Class of 2011 Postsecondary Enrollment and Progress

19 others received a certificate

31%

Legend:
- Graduated
- New to College
- Retained
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date
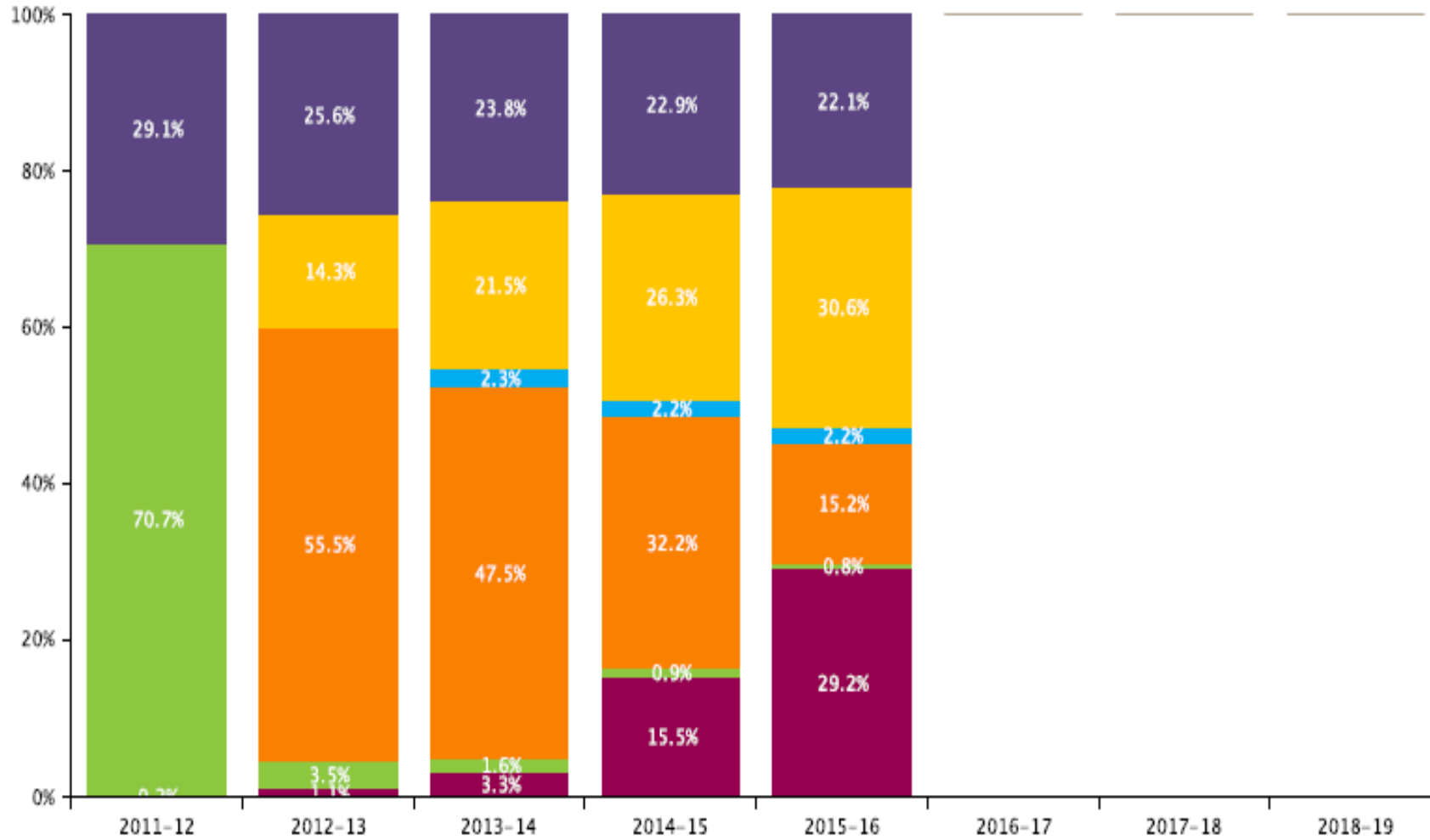
Class of 2012 Postsecondary Enrollment and Progress

11 others received a certificate

21%

Legend:
- Graduated
- New to College
- Retained
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

Class of 2013 Postsecondary Enrollment and Progress
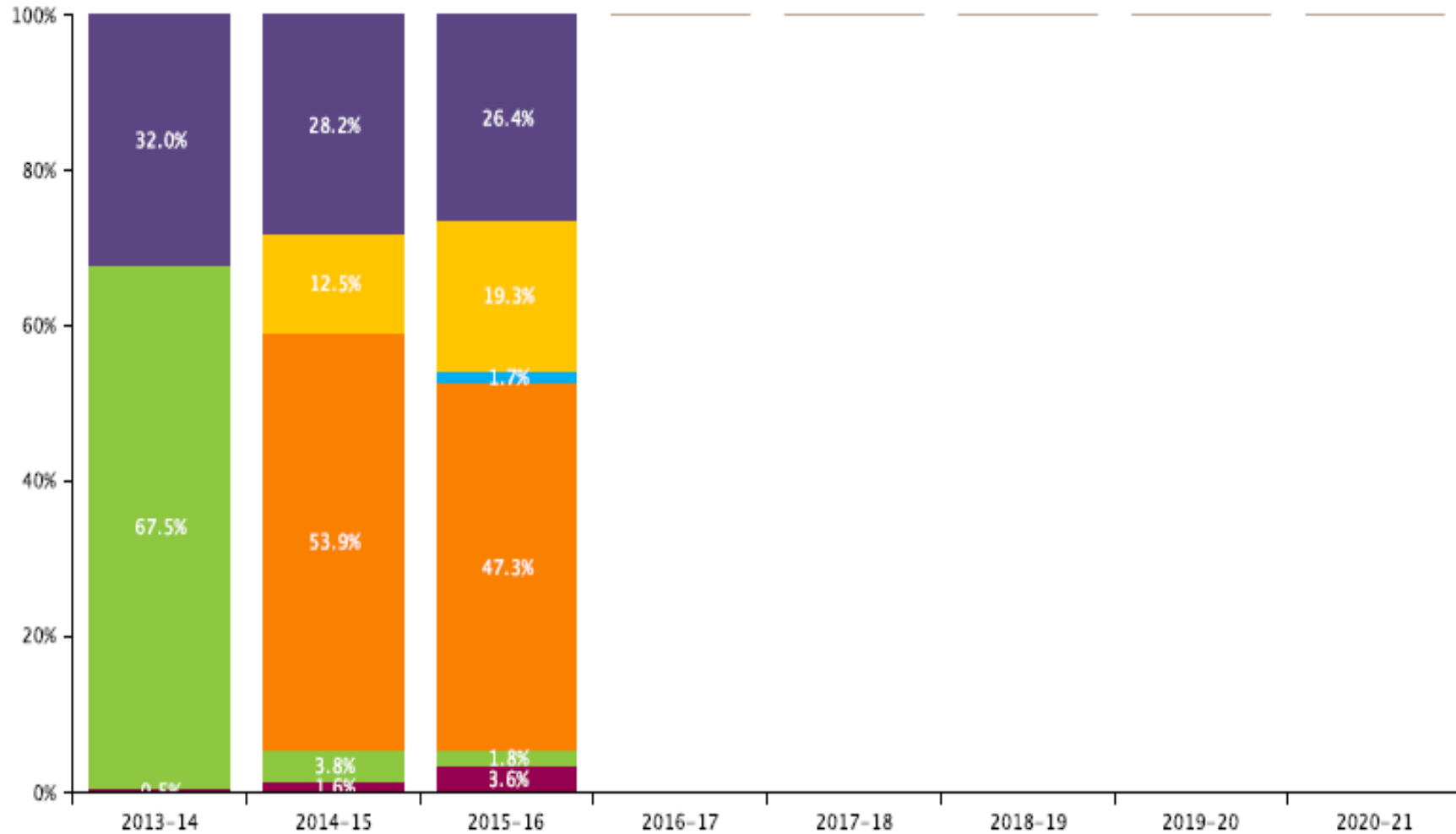
20 others received a certificate

5.4%

Legend:
- Graduated
- New to College
- Retained
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date

Class of 2014 Postsecondary Enrollment and Progress
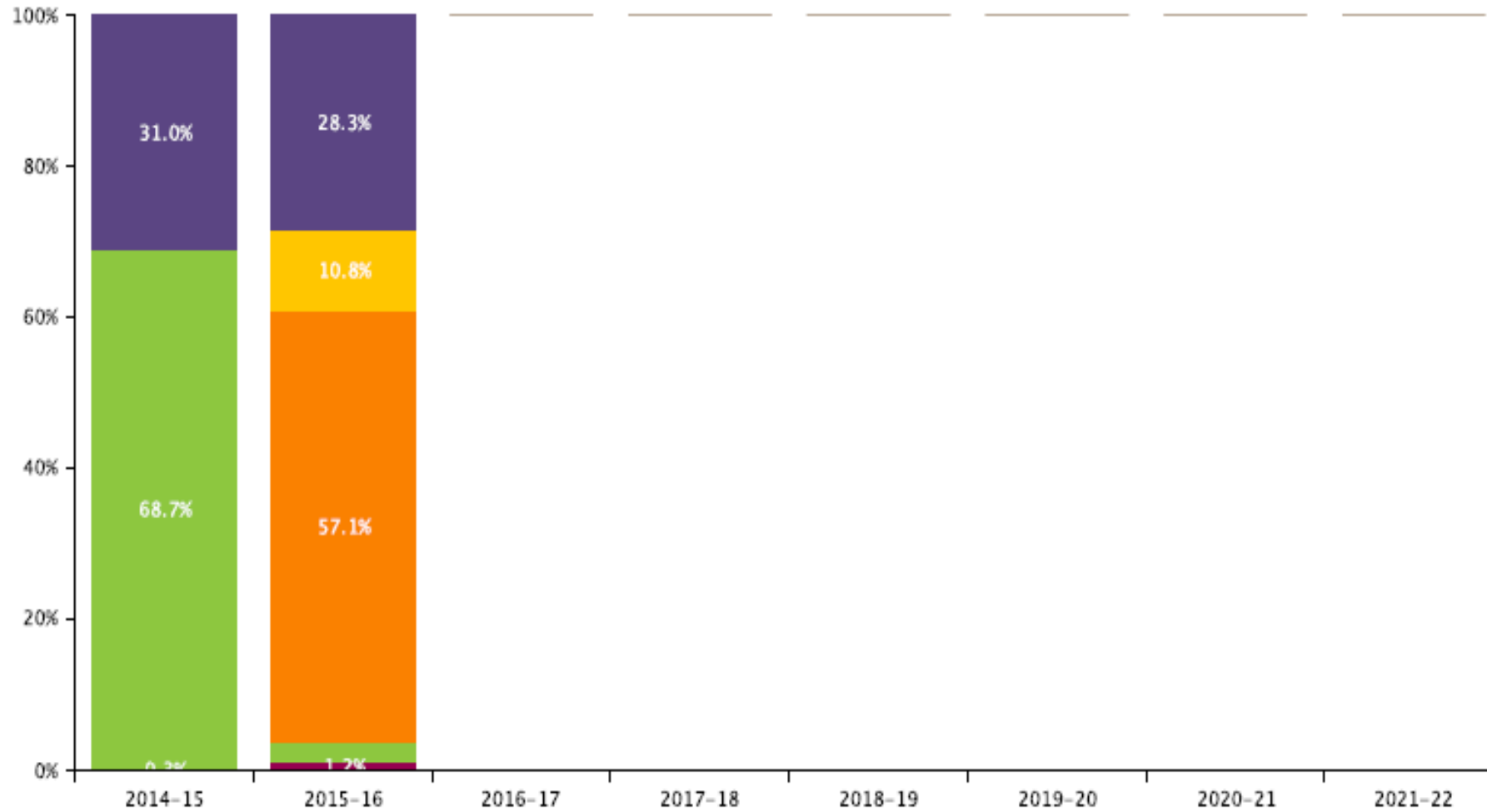
10 others received a certificate

2.2%

Class of 2015 Postsecondary Enrollment and Progress

0 others received a certificate

0%

Legend:
- Graduated
- New to College
- Retained
- Returned After Stop Out
- No Longer Enrolled & Not Graduated
- Not in NSC to Date
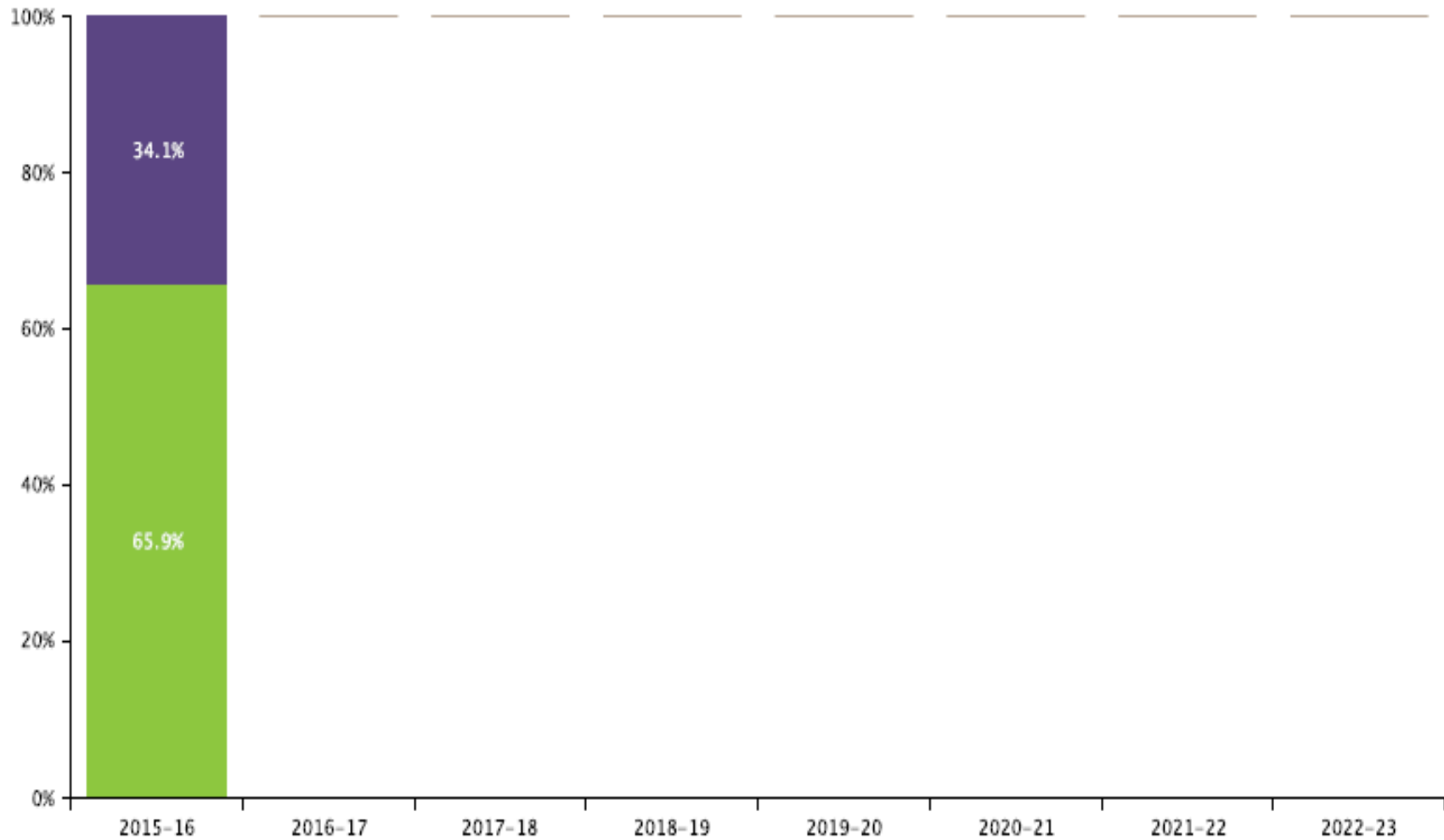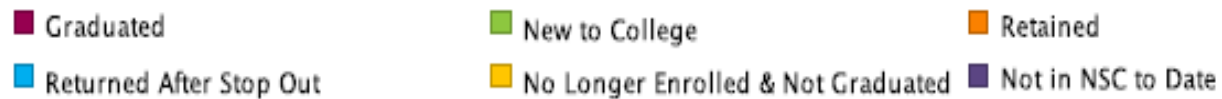
Earning Valued Credentials Earlier?

TECH Center Program	Certification/License that Can be Earned
Culinary Arts Program	Serve Safe Certification
Machining and Computer Aided Manufacturing	TECH 5 program apprenticeships
Auto Service Technology	Automotive Services Excellence Certification
Building Trades	OSHA Certification from Washtenaw Community College
All Heath Science programs (CNA, Dental, EMT, Health Care Careers, Nursing Prep)	CPR/First Aid Certification
Certified Nurse Aid	Can take state test for CNA certification
E.M.T	Can take state test for EMT License
Nursing Prep	Can take state test for CNA certification
All Natural Resources & Agriscience programs	Can be eligible for State FFA Degree
CIS and computer programming	
Welding, CIS, Nursing Prep, and Computer Programming	Can earn concurrent college credits
Computer Programming	Can earn credit through AP Computer Science A test

Class of 2016...
what do we already know about them?

Number of Students		889
first generation student	140	
post-secondary application completed	660	
FAFSA started	442	
FAFSA completed	396	
scholarship application completed	395	
scholarship rewarded	333	
post secondary acceptance	431	
Signing Day	480	

Class of 2016
Relationship of
Post-Secondary Readiness Indicators
and Enrollment in Fall 2016

Enrolled In Fall 2016 ● No Record of Enrollment

Number of Students from Class of 2016

Number of Post Secondary Readiness Indicators
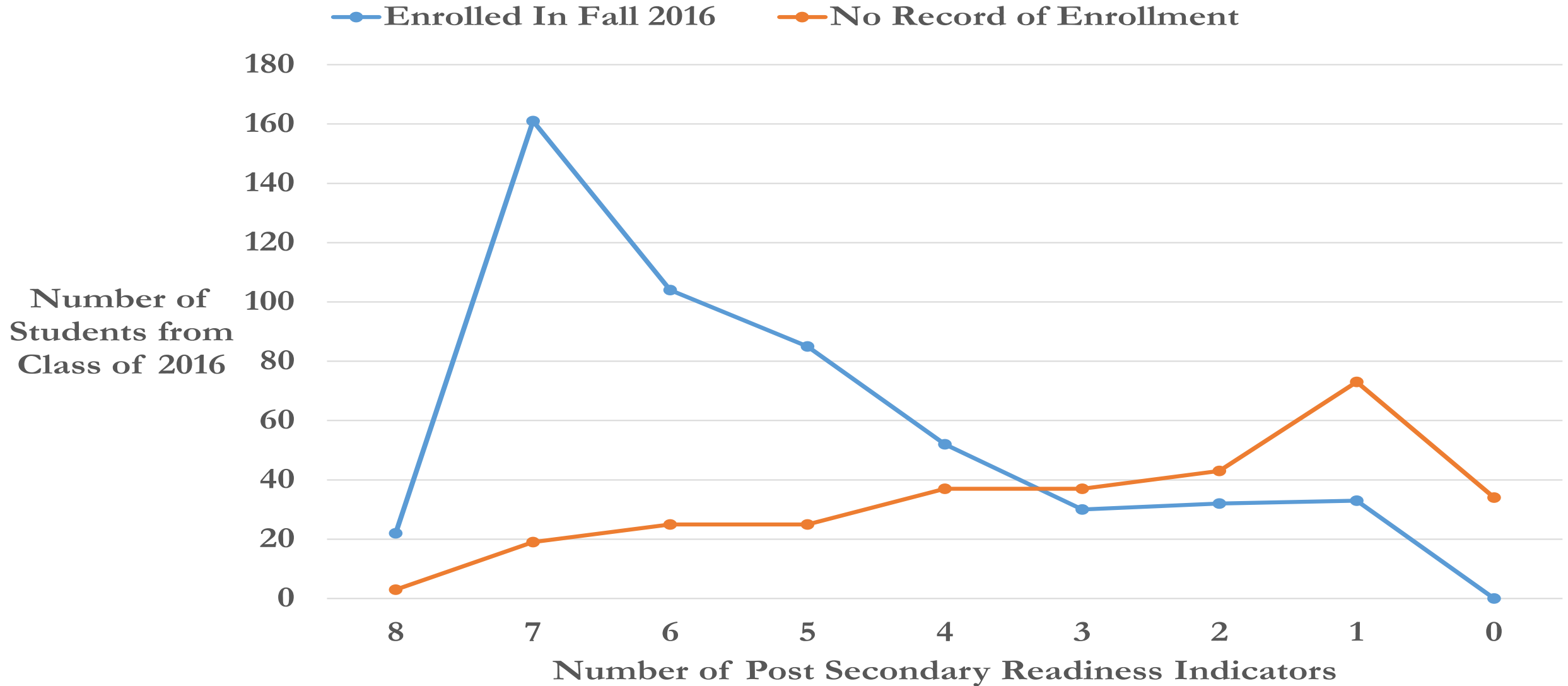
Lenawee Cradle to Career

Student Success Network Updates

Lenawee Cradle to Career

Student Success Network –
Kindergarten Readiness

STUDENT SUCCESS NETWORK
Kindergarten Readiness

Kindergarten Readiness Update:

- – Social/Emotional screeners will go out to families to complete this year. The network will start tracking those starting this summer.

- – The network is exploring other mobile platforms for the activity cards.

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Student Success Network – Reading by Third Grade

Reading by 3rd Grade Network Summer program

Lenawee Literacy Initiative

Build Capacity

Embedded Learning

Promote Home Literacy

We are what we do

Who > Why > How > What

What is our standard of care?

Essential Instructional Practices

They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.
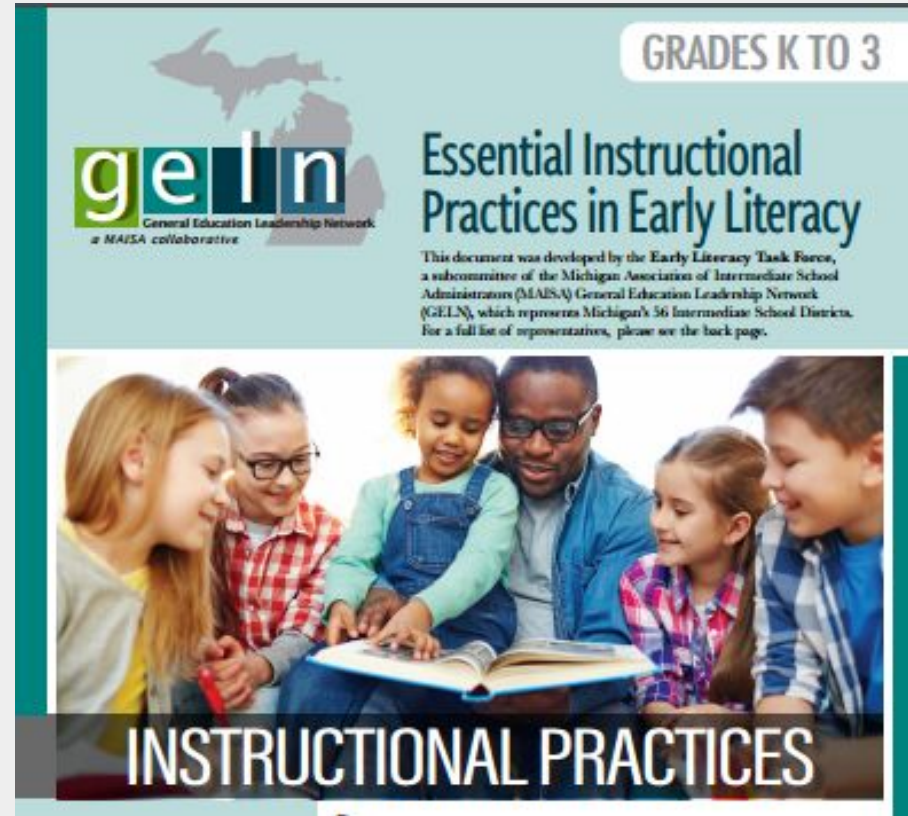
Practice 1:
Deliberate Efforts to Engage Students

Practice 8:
Abundant reading material in the classroom . . .

C2C Summer Reading Initiative Partner Sites

Summer Reading Initiative

Year 1 Report

- 4 sites (¾ were 20 week camps)
- Varying cost to attend ($3/wk to $150/wk)
- Uneven instructor ratios
- Consistent training, lessons, & student books

(Y) or (N) Summer Reading Loss

- Fall to Spring assessment scores were used to determine if students (Y) experienced "summer reading loss" or (N) they did not . . .

Did students attending the Boys & Girls Club Experience Summer Reading Loss?

N
44.4%

Y
55.6%
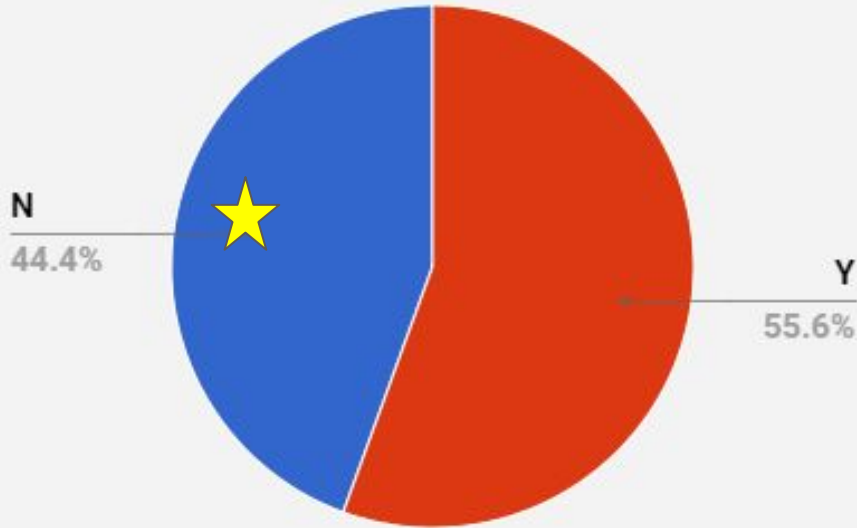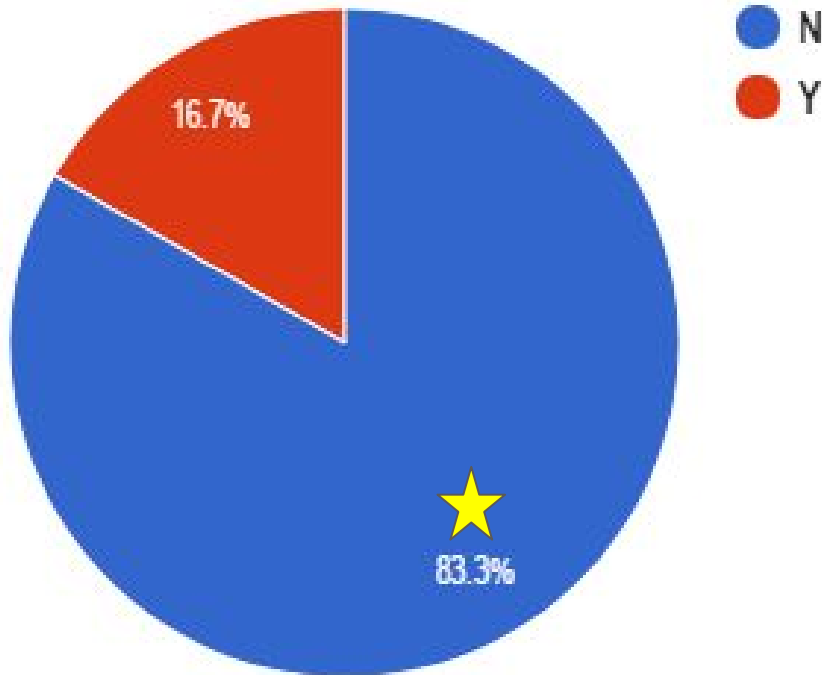
A "N" data point is good; NO LOSS

NO = Hooray!

(Y) = indicates a slide in reading
(N) - indicates maintained or increased score

(Y) = indicates a slide in reading
(N) - indicates maintained or increased score

(Y) = indicates a slide in reading
(N) - indicates maintained or increased score

Key Questions Moving Forward

- How can we create a quality summer experience for ALL students in Lenawee to increase impact?

- How can we Improve data literacy in Lenawee schools to effectively communicate with stakeholders?

- Seek out ways to include our partners in the work?

What if…

All schools measured "reading" using a diagnostic tool?

Shared their data?

Worked to improve data literacy?

What's Next...
Summer and Beyond

Fundraise for books & pop-up materials

Increase membership

Increase school partnerships

Create urgency & honor around C2C

Free Book Fair in schools & book swap in the summer

Continue Center based Summer Reading Initiative with more focused data collection

Read Alouds w/informational text
Literacy Motivation & Engagement

Read alouds (#2) are critically important for children's literacy development

- Multiple times per day, across the school day

- Broad range of instructional purposes; comprehension, fluency, vocabulary development, & reading engagement

Read alouds focused on Science Literacy

Motivation & Engagement to read

- Closely related to Essential #8:

  - Providing high-interest books

- Tools that can help include:

  motivation survey, interest inventory, reading

  w/interested volunteers to discuss/research

- **Projects**
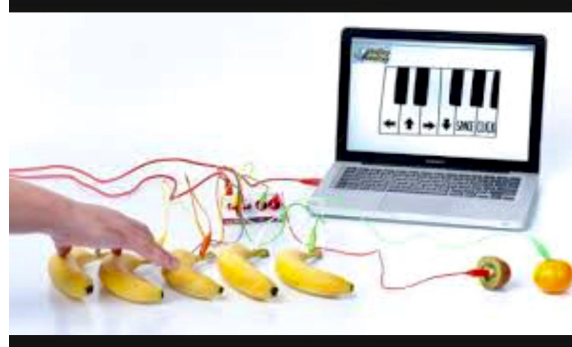
Maker's Lab with a STEM theme

Pop-up Literacy events

Collective Impact
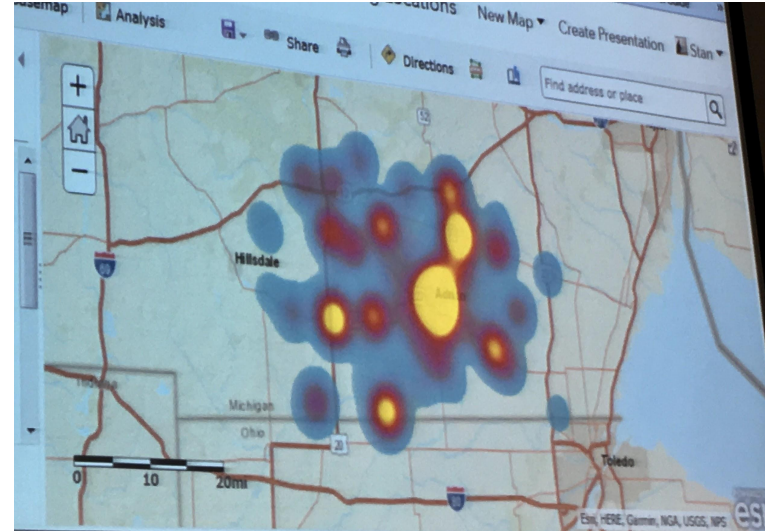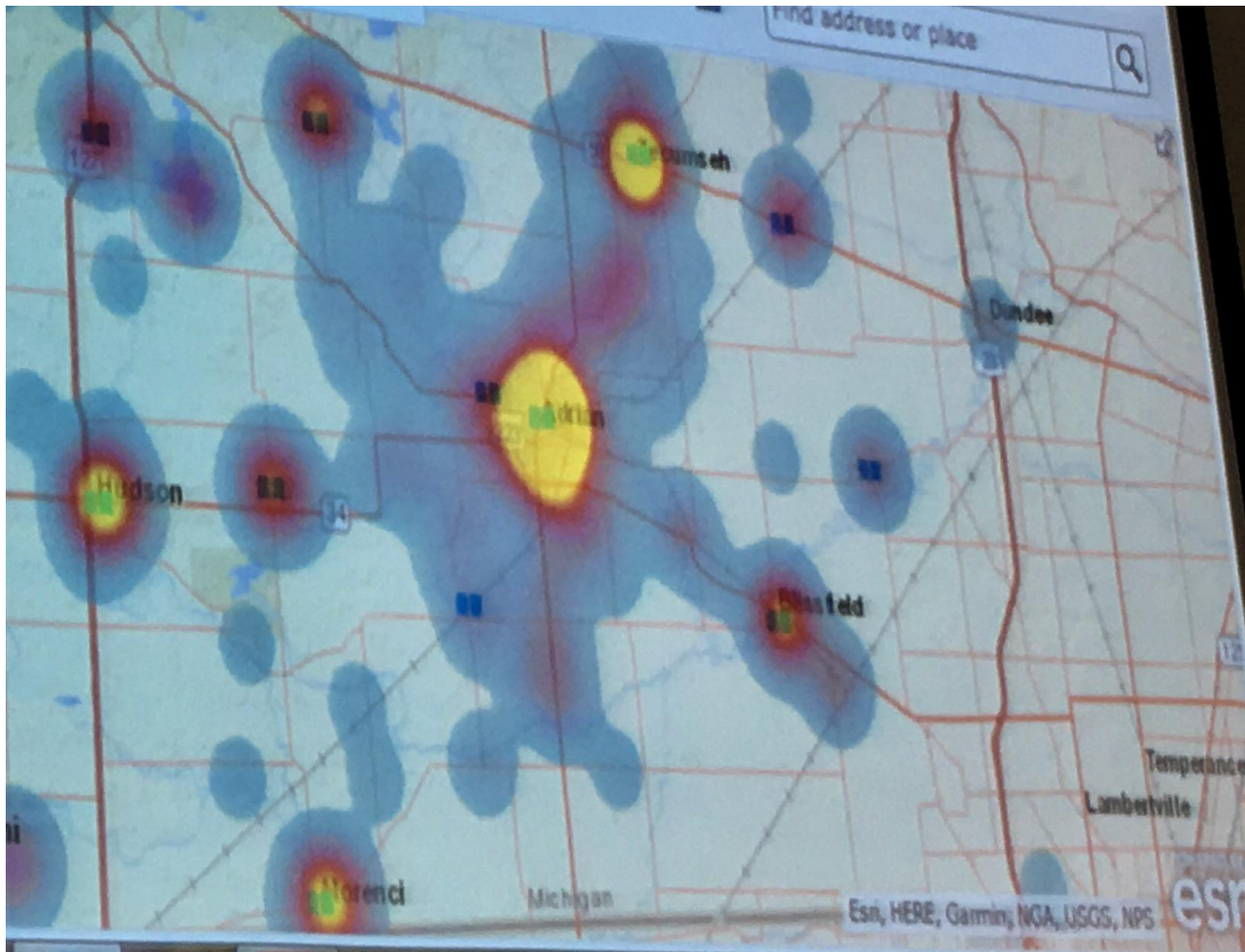
Strategic Locations in **Literacy Deserts**

What do we need in order to say:

Lenawee County is committed to preventing summer reading loss

What will be our **standard of care**?

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Student Success Network –
High School Graduation:
Building Safe and Healthy Communities

STUDENT SUCCESS NETWORK
High School Graduation

- **High School Graduation Update:**
  - Network members are working on setting Smart goals for the three focus areas the network is working under:
    - Restorative Justice
    - Trauma
    - Youth Engagement

  - The members of the network continue to look at data both locally and nationally around the research of social emotional learning (SEL) and the importance of SEL in having students graduate from high school with a plan beyond high school.

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Student Success Network –
Post-Secondary Enrollment

STUDENT SUCCESS NETWORK
Post Secondary Enrollment - LCAN

Post Secondary Enrollment – LCAN Update:

- March 16, 2017, 7:45 am at Jackson College - Special Populations strategies to be discussed.

- Transition Road Shows being scheduled at MS/HS across the county.

- Michigan College Access Network (MCAN) Conference is being held March 13-14, 2017, in Lansing.
  - Lenawee County will be well represented with between eight to ten people attending-Adrian, Madison and LISD Tech Center (Reach Higher Grant sites) will be sending at least 1-2 people and LCAN will be sending four.

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Student Success Network – Customized Learning

STUDENT SUCCESS NETWORK
Customized Learning

Customized Learning Update:

– https://www.youtube.com/watch?v=Y84zeAV6_3M

– LISDU https://www.youtube.com/watch?v=QcOzeacw9Js

• Upcoming Meeting: March 8, 7:30 a.m., LISD Education Service Center

Upcoming Meetings:

April 18, 2017, 10 AM - Noon.
June 20, 2017, 10 AM - Noon

LISD Education Service Center
4107 N. Adrian Hwy