

**EDUCATION SERVICES WORKSHOP  
ELA UPDATE FROM LITERACY SUBCOMMITTEE**

	<b>Issue/Concern Expressed to Board</b>	<b>Request</b>	<b>Resolution/Status</b>	<b>Update 2/15/22</b>	<b>Update 3/31/22</b>
<b>ELEMENTARY</b>	STAAR scores dropping	Define data measures for assessing success of current approach (STAAR, MAPs, mClass, etc.), including (1) how we review and assess data and (2) what internal measures are used to assess individual student achievement? Report to the Board of Trustees regarding the process.	Discussion ongoing. Education Services has been very responsive and provided the sub-committee with access to STAAR and MAPs data. The three Trustees on the subcommittee would like to discuss the data review process with Education Services.	MOY MAPS assessment was extended due to start of year COVID absences. Once collated, LSC will review with Ed Services, as well as additional questions on 2021 STAAR.	The subcommittee will continue to monitor data closely. District will define which additional data measures the district will use to more closely measure student progress
	Lucy Calkins phonics instruction not systematic	Identify and adopt new, more systematic phonics program other than Calkins Units of Phonics ( a single program with cohesive phonemic awareness component, spelling/word study component, assessments for mastery, etc.).	Discussion ongoing. Agreed that Heggerty supplements every classroom. The TEA is currently developing a list of approved phonics programs for grades K-2 with an anticipated late Spring release. The district may be required to choose from this list, so the issuance of a approved list may resolve the issue.		HPISD will adopt a new anchor instructional resource in grades K-4 that is in greater alignment with the Texas Reading Academy. The ELA subcommittee is discussing the timing and process, with the desire to be as minimally disruptive to student learning as possible.
	Lucy Calkins "three-cueing" methodology is counterproductive to phonics instruction and allow kids to rely on strategies other than learning to decoding with phonics	Convey to teachers and instructional coaches that three-cueing is not acceptable instruction, and remove references to this approach found in current instructional materials and classroom props.	There is general agreement that new research has shown three cueing is not aligned with the Science of Reading. Discussion about communicating to and training for teachers and review of instructional materials is ongoing.		HPISD will adopt a new anchor instructional resource in grades K-4 that is in greater alignment with the Texas Reading Academies foundational language skills. HPISD will retain classroom libraries but will ensure that work already in progress to organize by topic rather than by strictly level is finished. HPISD will ensure decoding strategies are fully aligned with the Texas Reading Academies.

	Use of only leveled readers is not consistent with phonics instruction	Add additional decodeable readers to classrooms and training for how to incorporate and reinforce daily lessons.	Agreed that additional decodable readers are needed and have a place in phonics instruction. District has purchased sets of decodeable readers to add to classroom. Education Services will conduct professional development on use of decodeable readers.		HPISD will implement integration of newly purchased decodeable readers.
<b>MIDDLE SCHOOL</b>	Perception that whole class books not permitted and that choice books do not allow teachers to direct and assess student mastery of concepts	Going forward, use whole class books that have been selected and read by teachers.	Whole class books were never removed. Agreed that whole class books are permitted and will be used going forward, and English team will consider variety of books, including classic books. Education Services will offer additional Professional Development on selecting appropriate, rigorous books. Parental notification implemented. Any book on a choice book list must have been read by the teacher.		Whole class and choice novels will both be an integral part of the curriculum. The ELA subcommittee will review the initial guidelines used for choice book selection to determine what, if any changes should be considered.
	Perception that Lucy Calkins mentor texts as well as some books have lacked rigor and breadth (i.e., low lexile levels, movie clips, music videos, etc.)	Create and implement district standards for selection of mentor texts and books, including analysis of grade levels, breadth, and rigor towards high school readiness.	Discussion ongoing. Education Services has offered to convene a team to review standards for mentor texts over the 2022 summer break. Additional classic novels have been added to 7/8 libraries and will use more classic mentor texts. Documented district expectations and devise process for book selection.		The classroom libraries will remain available to students and teachers. District guidelines will address appropriate rigor and breadth.
	With regard to writing, our middle school students are not prepared for high school	Create more rigorous expectations for writing, including organization, grammar, spelling and punctuation, as well as expectations for teacher's role in drafting/correction process.	Discussion ongoing.		HPISD will identify a new supplemental grammar, spelling and vocabulary resource.

	Lucy Calkins Units of Study - criticism that units lack overall rigor and make it difficult for teachers to choose their own mentor texts	Permit teachers to design own units based upon district and state standards and requirements instead of utilizing Units of Study.	Discussion ongoing.		HPISD will adopt a new anchor instructional resource in grades 5-8.
<b>HIGH SCHOOL</b>	Criticism that some books lack rigor (e.g. Odyssey version with cartoon images)	Request that Principal Gilbert meet with English department and discuss appropriate grade level and rigor of books to be used in both TAG and regular English classes.	Meeting has occurred; Subcommittee would like a report from Principal Gilbert. Ongoing discussion on rigor.	Principal Gilbert provided LSC update on high school concerns that addressed student preparedness, specific book choice for 9th grade standard Eng1 and the number of writing pieces expected for 9th grade. LSC asked for further clarification on a few items.	The ELA subcommittee met with Principal Gilbert. The ELA committee agreed that rigor is important, and will continue to use, and if needed, further refine the current HPHS guidelines for texts included in the ELA course catalog.
<b>DISTRICT</b>	Sufficiency of Grammar Instruction	Adopt and implement new systematic, explicit grammar instruction; replace Patterns of Power; define a grammar Scope and Sequence; define assessment method; allow teachers to make grammar corrections.	Discussion ongoing. Education Services has agreed to provide more resources to teachers if requested.		HPISD will adopt a new grammar resource K-8. HPISD will review the current grammar scope and sequence (including assessments) as part of the adoption process. This resource may be part of the new anchor resource for K-8 or as a stand alone resources.
	Spelling and Vocabulary Instruction	Adopt and implement new systematic, explicit vocabulary instruction; replace Words Their Way by adopting a phonics program that includes spelling; add a spelling program for MIS/HPMS.	Discussion ongoing.		HPISD will adopt new spelling and vocabulary resources for K-8. HPISD will review the current spelling and vocabulary scope and sequence (including assessments) as part of the adoption process. These resources may be part of the new anchor resource for K-8 or as a stand alone resources.
	Teachers are not teaching and students are not learning under the workshop method /student driven education philosophy	Review and revise ELA Framework to reflect that there is no limitation (i.e. 5-10 minutes) on explicit instruction, and ensure implementation.	Education Services plans to reconvene literacy team to review the ELA framework and has invited Dr. Schnakenberg to speak to team. Education Services reports workshop method not implemented at the high school.		HPISD still plans to review our current literacy framework.

	ELA/Math Frameworks do not reflect district's verbal policies	Review and revise ELA and Math Frameworks to reflect that there is no limitation (i.e. 5-10 minutes) on explicit instruction, and ensure implementation.	Education Services will review frameworks and ensure that what is happening in the classroom is consistent with frameworks.		HPISD will ensure that its ELA framework is aligned with both expectations and actual practices.
	Students/parents do not know what is being taught or what books are being used	Adopt a specific scope and sequence and syllabus for each class that will allow students/parents to know what concepts will be taught in a given 9 weeks, what TEKS will be covered, what textbooks will be used and where to find them, what other instructional materials will be utilized by the teacher, etc.	Discussion ongoing.	Rcvd information sent to HPMS students about upcoming book selections ; received some parent feedback requesting additional info for books selected; process to be refined	HPISD will develop new instruments to provide parents more specific information regarding classroom instructional objectives and resources. HPISD will provide textbook lists for parents to purchase print versions for students.
	Teacher/Parent Surveys	Ask teachers and parents about their experiences with current instructional materials and where they see strengths/weaknesses	Discussion ongoing; teacher survey prepared.	Teacher survey should be sent shortly; anticipate feedback by EOM February; discussion on parent survey still in process	Teacher and parent surveys completed. Both surveys were considered in making decisions. HPISD will also resume and revise its practice externally administered an annual of survey or parents and staff as part of its continuous improvement process.
<b>OTHER ACTIVITY</b>				District and Trustees have met with or set up times to meet with all individuals that have been willing to meet with us as requested by parent group; 2) Trustees visited elementary school to see reading in practice; 3) District Educational leaders and entire LCS met with parent group to hear District response to their presentation. 4) LSC met with 5-12th principals for additional information.	