

EDUCATION SERVICES WORKSHOP
JAN. 18, 2022
ELA UPDATE FROM EDUCATION SERVICES SUBCOMMITTEE

	Issue/Concern expressed to Board	Request	Resolution/Status
ELEMENTARY	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 subcommittee with access to STAAR and MAPs data. The three Trustees on the subcommittee would like to discuss the data review process with Education Services.
	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.
	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.
	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 decodeable 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.

MIDDLE SCHOOL	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.
	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.
	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.
	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.
HIGH SCHOOL	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.

DISTRICT

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.
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.
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.
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.
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.

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.