Coalition for Community Schools
presents:

Community Schools: Reading on Grade Level by the End of 3rd Grade

Monday May 9, 2011
Presenters

- **Kwesi Rollins**, Director of Leadership Programs, Institute for Educational Leadership
- **Gail Meister, PhD**, Executive Director, Language and Literacy, Foundations, Inc.
- **Paul Broome**, Coordinator, Albuquerque/Bernalillo County, (ABC) Community Schools Partnership
The Coalition for Community Schools

• **Vision:** The Coalition for Community Schools believes that strong communities require strong schools and strong schools require strong communities. We envision a future in which schools are centers of thriving communities where everyone belongs, works together, and succeeds.

• **Mission:** The Coalition advances opportunities for the success of children, families and communities by promoting the development of more, and more effective, community schools.
What is a Community School?

A community school is both a place and a set of partnerships between the school and other community resources. It provides academics, health and social services, youth and community development, and community engagement, and brings together many partners to offer a range of support and opportunities for children, youth, families, and communities. The school is generally open for extended hours for everyone in the community. Community schools may operate in all or a subset of schools in an LEA. *(Title I Guidelines, U.S. Department of Education, Sept. 2, 2009)*
Key Community School Principles

- Foster strong partnerships
- Share accountability for results
- Align school and community assets and expertise
- Set high expectations for all
- Build on the community's strengths
- Embrace diversity
What Happens in a Community School?

- Adult education and workforce classes
- Community-based learning (service, civic, experiential)
- Community building
- Comprehensive services: health, mental health, prevention services and family support
- Early child development
- Engaging Academic Instruction
- Family and community engagement
- Increased learning time and enriched learning opportunities
- Youth Development
Aim of Webinar

- Learn about the Coalition’s Early Childhood – Community Schools Linkages Initiative
- Understand the importance of reading on grade level by the end of 3rd grade – through national research and local examples
- Learn about how Foundations Inc. is equipping schools and school districts with the essential educational strategies for reading by the end of 3rd grade
- Learn how a community school is working with both students and families towards the goal of reading on grade level
The Challenge

- Communities provide a range of EC services but they are rarely connected to K-12 system/curriculum.
- Few states have achieved continuity in policies & practice between EC and schools.
Purpose of the Linkages Project

- Linkage sites are challenged to demonstrate strategic connections between EC & CS that lead to positive results for vulnerable children—through school and into adult life.
- Improve quality & continuity of practice across EC and CS through supportive policy and practice at the district and state levels.
  - Sustainability
  - Scale
• Working with 3 sites
  o Established EC and CS initiatives respectively.
• Connecting systems, services & supports and ensuring continuity of curriculum and expectations for ages 0-18 and beyond.
• Framework guiding planning & implementation.
• Cross-site learning, access to advisory committee, technical assistance, support & networking opportunities
Project Goals

- Change local policies & practice to build connections between EC and CS to reach results.
- Design & implement sustainable strategy that includes plans for scaling up.
- Establish a clear relationship between EC & CS at state level to support scale & sustainability.
- Promote scale by sharing experiences with other communities, including tribes.
Why Community Schools?

- There’s a natural affinity - many CS are already connected to early childhood programming—Head Start, Children’s Aid Society
- Already working to transform teaching & learning by creating a set of conditions in which all children can learn.
- Partnerships are core to the CS strategy as is building a robust relationship w/ families & community
- Promote life-long learning that begins before the grades and continues past graduation.
A Community School Distinction

Community Schools pay attention to the needs of young children by connecting academic success with:

- Parent involvement & leadership development
- Family support centers
- Early childhood development programs
- Coordinated health and social services
- Counseling and other supports
GLR: What is it?

Grade Level Reading (GLR)

GLR = Reading on grade level by the end of 3rd grade
68% of 4th grade public school students in the U.S. scored below proficient reading level.

– National Assessment of Education Progress, 2009

Up to half of the printed 4th grade curriculum is incomprehensible to students who read below that grade level.

– Children’s Reading Foundation

Three quarters of students who are poor readers in 3rd grade will remain poor readers in high school.

– America Reads Challenge, 1999
GLR: Why is it important?

- Students with relatively low literacy achievement tend to have more behavioral and social problems in subsequent grades and higher rates of retention in-grade.
  
  – Child Development, 2006

- Over 70% of all inmates in America’s prison system cannot read above a 4th grade level.

  – National Center for Education Statistics, 2009
GLR: What’s important?

Academics + Attendance + Health
GLR: Who owns it?

- Teachers
- School leaders
- Student support specialists
- Afterschool staff
- Families
- Community partners
- Public officials
- Residents
- Community at large
GLR: What’s our approach?

- AIM
- ATTRACT
- ASSESS
- ASSEMBLE
- ACT
- ALIGN
- ASSIST
- ADVOCATE
GLR: Where is it happening?

- Denver
- Des Moines
- Indianapolis
- Louisville

- Oakland
- Providence
- San Antonio
- White Center (Seattle)
GLR: Attract

LOMA PARK ELEMENTARY SCHOOL
EDGEWOOD INDEPENDENT SCHOOL DISTRICT
MAKING CONNECTIONS SAN ANTONIO

- Pre-K through Grade 5
- 802 students
- 98% free and reduced meals
- 29% limited English proficiency
San Antonio Outcomes: Closing the Gap

Percentage of 3rd Graders at Commended Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Texas</th>
<th>Edgewood Independent School District</th>
<th>Loma Park Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

*Denotes pre-Foundations, Inc. baseline

SOURCE: Texas Education Agency http://www.tea.state.tx.us/

• Reading scores are based on the Texas Assessment of Knowledge and Skills (TAKS), a standardized test used in Texas primary schools to assess students’ attainment of reading skills required under Texas education standards.
• Reading proficiency is based on the achievement of the Commended level on the Reading portion of the TAKS.
• Between 2007 and 2010, reading proficiency at Loma Park rose 11 points, from 23% to 34% proficient, an increase of almost 48%, exceeding the district’s average achievement level in 2009 and 2010.
“Once the school year started, parents said, ‘Where are the promotoras?’”

– Misty Hernandez, promotora

- Pre-K through Grade 5
- 407 students
- 88% free and reduced meals
- 23% special education
- 9% limited English proficiency
"Before we only had the regular classroom or special education. The afterschool program adds another dimension. Now we have more options."

– Karen Lamarre, 2nd grade teacher
ORCHESTRATING STUDENT SUCCESS IN A DIFFERENTIATED MANNER
Pajarito Elementary School Demographic Data

- Total Enrollment: 661
- Male: 51%
- Female: 49%
- White, not of Hispanic origin: 8%
- Hispanic: 90%
- Other (Asian, American Indian): 2%
- Special Education: 13%
- English Language Learners (ELL): 28%
- Free Lunch: 100%
What’s in Place?

- Before and After School Programs (CYFD Site)
- ESL and GED Classes for adults (Catholic Charities)
- Full Pre-K Program (40 students)
- Full Even-Start Program (22 students)
- Linkage Project
- Character Counts and Positive Behavior Program
- Parent Classes supported by UNM and PRO
- Full Time Nurse, Social Worker, and School Counselor on site
- Breakfast in the Classroom
- Road Runner Food Bank (serves 100 students weekly)
- YMCA afterschool sports programs
- Health Room (partnership with UNM)
- Girl Scout Program
- Community Garden
- Hogares and Southwest services for Families
- Rio Grande Feeder Family Counselor
- Full time Family Liaison (funded through Title I)
- Summer School Program (Serviced 130 students)
- SES Tutoring Partners
- Juntos Para Los Ninos
- NMSU Nutrition Classes
At Pajarito Elementary School we will provide students a safe learning environment where they will become socially responsible and academically successful. We commit to using research based instructional practices, support systems, and maintaining fidelity to all programs through consistent communication and collaboration.

In our proposal you will see how both Pajarito Elementary together with the ABC Partnership will continue to increase parent involvement, student academic achievement and overall community quality. We will provide a focused and supportive system that will continue to build relationships with the business community, social service agencies, government agencies, faith-based organizations, neighborhood associations and other Early Childhood Centers around the South Valley.

- Children are ready to learn when they enter school and everyday thereafter. All students learn and achieve to high standards.
- Families and neighborhoods are safe, supportive and engaged.
- Parents and community members are involved with the school and their own life-long learning.
Literacy Initiatives

- Book of the Month
- Partners in Print
- Book Bag Parties
- Fall Literacy Festival
- Doughnuts for Dad
- Born to Read
- Parent Room Library
- Morning Reading Club
- The Storyteller in You
School-Wide Achievement
1st Grade Literacy Data

- All Students: BS 29, NP 27, P 11, ADV 23
- ELL: BS 15, NP 7, P 8, ADV 15
- Special Ed.: BS 5, NP 2, P 1, ADV 1
- Econ. Dis.: BS 29, NP 27, P 11, ADV 23

Legend:
- BS: Blue
- NP: Red
- P: Green
- ADV: Purple
2nd Grade Literacy Data

<table>
<thead>
<tr>
<th>Category</th>
<th>BS</th>
<th>NP</th>
<th>P</th>
<th>ADV</th>
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<tbody>
<tr>
<td>All Students</td>
<td>22</td>
<td>21</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>ELL</td>
<td>25</td>
<td>19</td>
<td>16</td>
<td>41</td>
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<tr>
<td>Special Ed.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>89</td>
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<tr>
<td>Econ. Dis.</td>
<td>22</td>
<td>21</td>
<td>12</td>
<td>45</td>
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3rd Grade Literacy Data

- All Students: BS 43, NP 6, P 11, ADV 25
- ELL: BS 19, NP 4, P 3, ADV 5
- Special Ed.: BS 10, NP 0, P 2, ADV 6
- Econ. Dis.: BS 43, NP 7, P 9, ADV 22
Where do We Want To Go?

- Bring Back the Science Lab
- Weekend Tutoring and Family Workshops
- Full Time Art and Music Teachers
- Expanded Community Garden
- Dental Program Partnership
- Weekend Nutritional Classes
- Spanish as a Second Language (adults)
- Healthy After Hours
- Move from a School within the Community to a Community School.
## LITERACY BY THIRD GRADE

Percent of Students Performing at Specified Levels of Reading

<table>
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<tr>
<th>Level</th>
<th>2007-08</th>
<th>2009-10</th>
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<tbody>
<tr>
<td>Beginning</td>
<td>43.2</td>
<td>29.4</td>
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<tr>
<td>Near Proficiency</td>
<td>39.5</td>
<td>29.4</td>
</tr>
<tr>
<td>Proficient</td>
<td>17.3</td>
<td>37.3</td>
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<tr>
<td>Advanced</td>
<td>0</td>
<td>3.9</td>
</tr>
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*Source: NM Public Education Department*
Resources

- www.communityschools.org
- *Double Jeopardy: How 3rd Grade Reading Skills and Poverty Influence High School Graduation*
- *Grade Level Reading: An Action Framework for School And District Leaders*
- Campaign for Grade Level Reading
- *The Coalition for Community Schools Early Childhood – Community Schools Linkages Initiative*
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