



ALL EYES ON LEARNING

to ensure a world-class education for our students

a newsletter for SAUSD educators

April 2014

Focus on Student Outcomes

Please take the opportunity to view the assessment matrix on the page 2 of the newsletter. It reveals the percentage of students who are on target for reading success in the elementary grades. The matrix presents reading data across four academic years, 2010-2014. Both DIBELS *Next* and Renaissance STAR reading tools were used to aggregate this report.

Principal's Corner

Pacing is a basic but often overlooked aspect of keeping students' energy levels high. It is usually thought of as an aspect of classroom management, but its direct tie to students' energy levels makes it a critical determinant of student level of attention. If pacing is too slow, energy drops and attention wanes. If it is too fast, students can become confused and frustrated. A proper balance keeps energy high but allows students adequate time to process information. To help achieve the balance, focus on pacing when handling teacher driven tasks (e.g. taking attendance), making transitions, assigning independent work and presenting new content. For these areas, consider the following items:

- Administrative tasks—have clear and well-practiced routines
- Transitions—ensure each activity has a clear beginning and conclusion
- Independent work—have well organized activities that have tasks for students to do that finish early
- New content—present information in small pieces or chunks of knowledge. After each chunk, students in small group interact by summarizing or applying what was presented.

Spotlight on Student Success

Lesson Study: A model for intensive, school-based professional development that originally grew out of grassroot efforts by teachers in Japan who understood that the best way to improve practice was to see other teachers teach, to share knowledge with colleagues, and to improve understanding of specific subject matter (Isoda, Stephens, Ohara, & Miyakawa (2007).

Teachers at Sierra Preparatory Academy participated in the 1st of 3 rounds of *Common Core Lesson Study* facilitated by UCI Content Area Language and Literacy (CALL) Trainers. Each round of lesson study requires teachers to spend two days; one day devoted to planning the lesson, the other to teaching the lesson and conferencing with a collaborative group.

CLAS Update

During the month of February, CLAS teachers have been focused on exploring how students can use academic language to develop deeper understanding. The purpose of this work has been to support students as they communicate their ideas in diverse settings in an effort to prepare them for college and careers. CLAS teachers worked with curriculum specialist as they explored the new ELD standards, GATE standards, SAUSD's Theoretical Framework and their interconnectedness to the new state standards. CLAS teachers continue to support students, teachers and parents as we transition to the new state standards. For more information or support, please contact the CLAS teacher assigned to your school site.

News & Upcoming Meetings

On Wednesday, February 26th, we concluded our three part Parent Learning workshop series on the new state standards. K-12 parents were engaged in rigorous tasks focused on how to best support their children in literacy and mathematics.

During the months of March and April, there will be a series of engagement opportunities for community members to share what they believe should be the district's highest priorities for student success. Please encourage parents to attend one or more of our upcoming neighborhood community input meetings.

Visit the [All Eyes on Learning webpage](#) for a complete schedule.

Reading Data Matrix

February 1, 2014

READING DATA ACROSS FOUR ACADEMIC YEARS: PERCENTAGE OF STUDENTS ON TARGET FOR READING

Level	2010-2011			2011-2012			2012-2013			2013-2014		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	ELA Benchmarks
Grade 1	46% N= 4381	49% N= 4302	40% N= 4261	51% N= 4333	57% N= 4276	51% N= 4261	50% N= 4427	57% N= 4358	52% N= 4299	50% N= 4098	55% N= 4006	
Grade 2	65% N= 4113	54% N= 3964	42% N= 3872	70% N= 4074	63% N= 3982	48% N= 3939	67% N= 4105	60% N= 4029	48% N= 4010	65% N=4139	58% N= 3950	27% N=4221
Grade 3	6 Pilot	6 Pilot	6 Pilot	56% N= 4054	50% N= 3995	49% N= 4064	60% N= 4132	52% N= 4006	49% N= 4064	29%** N= 4174	33%** N= 4223	19% N= 4282
Grade 4	3 Pilot	3 Pilot	3 Pilot	3 Pilot	3 Pilot	3 Pilot	48% N= 3965	47% N= 3903	46% N= 1794	33%** N= 4029	37%** N= 4005	29% N= 4080
Grade 5	3 Pilot	3 Pilot	3 Pilot	3 Pilot	3 Pilot	3 Pilot	35% N= 3883	40% N= 3831	40% N= 3850	35%** N= 3866	34%** N= 3902	26% N= 3957

This document captures student performance across four academic years. **The DIBELS Next and the Renaissance STAR Reading tools were used for reporting periods. For the DIBELS Next measure, the term "on target" is defined as reaching the DIBELS Next category of Core Support using the former goals. For the Renaissance STAR Reading measure, the term "on target" is defined as reaching the STAR Reading category of At/Above Benchmark.

Resource: Doreen Lohnes MTSS



Educational Services Department

Rick Miller, Ph.D., Superintendent

David Haglund, Ed.D., Deputy Superintendent

Michelle Rodriguez, Ed.D., Assistant Superintendent, Elementary Education

Dawn Miller, Assistant Superintendent, Secondary Education

Lupe Gomez, Ed.D., Coordinator of Professional Learning