



Making every child's story a success.

LITERACY IS THE 1ST PRIORITY

Let's make every child's story a success. Each child is the only one of his kind.

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LITERACY IS THE 1ST PRIORITY

New Directions for Academic Advancement (NDA²), founded in 2001 and incorporated as a California Nonprofit Corporation in 2002, is based on the work started by Dr. Linda Gonzales in collaboration with Dr. Peter Drucker from Claremont Graduate School in the development of literacy. From 1988-1998, Dr. Linda Gonzales implemented literacy changes in an urban, gang-ridden, ethnically and linguistically diverse, and economically-challenged community in Los Angeles (LA) County. All the children were eligible for free or reduced lunch, 98% were Latino, and 75% were learning English. In fact, two of the district schools were rated as the lowest performing in LA County. The most impressive part of the intensive work history done in this community has been the sustainability of the model. The two aforementioned schools, lowest in LA County, were rated again in 2013 by the California Department of Education (15 years after the project) with staggering changes. In 2013, the lowest school (as reported in 1988) had an Academic Performance Indicator (API) of 795 of 800 with 47% of the students proficient in English language arts and the second lowest school had an API of 753 with 41% of the students proficient in English language arts as measured by the California Standards Test (CST) with demographics static over the 25-year period.

By making sure that all children could read by the third grade, Dr. Gonzales and her team saw incredible changes in the following additional indicators as reported to the district Board of Education in the End of Year Report for 1997:

Issue	1988	1998
Literacy Rate of 3 rd Grade	90% not literate*	95% literate*
Drop Out Rate	48%	2%
CTBS Achievement	13%tile	45%tile
Attendance Rate	89%	95%
Expulsion/Suspensions	36%	6%

*Principal and teacher appraisal

Following her work in Los Angeles, Dr. Gonzales went on to serve as superintendent in another district and on various California commissions and committees including assisting in the development of the English Language Arts Framework in 2006-07. In 2000, Dr. Gonzales was enlisted to assist the California State Board of Education in the state takeover of Compton Unified School District. Using the literacy strategy and the support of the California Reading Lions and the David Packard Foundation, Compton Unified School District exited the state takeover academic sector in 2001.

After assisting Compton, New Directions for Academic Advancement (NDA²) became one of the first 26 school/district assistance providers approved by the California Department of Education (CDE). New Directions has participated in six California state takeovers including two districts (Alisal and Greenfield Union Elementary) where NDA² was selected by the California State Board of Education as District Assistance Intervention Team. These two academic takeover districts exited in a record three years.

During the last 15 years, NDA² has worked to bring literacy to schools, districts, communities, and countries. New Directions has worked in numerous capacities in school districts including School

Assistance Intervention Team Provider, District Intervention Team Provider, and program improvement coach. Their experience is that research based literacy; good management and leadership are keys to academic success. Their literacy research approach is best communicated in the federal publication, **Put Reading First**. After almost 30 years of work, New Directions' teams believe the greatest lesson and take away is that literacy is the key. Schools perform many functions for their communities, BUT literacy must be the first priority or all citizens fail especially the most fragile children.

New Directions for Academic Advancement (NDA²) has identified five key elements that when applied consistently with informed practice, especially with children learning English as a second language, will break academic paralysis for high risk subgroups. The five elements are:

- deep informed commitment
- congruent tenacious leadership
- limited but informative assessment
- data discussion and application
- research-based intervention

Literacy must be the first priority for all children.

Dr. Peter Drucker said it best when he told Dr. Linda Gonzales to stick to the purpose of schooling – *teach the children to read*. That must be the primary mission else all other goals and aims will fail.

Data Presentation

The tables on the following pages represent the district results for schools that successfully participated New Directions literacy project. All schools represented in the table have these characteristics. 100% of the students received free or reduced lunch; 90% were learning English as a second language; and more than 95% of students are not white.

The first tables reflect Academic Performance Indicator and California Proficiency results for English language arts over a ten year period. Individual student results in these schools are amazing.

The chronically underperforming schools data (failed to make state targets for more than 10 years) represents performance over a two year project with one year of implementation in the Rialto Unified School District. These schools have extreme poverty rates; intensive risk factors; more than 95% of students learning English as a second language; all students were not white.

The last page is from a school that has moderate risk factors. The population is still majority minority, but more students are native English speakers and students are from a lower middle class blue collar community. After two years, the school had only 22 students severely below grade level. The data represent all special education students including those in Special Day Classes.

There is also evidence from other moderate single schools like Westpark Elementary in Southern Kern Unified School District that reported that after 2 years there were NO third graders reading below grade level. This school was very tenacious in the approach to include special education students and their parents.

School	Principal	District	API		% ELA Proficient	
			Start	2013	2004	2013
Zela Davis ES	Mara Pagniano	Hawthorne	556	815	26%	57%
Kornblum ES	Jennifer Beekman		562	789	19%	53%

As of June 2013, on other measures there were less than ten 3rd grade students who could not read on grade level.

School	District	API		% ELA Proficient	
		Start	2013	2004	2013
Chavez	Alum Rock	425	823	16%	53%
Dorsa	Alum Rock	547	781	11%	43%
Goss	Alum Rock	417	777	11%	42%
Hubbard	Alum Rock	413	808	18%	46%
McEntee	Alum Rock	489	846	18%	62%
Russo	Alum Rock	489	822	18%	54%
Meyer	Alum Rock	471	829	21%	59%

Most principals have moved on to be district superintendents and assistant superintendents or directors.

School	Principal	District	API		% ELA Proficient	
			Start	2013	2004	2013
Mary Chapa	Sonia Aramburo	Greenfield	355	810	9%	58%
Oak	Scott Smith	Greenfield	416	731	12%	38%
Chavez	Paddy Douglass	Greenfield	408	748	9%	42%

School	District	API		% ELA Proficient	
		Start	2013	2004	2013
Chavez	Oxnard	387	702	8%	31%
Curren	Oxnard	525	758	19%	41%
Elm	Oxnard	354	730	10%	30%
Marina West	Oxnard	535	708	21%	33%
McKinna	Oxnard	492	719	14%	34%
Ramona	Oxnard	505	709	10%	32%
Sierra Linda	Oxnard	555	772	14%	47%

Note: Most principals have moved on to be district superintendents and assistant superintendents or directors.

School	District	API		% ELA Proficient	
		Start	2013	2004	2013
Burbank	Santa Rosa	542	793	12%	47%
Brook Hill	Santa Rosa	492	751	21%	36%
Helen Lehman	Santa Rosa	567	794	18%	49%
Lincoln	Santa Rosa	480	735	11%	33%
James Monroe	Santa Rosa	604	730	18%	35%
Steele Lane	Santa Rosa	595	759	21%	40%

Chronic PI-5 - Beginning of School Year 2013

School	Students in Critical Need					Students Ready to Learn			
	2	3	4	5		2	3	4	5
Bemis	42	45	38	34		45	63	57	59
Boyd	23	49	37			28	44	33	
Casey	78	105				32	40		
Curtis	74	68	75	33		36	15	23	54
Dunn	71	93	65	57		18	35	43	66
Henry	60	49	33	31		21	47	28	46
Preston	58	74	32	20		38	21	70	82

End of School Year 2014

School	Students in Critical Need					Students Ready to Learn			
	2	3	4	5		2	3	4	5
Bemis	19	27	20	12		86	91	91	87
Boyd	6	14	19			47	46	74	
Casey	45	18				110	75		
Curtis	32	21	27	19		61	71	71	69
Dunn	61	79	65	51		38	49	43	72
Henry	39	24	1	12		56	64	63	72
Preston	20	47				71	49		

Grade 1 – 100% of students qualified for some intervention

End of Year Data

School	Critical Need	Ready
Bemis	37	60 (62%)
Boyd	51	43 (46%)
Casey	65	47 (42%)
Curtis	34	23 (40%)
Dunn	46	64 (58%)
Henry	43	37 (34%)
Preston	66	24 (26%)

Results for Kathy Binks Elementary 2013

Fluency	Beginning of Year					End of Year				
GRADE	2	3	4	5		1	2	3	4	5
40 WCPM or Less	31	10	1	6		14	4	1	1	2
40-60 WCPM	19	14	17	7		14	10	8	1	3
60-90 WCPM	26	35	27	28		36	24	15	14	2
90-110 WCPM	11	16	16	20		23	25	14	24	18
110 WCPM	6	20	27	26			32	56	53	56