



Olympia School District

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Board of Directors

Carolyn Barclift

Mark Campeau

Allen Miller

Eileen Thomson

Frank Wilson

David Hoekje,

Student Representative

William V. Lahmann, Superintendent

MINUTES OF A SPECIAL MEETING OF THE BOARD OF DIRECTORS APRIL 13, 2009

A special meeting of the Olympia School District Board of Directors was called to order by President Carolyn Barclift at 6:35 p.m. on Monday, April 13, 2009, at the Knox Administrative Center, 1113 Legion Way SE, Olympia, WA 98501. Directors Mark Campeau, Allen Miller, Eileen Thomson and Frank Wilson, Student Representative David Hoekje, and Superintendent Bill Lahmann, also were present.

President Barclift led the Pledge of Allegiance.

David Johnston, President of the Olympia Education Association (OEA), addressed the Board regarding concerns of the association. Other comments were received, as well, followed by a general discussion.

A brief recess was called at 7:00 p.m.; the Board reconvened at 7:20 p.m.

Debbi Hardy, OSD Director of Curriculum, made a presentation on Reading, followed by a discussion. President Barclift asked for a plan to move forward toward the District's goals in Reading.

The meeting adjourned at 8:20 p.m.

Respectfully submitted,

Bill Lahmann, Superintendent

Carolyn M. Barclift, President

K-12 READING UPDATE

OLYMPIA SCHOOL DISTRICT

April 13, 2009

5 Components of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

OSD Reading Assessments

- **DIBELS (K-5):**
 - ✓ Initial Sound Fluency (K) *Phonemic Awareness*
 - ✓ Letter Naming Fluency (K-1)
 - ✓ Phoneme Segmentation Fluency (K-1) *Phonemic Awareness*
 - ✓ Nonsense Word Fluency (K-2) *Phonics*
 - ✓ Oral Reading Fluency (3-5) *Fluency*

OSD Reading Assessments

- **CORE Assessing Reading, Multiple Measures**
 - MAZE Comprehension (2–10) *Comprehension*
 - San Diego Quick (K-11) *Word identification* (one domain of fluency)
 - Vocabulary Screening (1-8) *Vocabulary*
 - MASI-R *Oral Reading Fluency* (1-8)
- **Read Naturally**
 - *Oral Reading Fluency* (1-8)

OSD Reading Assessments

- Diagnostic Decoding Survey
 - *Phonics*
- MAP (Measure of Academic Progress)
 - *Comprehension*
 - *Vocabulary*
 - *Phonics*
- WASL (Measure of Student Proficiency MSP)
 - *Comprehension*
 - *Vocabulary*

Assessments/Levels

K-2 - DIBELS

- Benchmark Assessments
- Progress Monitoring

Gr. 5 – ORF, MAZE, Vocabulary, MAP, WASL

- Placement data for middle school

Gr. 8 – ORF, MAZE, San Diego Quick, MAP, WASL

- Placement data for high schools

Reading Assessment Categories

- Screening
- Progress Monitoring
- Diagnostic
- Outcome

SCREENING tests

- provide information about the knowledge and skill base of the student,
- are useful for determining the most appropriate starting point for instruction and group planning.

Examples:

- DIBELS
- CORE – Multiple Reading Assessments

Progress Monitoring

- is ongoing;
- is used to determine whether students are making adequate progress; and
- is used to determine if instruction needs adjusting.

Examples:

- DIBELS
- Classroom-based measures (CBMs)

Diagnostic Assessments

- identify students' specific strengths and weaknesses; and
- should be administered when a student is having difficulty learning what is taught.

Examples:

- DIBELS
- Diagnostic Decoding Survey
- MAP

Outcome Assessments

- provides data about exiting accomplishments;
- useful for planning the next major segment of instruction; and
- provides programmatic information about large groups of students.

Examples:

- MAP, WASL
- Classroom-Based Assessments

K-5 Core Reading Programs

- K-5 Harcourt Trophies (District-wide Adoption)
- K-1 Read Well (K in 2008-09/Gr 1 in 2009/10)
- K-2 Reading Mastery (Replacement Core for students needing intensive support)
- Success for All and Harcourt Trophies (Roosevelt)
- First Steps, Read Well and Harcourt Trophies (Lincoln)

District-Adopted Reading Intervention Programs

- Road to the Code (Title I Schools Only)
 - Grades K-1 *Phonics*
- Reading Mastery Classic (Intensive/Tier III)
 - Grades K-2 *Phonemic Awareness, Phonics, Comprehension*
- Read Naturally
 - Grades 1 – 8 *Fluency*
- Rewards
 - Grades 4 – 8 *Advanced Decoding (Phonics)*
- Rewards Plus
 - Grades 6 – 8 Science/Social Studies *Advanced Decoding*
- Read 180
 - Grades 9 – 12 *Phonics, Vocabulary, Fluency, Comprehension*

Intervention Gaps

- Grades 2-3 Phonics
- Grades 3-5 Replacement Core (intensive)
- Grades 6-12 All areas for students below 2.5 reading level (intensive)
- Grades 6-8 Intensive program for phonics, vocabulary, comprehension
- K-8 Vocabulary/Comprehension

Big Impact Decisions

- ES Reading Lead Teachers/Coaches (Title I - funded)
- (Middle School Literacy Coach (LAP-funded)
- LP Brown Reading Consultant (Reading First-funded)