Building a Community Of Readers
Driving Student Engagement Through Collective Impact

Content provided by myON
BUILDING A COMMUNITY
OF READERS
Did you know?
Research supports...

• It is estimated that school summer breaks will cause the average student to lose up to one month of instruction, with disadvantaged students being disproportionately affected [Cooper, 1996].

• Books in home is as important as parents’ education in determining children’s education level. [University of Nevada, Reno. Science Daily, May 21, 2010]

• Access to books that match a child’s ability levels and interests, along with monitoring of their comprehension, can help avoid summer learning loss in reading. [Dr. James Kim of Harvard University’s School of Education]

• Three quarters of students who are poor readers in third grade will remain poor readers in high school. [2010 Early Warning: The Annie E. Casey Foundation]
Active Engagement and Motivation

• What factors affect the development of intrinsic motivation in a school setting?
  • Quality and timing of feedback to students about their work
  • Level of challenge offered by tasks and materials
  • Supports and scaffold available to learners
  • Students’ interest in task and content
  • Nature of the learning context

• Intrinsically motivated students tend to persist longer, work harder, actively apply strategies, and retain key information more consistently.

Correlating Lexile® Growth and Engagement to Text
The Five Pillars of myON

LEARNING
PERSONALIZED

UNPARALLELED
CONTENT

UNLIMITED
ACCESS

SUPPORTS
COLLABORATION

FOSTERS
SUCCESS
LITERACY FOR ALL

Dr. Cesar Morales, Superintendent
Oxnard School District
UNIQUE CHARACTERISTICS OF OXNARD

- Farming community
- 54% English Language Learners
- 90% Free and Reduced Lunch
- 1:1 Initiative
- 30% of families have WiFi at home
- Growing district with shrinking space for site libraries
Kids Need Books

Research shows that having a 500 book library in the home has as great an effect on the level of education a child will attain as having parents with a university-level education. Both can propel a child 3.2 years further on average.

University of Nevada, Reno. “Books in home as important as parents’ education in determining children’s education level.” Science Daily, May 21, 2010
Provide devices that can be sent home with students.

Provide parent education.
Case Study—Ramona Elementary
myON National Leader
November 2014-October 2016

Average Lexile Increase—214L

Average # of Books Read—263

Average # of Books Accessed—547

# of Million Word Scholars to Date, Ramona – 34
Case Study—Ramona Elementary
Lexile Progress by Grade
November 2014-October 2016
PERSONALIZE THE LEARNING

- Maximize the reading growth of our students
- Expose students to academic-specific vocabulary in context
- Provide the power of choice
EQUAL AND UNLIMITED ACCESS

- Different genres (NGSS connections/STEM)
- Fiction, Non-Fiction and Informational Text (65%)
- Leveled titles (7,841 books)
- English and Spanish/Bilingual titles (693 titles)
- Reading Materials both Online and Offline 24/7, year long (min. 20 books home each night)
- Multi-user licenses, concurrently (116,054,641 classroom book set titles available)
SUPPORT FAMILY AND COMMUNITY INVOLVEMENT

- School Sites provide Parent Information Nights
- Families build a greater love of reading by extending student reading in the home
- Community-based organizations support reading and learning
  Book Fest Community Readers/Oxnard Public Library
  Community organizations post Reading Celebration Posters
  Use of free WIFI at local businesses
SITE CELEBRATIONS AND DISTRICT PROMOTION OF LITERACY

- Book Fest
- Site Celebrations for meeting goals
- Summer Reading Challenge
- Billion Word Challenge
Removing barriers to equity through digital book platform

Students in California district read one million books and improve literacy skills using myON

Many students at Oxnard Elementary School District in Southern California have a dual challenge in gaining reading proficiency. Not only do they struggle with developing literacy skills, but over 56 percent of Oxnard’s 17,000 pre-k through 8 students are learning English as a second language.

To help these students overcome their literacy deficiency, in 2014 leaders at Oxnard turned to the 1-to-1 devices purchased the year prior.

“One of the things we wanted to use the devices for was as a means to access reading materials," says Mary E. Curtis, director of curriculum, instruction and accountability.

An equitable solution

“If kids read, and get more comfortable with reading, they’ll read even more.”

Recently, Curtis visited all second-grade classrooms and asked the teachers what students do if they finish their work be-
Over the past three years, Oxnard School District students engaged and independently read from their personalized myON collection of authentic, published texts accessed in the classroom and as an extension to the school day. (*14,801 students in 20 schools and one preschool community site)

300,019 Hours of Reading
6,430,773 Books Opened/Started
1,974,728 Books Read
1,639,799,984 Words Read

*# of students are active students (read at least one book)
Report Dates: 11/1/2014-8/7/2017
Over the past three years, Oxnard School District students engaged and independently read from their personalized myON collection of authentic, published texts accessed in the classroom and as an extension to the school day. (*14,801 students in 20 schools and one preschool community site)

16% Students met a Lexile Growth of 100L+

Top 10% of Students met an Avg. Lexile Growth of 209L

60% Students Read 50+ Books

153 Avg. Books Read for Grades 3-8

*# of students are active students (read at least one book)  
Report Dates: 11/1/2014-8/7/2017
Funding

- Title I
- District-wide purchase
- LCAP
COMPATIBILITY CONSIDERATIONS

- Looking to link books to Accelerated Reader
- Expanding the school day with Oxnard Scholars
- Expanding Pre-School options
- Meeting the goals set with new ELA/ELD adoption
ADVISE FOR OTHER DISTRICTS

- Reality of access to WIFI at homes in your community
- Not a replacement of touching REAL books
- District-wide WIFI available at all sites
- Practical to send 20 books home to be read off line
- Ways to communicate with community
  - Book Fest, District App, myON webpage, banners and yard signs
OXNARD READS
Building a Community of Readers
District Snapshot
Hillsborough County Public Schools Priorities

- 8th largest district is the US
- 63% districtwide FRL rate
- 150 Title I schools
- 94.88% of our funding is allocated to schools

HCPS By the Numbers as of February 2015

<table>
<thead>
<tr>
<th>Students</th>
<th>208,477</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre K-5</td>
<td>91,323</td>
</tr>
<tr>
<td>6-8</td>
<td>39,871</td>
</tr>
<tr>
<td>9-12</td>
<td>63,288</td>
</tr>
</tbody>
</table>

| Exceptional     | 4,990   |
| Ungraded Centers| 3,586   |
| Charter Schools | 15,419  |

Student Demographics

- Asian: 3.74%
- Black: 21.31%
- Hispanic: 33.04%
- White: 36.21%
- Indian: 0.21%
- Multi: 6.49%
The Role of Community Partners to affect COLLECTIVE IMPACT

• Set aside independent goals for the shared vision
• Shared responsibility to ALL children in the county
• On-going communication to have a greater impact
• On-going partners’ meetings
• Capacity building
• Resource and in-kind development
• Collaborate to maximize outreach efforts
Goal of the summer program is to offer a safe, supervised educationally-based program to keep students’ minds engaged in learning.

It is estimated that school summer breaks will cause the average student to lose up to one month of instruction, with disadvantaged students being disproportionately affected (Cooper, 1996).
Personalizing Programs
Recommendation Engine

- Student-centered recommendations based on:
  - Reading level
  - Interests
  - Grade appropriateness

- Multiple bands that appeal to students’ personal choice

100L below to 50L above current Lexile® level
Unlimited Access

• 13,000 digital books
• More than 60 publishers (and growing)
• 70% of the library is non-fiction
• Books are appropriate for pre-Kindergarten through 12th Grade reading levels (Beginning Reader (BR) to 1400 Lexile®)
• Online & offline reading – on any device
• 10% of the library is bilingual and Spanish titles
How Does myON match students to text?

Read the text below:

Nell’s brother thought she was kidding. Nell was not kidding. She knew that the giraffe was watching her. Wherever she went, the giraffe would crane his neck to find her. Nell was beginning to get nervous. She walked to the far side of the enclosure. The giraffe turned its head slowly as Nell walked around looking away. Nell thought maybe the giraffe wanted to chase her.

Choose the best word that would fill in the blank.

Nell was ________

○ sad
○ quick
○ hungry
○ afraid

Choose the best word for the picture.

Choose the best words that would fill in the blanks.

Hanukkah is a happy holiday. It has lights, tasty treats, games, and songs. It is one of the holidays of the Jewish religion. Hanukkah lasts eight days. It takes place every November or December. The dates each year depend on the Jewish calendar. During Hanukkah, Jews light the menorah, a nine-branched candelabrum, with one candle each night. They won the freedom to keep their religion. They won the freedom to “dedicate” the Temple. Sometimes, Hanukkah is also called the Festival of Lights. Israeli children celebrate Hanukkah at a Jerusalem school.

In what is now Israel, a king tried to end Judaism. His army killed Jews who prayed together. This king would not allow Jews to read their holy books. He destroyed much of the biggest Jewish Temple. Jews fought back. A man named Judah led fighters called the Maccabees. They won. Jews wanted to light their Temple’s lamp. They only found enough pure oil to burn for one day. Then, it would take eight days to make more. What a wonderful surprise! The flame in the Temple lamp burned for eight days! Its light was as strong as the Jews’ faith. Judah Maccabeus leads his fighters against the king’s army.

Jews light a special lamp each night of Hanukkah. One candle is lit at sundown on the first night. Two candles are lit on the second. Another candle is added...
Literacy Tools

Bactrian camels live in Mongolia and China. People use *tame* camels to carry *heavy* loads. Wild herds live in the deserts.

I did not think that camels lived in China.

*tame* adjective
- Bought or bred out of the wild state and made tractable, domesticated.
- Still in the wild state but gentle and unafraid of human beings.
- Docile or submissive, sometimes to excess.
- Dull or unadventurous.

*heavy* adjective
- A great weight or burden;
- Excessive force or pressure.

*load* noun
- A weight of things to carry on the back;
- Anything cumbersome or burdensome.

*tractable* adjective
- Capable of being controlled or shaped;
- Readily modified or conformable.

*domesticated* adjective
- Made suitable for domestication;
- Adapted to a household or farm environment.

*desert* noun
- A large area of very dry land;
- A region with little or no rainfall.
Graphic Organizers

Animals and Habitats

Questions

<table>
<thead>
<tr>
<th>Instructions</th>
<th>KWL-S Chart</th>
<th>Your journal</th>
</tr>
</thead>
</table>

Topic
What is your topic?

Main topic
Animals and Their Habitats

What I know
I know that some animals live in areas of the world where it is very hot. I went to the beach in California and saw sea lions in La Jolla. I know other animals live under the ocean, and some live in cold places too. I don’t know much about those though.

What I want to know
I would like to learn about animals that live where it is very cold. How do they survive when it is freezing outside?

What I learned
I learned what I thought I might - how some animals live in the very cold areas of the world. They have thick fur and slippers (which is fat) that keeps them warm.

What I still want to learn
I would like to know more about sea turtles. I will search for some more books to read about them and ask the man at the museum questions about sea turtles.
Monitoring Reading and Writing Tasks

Create various tasks
Reading Tasks
  • Graphic Organizers
  • Writing Tasks
  • All Purpose Tasks

• Provide meaningful feedback
• Enable peer editing capabilities
Monitoring Reading Habits

Discover not just how much students are reading – but when students are reading:
- Before school
- During School
- After School
- Weekends
Establishing Goals for Reading

- Establish and monitor personal expectations
- Clear & easy identification of achievement levels
- Summarized and in-depth visibility
myON NEWS – NOW Available!

• Grades K-8
• 5 daily news articles
  ▪ English & Spanish text
  ▪ 3 levels of text
  ▪ Multimedia supports
    — Audio narration
    — Related video
    — Map
• Current events, written for students
• 10 Archived articles
Fully Integrated with myON

• NOW: Books and daily articles integrated on myON platform
• Integrated in myON
  ▪ Data
  ▪ Familiar controls with current content
  ▪ Matching User Interface
  ▪ Connected to related books in myON
• Users access through myON directly
• Future app plans for myON news
Q & A