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Update on Literacy Framework

Kirsten Zazo, Asst. Superintendent of Educational Services
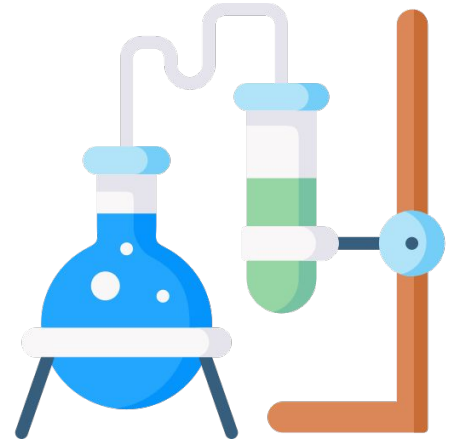**Nancy Lai, Coordinator of Language and Literacy**
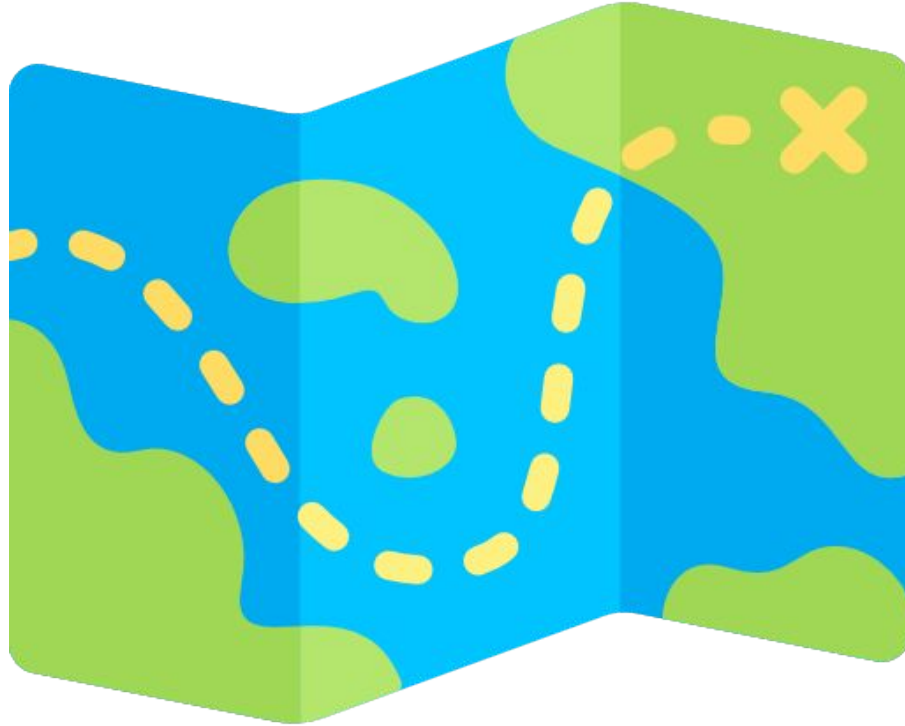
February 28, 2023

What Is It?

Our AUSD Literacy Framework is a **distillation** of state framework and standards, research, and AUSD-specific resources.

When we **articulate** our approach to literacy, it helps us:

- Hold a shared understanding of expectations and supports for all students

- identify gaps in our literacy resources (materials & assessments)

- (re-)evaluate existing K-5 ELA curricular programs and future pilot materials for adoption

- prioritize topics and time for teacher in-service and collaboration
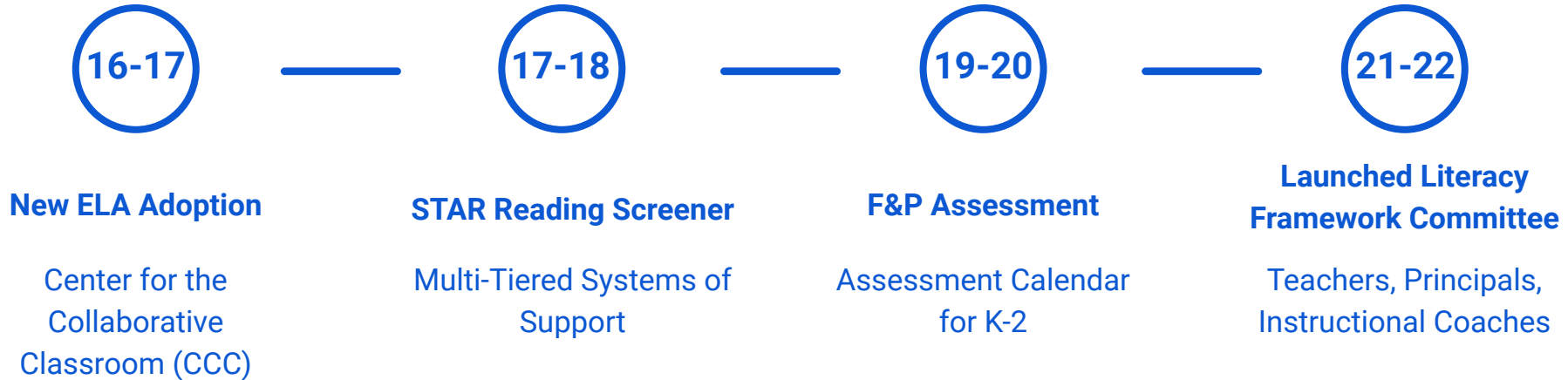
- foster community engagement

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Or…

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Reading: A Brief AUSD History

Prior to 16-17:

- Houghton Mifflin & Zoo-Phonics: pre-Common Core (>15 years)

- F&P assessment to monitor progress & identify intervention (2003 or earlier)

16-17 ——— **17-18** ——— **19-20** ——— **21-22**

New ELA Adoption

Center for the Collaborative Classroom (CCC)

STAR Reading Screener

Multi-Tiered Systems of Support

F&P Assessment

Assessment Calendar for K-2

Launched Literacy Framework Committee

Teachers, Principals, Instructional Coaches

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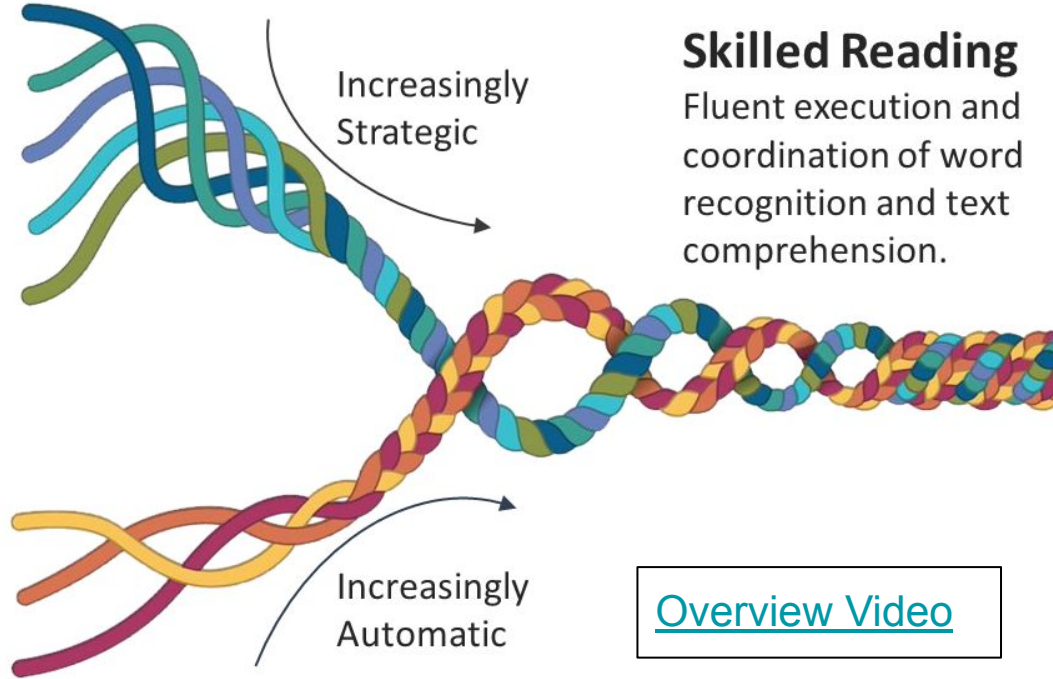# Literacy Approach: Materials

Making Meaning , IBD

Being a Reader, and when needed, OG, SIPPS, and Lexia Reading

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly Automatic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Overview Video

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Literacy Approach: Assessments

STAR Reading/Early Literacy, F&P, SBAC ELA, (ELPAC)
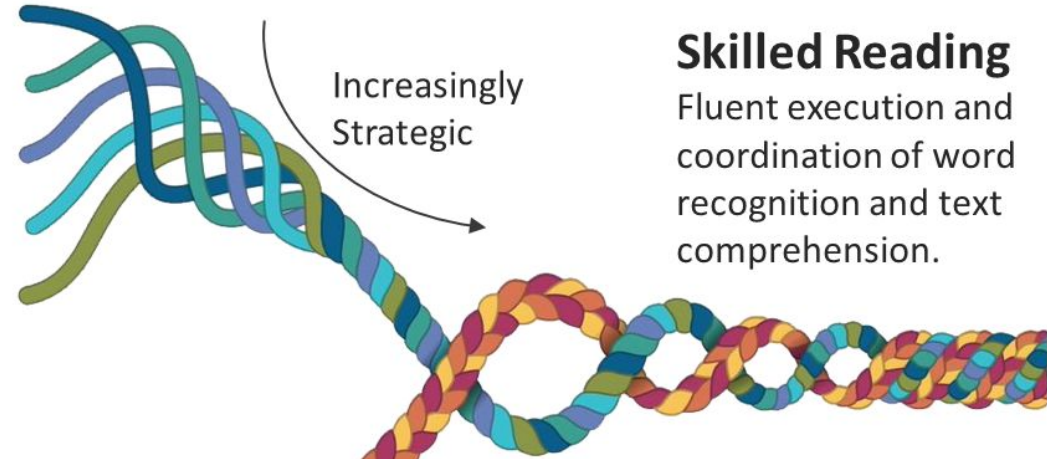
TK & K, CCC Small Group Placement, SIPPS

Language Comprehension
- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly Strategic

Word Recognition
- Phonological Awareness
- Decoding (and Spelling)
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Increasingly Automatic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Overview Video

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and

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Literacy Approach: Framework

Word Recognition & Fluency				Academic Language		Skills & Conventions		Reading Comprehension					Writing Craft & Process				
Concepts of Print	Phonological Awareness	Phonics	Sight Words & Automaticity	Background (Topic) Knowledge	Vocabulary	Grammar Usage	Spelling	Self-monitoring	(Re) Organizing Text	Analyzing Craft & Structure	Evaluating Content	Text-based Evidence	Author & Genre Study	Verifying Task & Purpose	Writing Process	Building & Presenting Knowledge	Communicating Ideas

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Literacy Approach: Framework, *cont…*

Our goal: A literacy framework that codifies the following for each of the literacy pillars:

1. definition

2. importance/purpose

3. assessments: screeners, diagnostics, benchmark, formative, summative (contextualized)

4. research-based instructional strategies

5. alignment with current adopted and supplemental materials (contextualized)

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Touchstone References

- CA Comprehensive State Literacy Plan

- ELA/ELD Framework
  - Resource Guide to the Foundational Skills of the CA Common Core State Standards for ELA and Literacy in History/Social Studies, Science, and Technical Subjects

- Common Core State Standards

- Preschool Learning Foundations Volume 1

- Developing Foundational Reading Skills in the Early Grades (WestEd)

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Practical Application
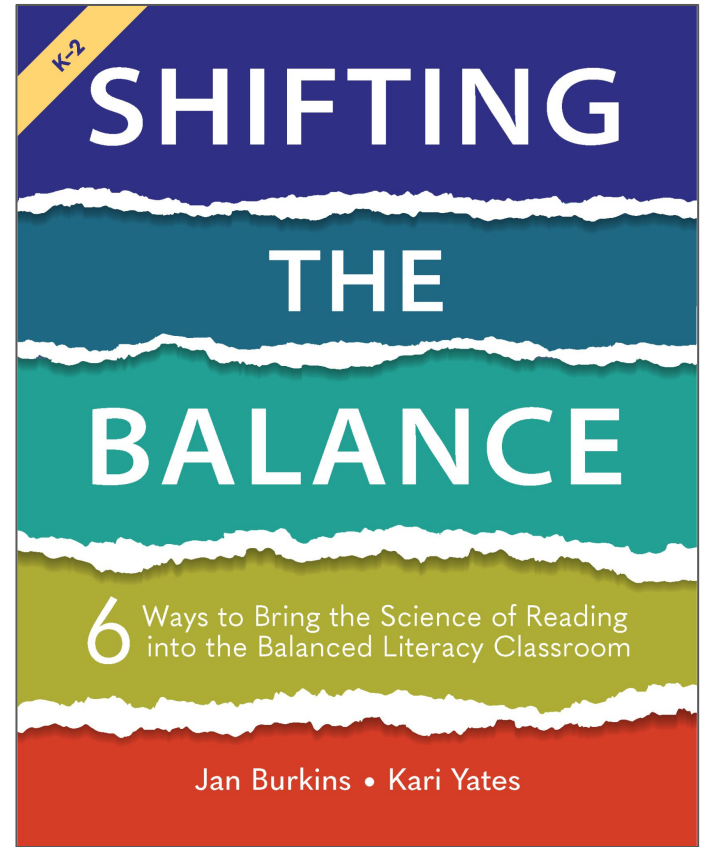
Who's Involved

Teachers, Principals, Director, and Instructional Coaches are contributing members on the Literacy Framework Committee:

- early grades teachers
- upper elementary, middle and high school educators will join in following years

- K-5 History Adoption
- CCEIS
- Full Day Kindergarten
- Math Teacher Leaders

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Thus Far

1. Created a shared vision for the end goal: **what does joyful, culturally-responsive literacy across AUSD look like?**

2. Reviewed exemplars from other school districts to determine components

3. Prioritized our focus elements: concepts of print, phonological awareness, phonics, sight words & automaticity, background (topic) knowledge, vocabulary

4. Began drafting content

5. **Significantly changed the design process**

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Design Process

21-22: After-school meetings to craft the guidance → attendance declined, and teachers were exhausted
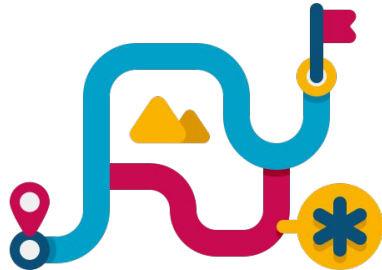
Plan B

- Draft 6 priority elements (using touchstone sources)
  - Coaches, PM, Director
- Friday 3/31: Release day for teachers on Literacy Framework to review drafts and provide feedback

Next Steps: Engagements & Feedback

1. Feedback from all K-5 principals

2. Broaden opportunities for feedback: all teachers

3. Family engagement, with specific attention to gathering input from families with Black/African American students, English Learner students, and students with IEPs

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Additional Investments: Orton Gillingham

Evidence-based Structured Literacy instruction: incorporates multi-sensory techniques. It is explicit, sequential, prescriptive, diagnostic and cumulative.

- Ex: If a student knows their letter sounds but struggles with blending. A teacher will use OG approach: elkonin boxes, blending board, tapping, verbalizing, writing in sand for tactile reinforcement

- Investments: $138,000 on adult learning; $7,000 for materials
  - >Decade: 5-day intensives for Mild/Moderate specialists
  - Last 3 years: site-based teacher teams, instructional coaches

- **Broader vision for OG is being explored**

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Next Steps: Materials

We are anticipating **longer-term implications** based on the development of our Framework.

- Instructional Coaches: informal observations and conversations with teachers → trends of strengths and weaknesses of our currently adopted ELA materials.

- New K-5 ELA adoption based on an evaluation of whether our current materials are aligned to our Literacy Framework, as well as the California ELA/ELD Framework.

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Universal Screening & Monitoring for Dyslexia

Systematically identifying students at an early age

- *STAR Reading and Math screening and Kindergarten and Curriculum Based Assessments ("Small Group Placement": letter recognition, letter sounds, high frequency words), students would be referred thru COST*

Universal screening and curriculum-based progress monitoring

- *Universal Dyslexia Screening (SB237) did not pass. We were hoping for state guidance on which screeners to consider.*

   - *Washington state has approved STAR Reading or Early Literacy and CBM*

   - *To capitalize on student and teacher capacity already built, we are considering using CBM as a part of our assessment suite to screen for dyslexia and other foundational reading skills.*

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Family Engagement & Support

FASTalk Texts:

- Pick an object and say: I see something that starts with the letter *s*. Can your child guess what it is? Play anywhere!

- Show your child they can make new words by changing just one letter (ex: change the *b* in "bat" to a *c* and you get "cat")

Family Engagement & Support, *cont…*

- Framework Engagement with our English Learner, Black/African-American, Latinx, and Special Education families that match each group's representation.

- 2 FAQs: "How can I help my child at home?" and "What do I do if my child needs additional support?"

  - Robust COST process, supported by the "Intervention Lead" role

    - Initial communications

    - Ongoing: pre & post assessments, and tightening expectation for communication

  - AUSD Literacy Milestones ("by Winter Break")

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Biggest Need: Teacher Time to Learn & Reflect

Moral imperative, the purpose, framework, pedagogy

ILT focus, school-based goals, progress monitoring thru Learning Walks, ongoing focus during staff meetings or PD

"... teachers typically need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter." (Linda-Darling Hammond)

101 training, materials

Ongoing PLCs

1:1 Coaching (includes modeling lessons, debrief, etc.)

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Codified Professional Development

A multi-year Professional Development plan for *all* Foundational programs and instructional strategies, in alignment with Focus Area 1 "Strong Foundational Program for All Students."

- **Full-day differentiated learning & collaboration on foundational literacy for TK-2 grade teachers**
  - Phonics, phonemic awareness, comprehension
  - Literacy assessments
- Facilitated by Instructional Coaches and Program Manager, and Teacher Leaders whenever possible

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Update on Literacy Framework

Board Discussion

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Next Steps

- **Read more balanced sources** with your staff:

  - Amplify Science of Reading Resources (ayyy, Love!)

  - Resource Guide to the Foundational Skills

- **Contextualize** how our different programs are intended to address elements of literacy

- As we work to strengthen our phonics program, remember to **return to the ultimate purpose of reading** so that we don't retread the same path where students have high CWPM, and low comprehension–impacting the same groups of historically underserved students (primarily low-SEL, English Learner, and Black/African-American)

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(Not a slide)

AUSD Historical Literacy Decisions 2022

Why CCC?	Adopted 2016-17, began implementation the following year. CCC was selected because it: • Included both foundational skills and comprehension • Included intentional design around SEL • Shifted from whole-class, teacher-centered instruction to small group and more individualized instruction Weaknesses: • Limited/weak whole group (in BAR), direct instruction of foundational literacy...so many are trying to fill that gap with OG • Lack of an aligned Designated ELD curriculum that emerges from the ELA content...so coaches had to spend a year writing one • Insufficient complex texts in students hands (to allow for annotation and close reading)...so IBD was brought in to fill that gap • In our current version, Making Meaning, Being a Writer, Being a Reader all exist separately to attend to specific content and skills, but they are not necessarily integrated with each other: "read narrative to write narrative"
What came before?	Houghton Mifflin for 16-17 years! • **Strengths**: included phonics instruction, decodables • **Weaknesses**: pre-Common Core (therefore, not CC-aligned); anthology approach: limited full-length texts (excerpts only); shallow attention to too many standards and/or skills within one lesson, whole-group; scaffolding & differentiation were separate from the lessons and had to be read separately
Why F&P?	**In Title 1 schools** (at least as early as 2003 at Washington, now Maya Lin) were using F&P assessment to monitor progress and identify intervention groups instructional next steps. In 16-17, K-2 teachers were invited to attend an optional F&P training. Title 1 principals prioritized this. In 19-20, K-2 district-wide required F&P training, and F&P became a district benchmark assessment. In 20-21, F&P is for 3-5 students who score yellow and red in STAR. Beyond a "level," F&P also provides: • **Accuracy rate** (decoding & sight words) based on "percent words correct" • **Reading rate** based on CWPM (after grade 2) • **Fluency score** based on a rubric that attends to skills such as prosody (reading punctuation orally, sounding human, scooping words and phrases) • **Self-correction ratio** based on ratio of corrections to errors made • **Comprehension score** based on questions related to retell (within the text), inference (beyond the text), purpose & genre (about the text) • **Reading behaviors and error analysis** based on teacher scribing the student oral reading, and identifying patterns of errors. Error analysis would tell the teacher whether the student is decoding correctly or not, or reading for meaning, etc. What F&P doesn't provide (or is not as explicit about): • Doesn't assess phonological awareness • Gaps in phonics skills come from analysis of the errors Concerns: • That K texts used in F&P are "predictable," which are not decodable, so the fear is that students are guessing instead of decoding, which therefore doesn't give teachers information about phonemic awareness and phonics skill acquisition. Note: a student's skill with a predictable texts tells us whether they have acquired one-to-one correspondence, concepts of print, fluency with sight words, cross-checking, and making meaning (predictions!). We will be investigating this further and identifying next steps. • With AUSD's limited training opportunities, teachers may know how to give the F&P and get a level, but not necessarily how to drill down further or what to do with the

Send pre-reads to Board members:

- **AUSD Historical Literacy Decisions**
- **(F&P)**
- **Science of Reading Media Bias 1**
- **Science of Reading 2**

CAASPP and Star Metric Descriptions

CASSPP Reading Claim Area

Area	Above Standard	Near Standard	Below Standard
Reading Demonstrating understanding of literary and non-fictional texts	The student demonstrates a **thorough** ability to read closely and analytically to understand a range of informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of **high** complexity.	The student demonstrates **some** ability to read closely and analytically to understand a range of informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of **moderate** complexity.	The student **does not yet** demonstrate an ability to read closely and analytically to understand a range informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of **moderate** complexity.

Star Reading Percentile Rank

Percentile Rank (PR) ranges from 1–99 and compares student performance to other students in the same grade nationwide. For example, a student with a percentile rank score of 37 performed as well as or better than 37 percent of other students in the same grade nationally.

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CAASPP Reading Claim Area

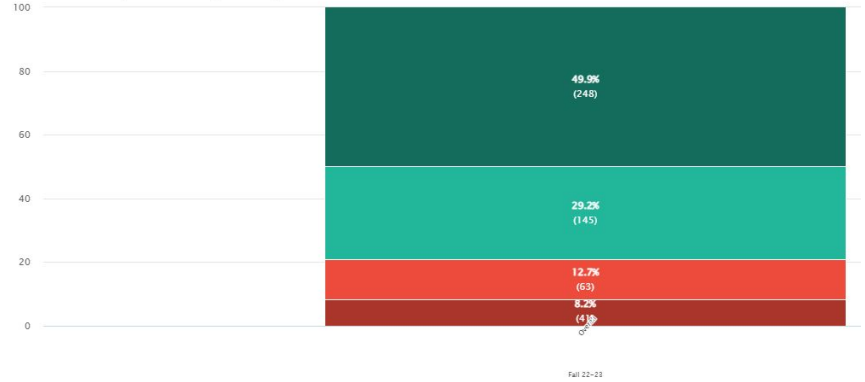| Area Performance Level	Grade 3	Grade 8	Grade 11	All Grades
Above Standard	34.06%	33.97%	39.19%	32.73%
Near Standard*	53.87%	52.24%	48.68%	55.45%
Below Standard	12.07%	13.79%	12.13%	11.83%

*Note: Near Standard does not mean "not meeting standard" nor does it mean "meeting standard". There are too few questions in each claim area to identify this information with validity. Instead, see achievement descriptor on previous slide.
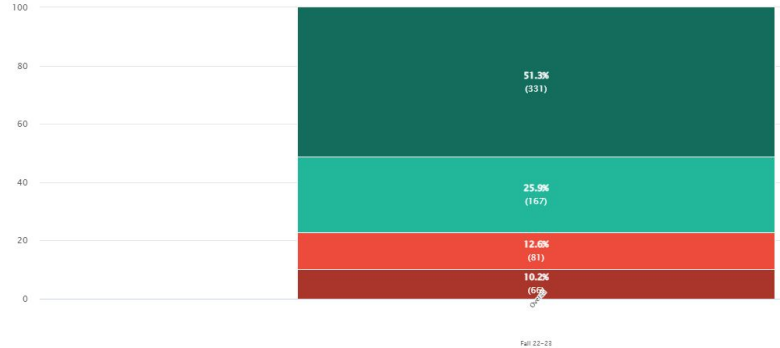
Star Reading Percentile Rank

Overall — Filtered By: 3rd — Showing Currently Enrolled Students

63.6% (402)
17.2% (109)
8.2% (52)
10.9% (69)

Fall 22–23
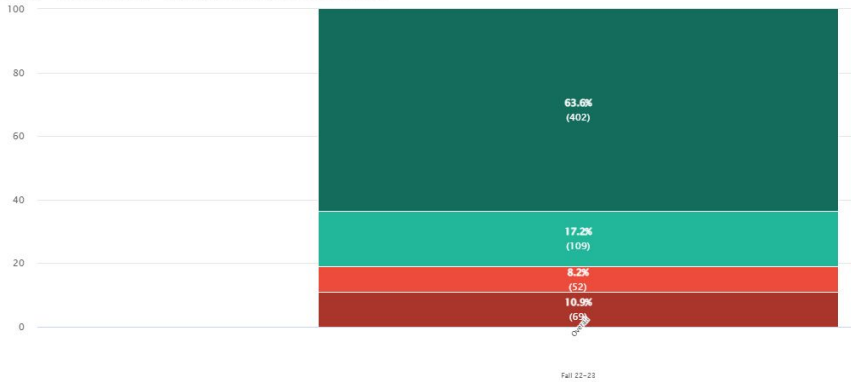
Overall — Filtered By: 8th — Showing Currently Enrolled Students

49.9% (248)
29.2% (145)
12.7% (63)
8.2% (41)

Fall 22–23

Overall — Filtered By: 11th — Showing Currently Enrolled Students

51.3% (331)
25.9% (167)
12.6% (81)
10.2% (66)

Fall 22–23

- At/Above Benchmark
- On Watch
- Intervention
- Urgent Intervention

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2022 SBAC Reading Claim Area Performance
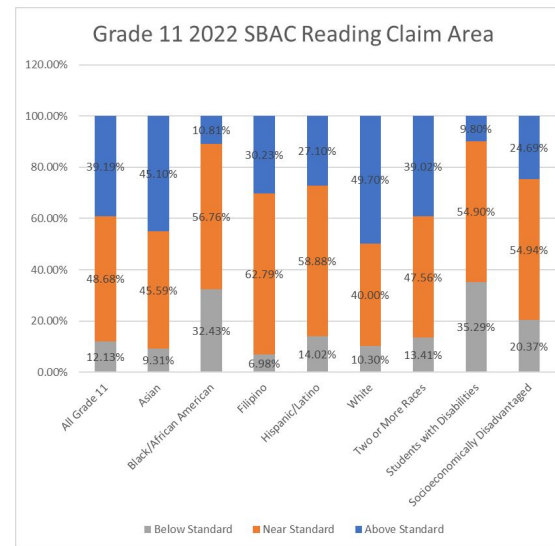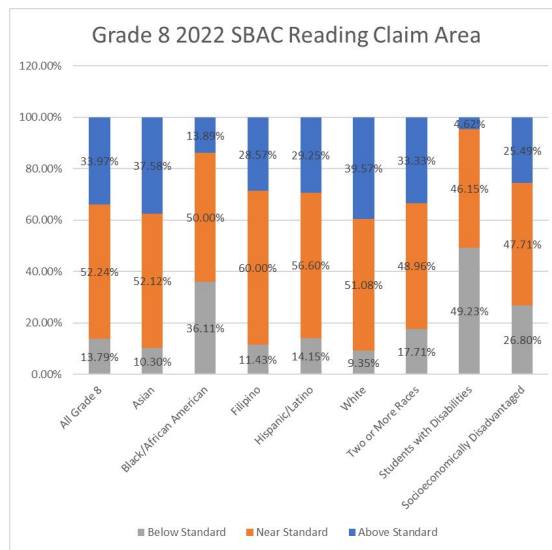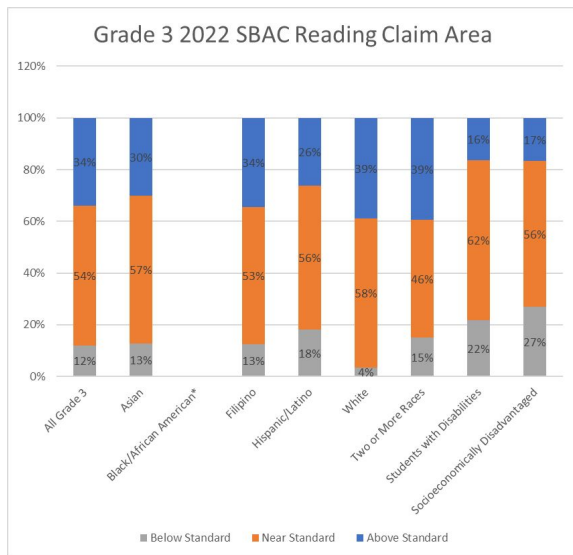
In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

STAR Reading Fall 2022