



# **Update on Literacy Framework**

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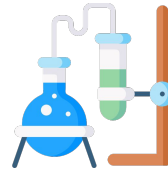
**October 24, 2023**

# What Is It?

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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

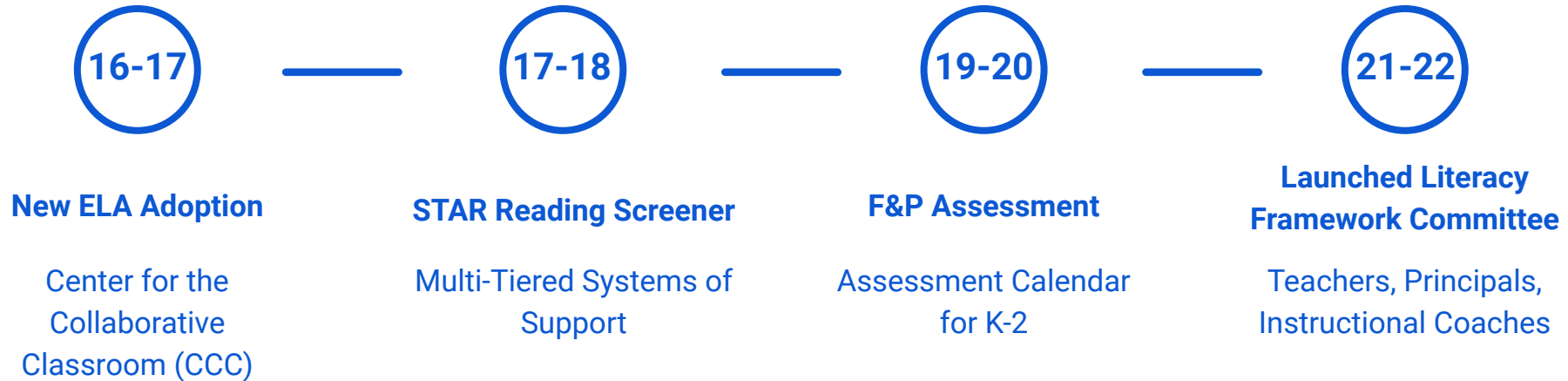


# Reading: A Brief AUSD History

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## Prior to 16-17:

- Houghton Mifflin & Zoo-Phonics: pre-Common Core (>15 years)
- F&P assessment to monitor progress & identify intervention (2003 or earlier)



# Literacy Approach: Materials

**Making  
Meaning,  
IBD**

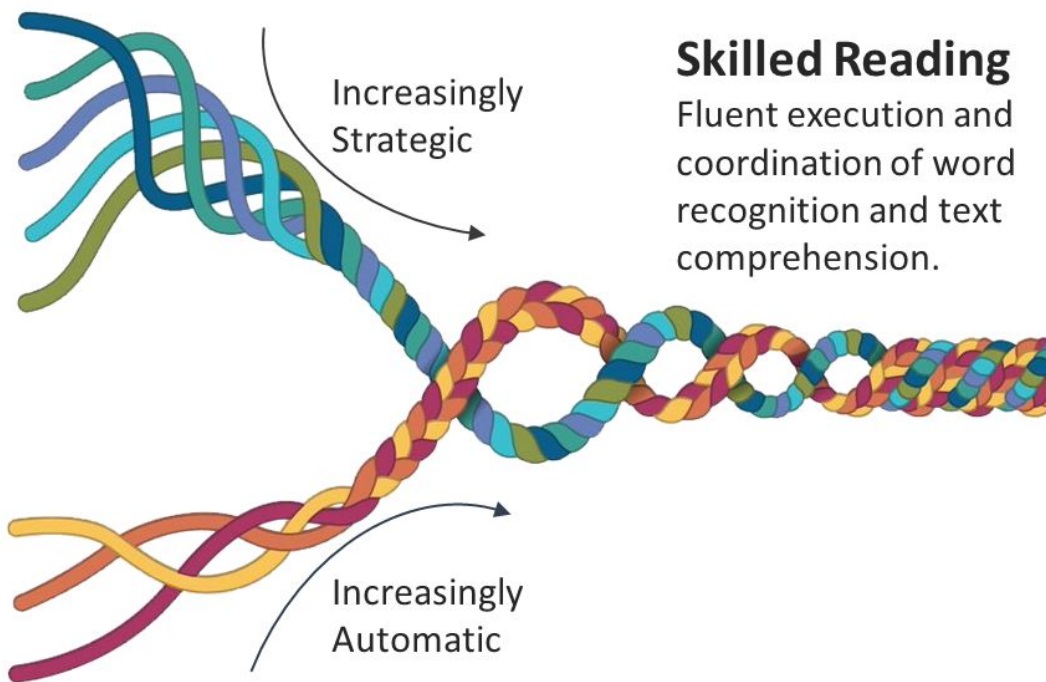
**Being a  
Reader,  
and when  
needed,  
OG,  
SIPPS,  
and Lexia  
Reading**

## Language Comprehension

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

## Word Recognition

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



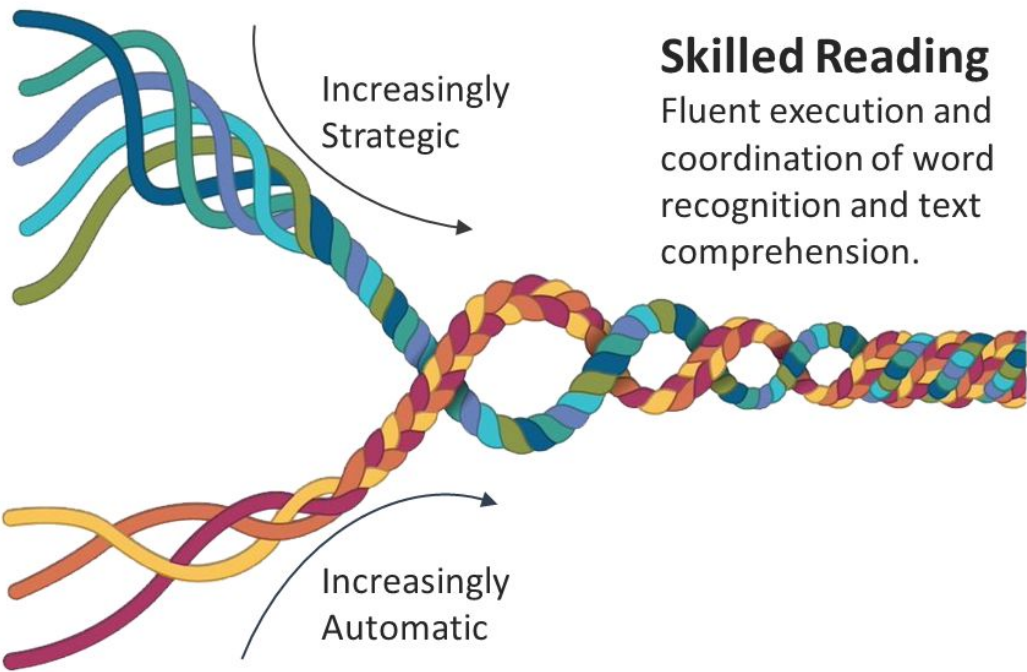
Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

# Literacy Approach: Assessments

## Language Comprehension

**STAR  
Reading/Early  
Literacy, F&P,  
SBAC ELA,  
(ELPAC)**

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



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

## Word Recognition

**STAR Early  
Literacy, TK &  
K, CCC Small  
Group  
Placement,  
SIPPS, NEW  
CBM Pilot**

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

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

# Literacy Approach: Framework

## AUSD LITERACY FRAMEWORK

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

# Literacy Approach: Framework, *cont...*

**Our goal: A literacy framework that codifies the following for each of the literary elements:**

1. Definition
2. Importance/purpose
3. Assessments: screeners, diagnostics, benchmark, formative, summative (contextualized)
4. Research-based instructional strategies with specific “call outs”: equity notes and best practices for English Language Learners and Academic Language Learners
5. Alignment with current adopted and supplemental materials (contextualized)

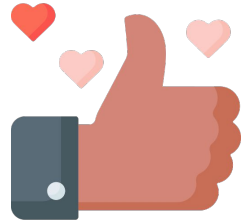
# Appreciation

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**TK Team:** Christina W, Lani P, Jo C, Laura F, George S, Roxane W

**Kinder Team:** Lianna G, Christine S, Renee M, Michelle D-R, Annie G, Kim H

**1st Grade Team:** Katrina S, Julia S, Lisa B, Danielle B, Amanda B, Lara B, Emily R



**2nd Grade Team:** Jenny Z, Paige R, Regina C, Allyson G, Erin C

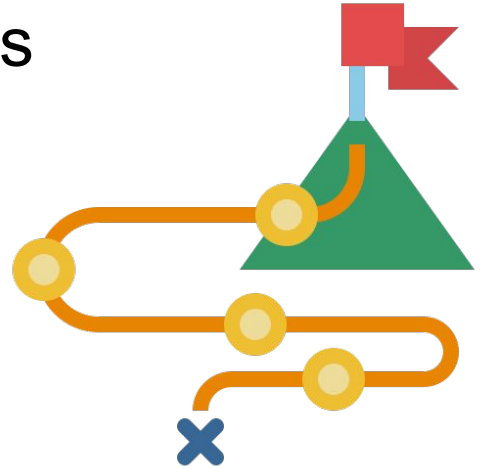
**3rd Grade Team:** Rachel Y, Jen H, Caephren M, Paizley S  
(K-5 Teacher-Librarian)



# Updates

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1. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
2. Star CBM Pilot
3. TK-2 Literacy Dives (August 8 and October 9)



# SIPPS Investment

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## Systematic Instruction in Phonological Awareness, Phonics, and Sight Words.

1. Small group, targeted intervention (RTI block)
2. Aligned to our foundational ELA program (CCC)
3. “Portable Program”
4. Comparatively low cost: materials & training time - **\$75,000**

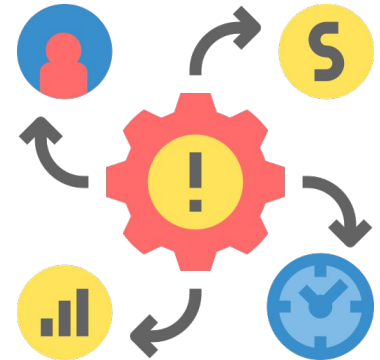


# SIPPS Implementation

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## How do we know this investment is having an impact?

- Implementation “Inventory” and Check-ins with Principals and TSAs
- Most schools have teachers using them (Literacy Block, **RTI Block**)
- Further Progress Monitoring:
  - Which staff are providing the intervention?
  - At what grades?
  - Within what structures?
  - **What data is accessible and scalable?**
  - **What other supports do teachers need?**



# Universal Screening for Reading Delays

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## Systematically identifying students at an early age:

*Deficits in phonological awareness, rapid automatized naming, verbal working memory and letter knowledge have been shown to be robust precursors of dyslexia. Extensive evidence exists that supports the fact that early intervention is critical (International Dyslexia Association).*

# Universal Screening for Reading Delays, *cont...*

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## Universal screening and monitoring:

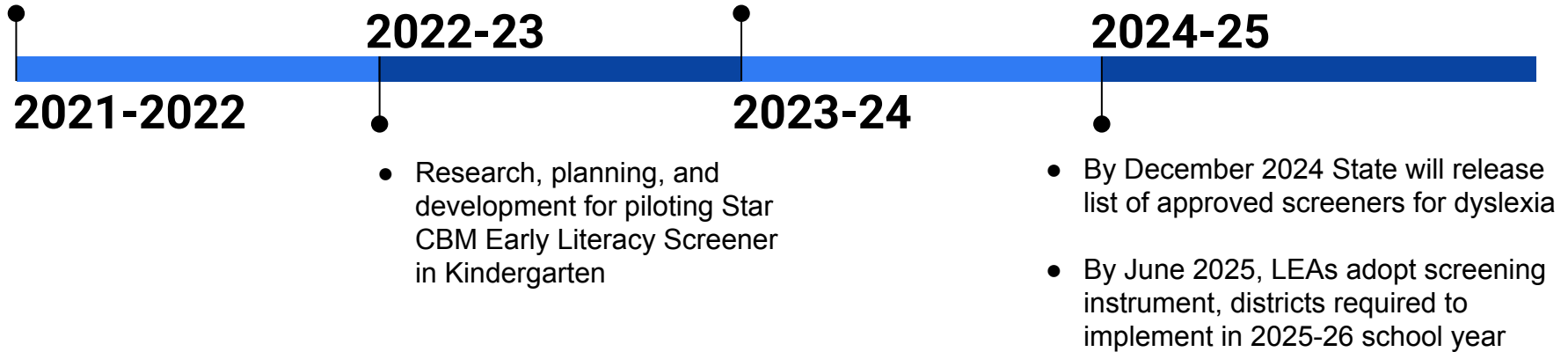
*SB 114 outlines new requirements for screening students in K-2nd grade for reading delays, including dyslexia by the 2025-2026 school year.*

- We currently use Star Renaissance Reading/Early Literacy to screen for reading difficulties in grades 1-12, and an internal Early Literacy Assessment in Kindergarten.
- Star Renaissance Reading/Early Literacy combined with Star CBM has been approved as a universal screener for reading delays including dyslexia in ~20 states including the state of Washington. Star Reading/Early Literacy and Star Math is already approved in CA for intervention screening.
- In anticipation of approval the of Star CBM as universal screener for reading delays and the fact that we have already invested student and teacher capacity and resources in Star Renaissance, we are piloting Star CBM.

# Timeline: AUSD and State

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- Launched Literacy Framework Committee
- Need for systematic, externally validated Early Literacy Screener, with ability to screen for dyslexia
- Implementation of Star CBM pilot for systematic, externally validated Early Literacy in Kindergarten
- State legislation and timeline for adoption of Early Literacy Dyslexia screener released



# STAR CBM Pilot



275+, over 50% of  
K students  
assessed in at least  
1 measure



7/9 Elementary  
schools  
participated



22, 88% teachers  
trained in assessment  
administration &  
reports



100% Elementary  
Site Principals  
participated in  
introductory  
training

- **How to read results:** What do the scores mean? How do we access them?
- **Process for screening for at risk of dyslexia:** Which assessments and score cut points should be used at which times of the year? What safeguards should we consider so that English Learners aren't over-identified for dyslexia? What happens if a student is considered "at risk" of dyslexia?
- **Star CBM & Relationship to Curriculum and Intervention Programs:** How should results inform instruction, for example, where students are placed in curriculum? Intervention?

# Teacher In-Service: TK-2 Grade

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- Full-day “conference-style” sessions
- Prioritized by teachers on the Literacy Framework Committee.

1. Literacy instructional practice
2. Literacy assessment
3. “Make and Take”



# Teacher In-Service: TK-2 Grade, *cont...*

## Instructional Practices:

- High Frequency Words (thru Orthographic Mapping)
- Fun Phonological Awareness
- SIPPS 101
- Proficient and Advanced Students during the RTI Block
- Word Study and Spelling
- Vocabulary
- Handwriting

## Assessment Dives:

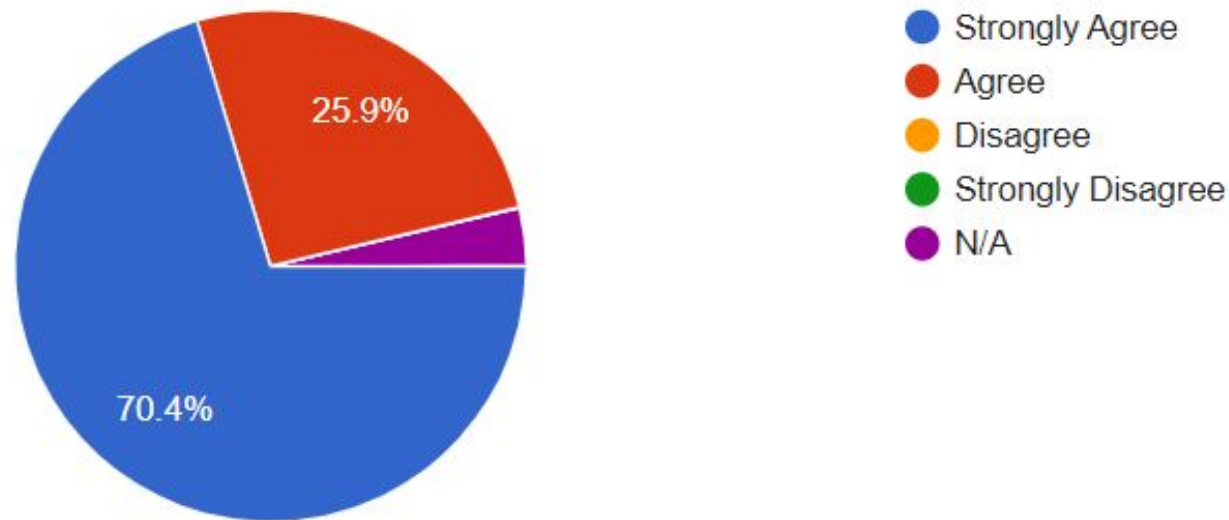
- Star CBM
- Lexia Core 5
- TK Curriculum-Embedded Literacy Assessments
- Progress Monitoring in SIPPS
- Getting Beyond a “Level” in F&P
- Triangulating Data for Small Group Intervention: Placement and Progress Monitoring

# Teacher In-Service: August

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I am going to implement something from today's learning in my instruction or assessment practices.

54 responses

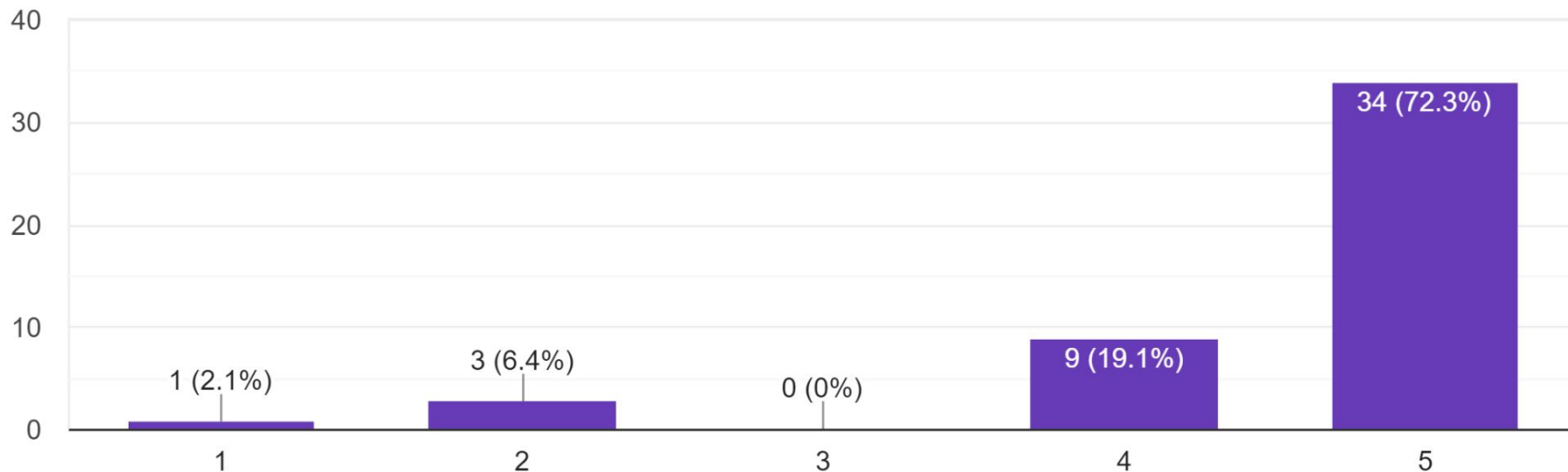


# Teacher In-Service: October

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Did you learn something as a result of this session?

47 responses



# Teacher In-Service: 2nd Grade, Franklin

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“Thank you so much for the thoughtful and meaningful professional development opportunities this year! (8/8 and 10/9) So many teachers I've talked with have felt that their time and instructional needs were met and respected through the format of these days. The course selections are relevant to enhancing our daily teaching, rather than learning something new to implement down the road.

Having a choice as to what session to attend helps us serve our students better! During the sessions there has been time for teachers to talk, plan, and practice, which helps make implementation of strategies in the classroom more immediate and valuable. I am truly appreciative of the shift to these more productive and thoughtful sessions.”

# Another Shout-Out

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- Erin Ashworth (P-3), Candice Camp (Earhart), Deveny Dawson (Ruby Bridges), Kathleen Collins (Love)
- Lindsey Jenkins-Stark (RAD) and Chandini Stanley (T&L)
- Lisa Bryant (Earhart), Erin Cogan (Otis), Jill DeHaan-Ingram (Franklin)
- Occupational Therapists: Margaret Chinn, Marika Minczeski, Sarah Easton, Angela Shackford, Emily Smiley
- Jen Biebesheimer (Bay Farm), Amanda Brenc (Love), Annie Geis (Bay Farm), Janay Gonsalves & Kristin McCarty (Love), Sabina Rocke (Maya Lin), Paige Rodriguez (Earhart), Betsy Weiss & Tara Yudenfreund (Maya Lin)

# Biggest Need: Teacher Time to Learn & Reflect



Moral imperative,  
the purpose,  
framework,  
pedagogy

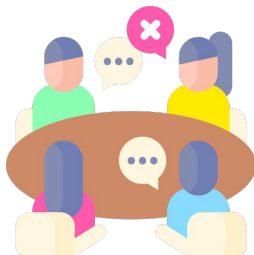


Site ILT focus, school-based  
goals, progress monitoring thru  
Learning Walks, ongoing focus  
during staff meetings or PD

*"... 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.)

# After Action Review

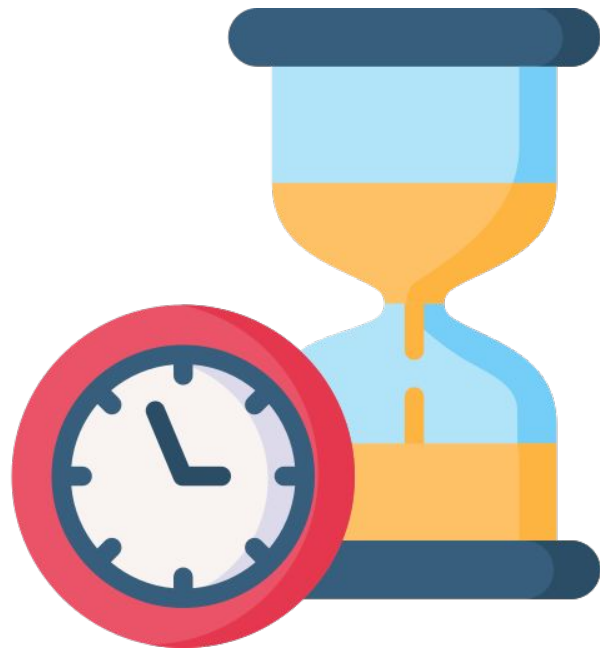
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## Solvable

- Zoom
- External facilitators

## Persistent Challenge:

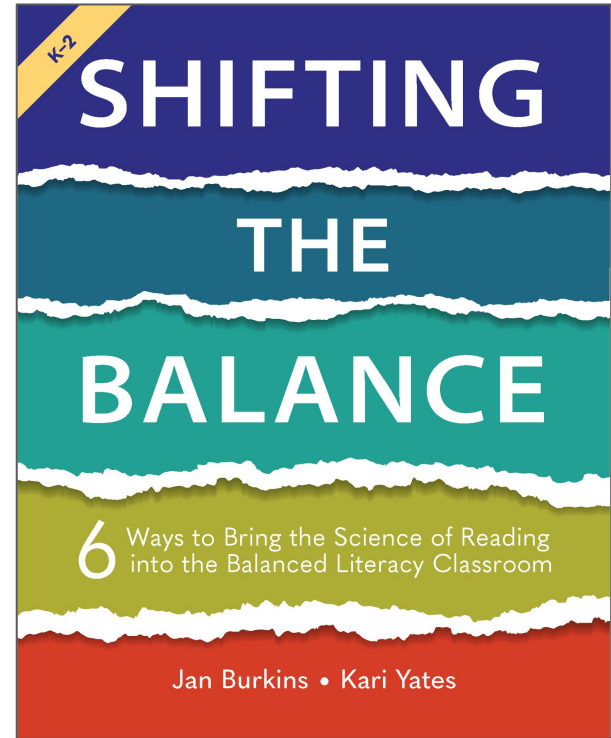
- Science? History? Writing?
- Facilitator “bench”
- Time



# Another Bright Spot

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- AUSD Literacy Framework
- Requested by Teachers
- Early Adopters: Edison
- **Optional Book Study**





# Update on Literacy Framework

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## Board Discussion

# Appendix

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- [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 \(WestEd\)](#)

# (Not a slide)

AUSD Historical Literacy Decisions 2022	
Why CCC?	<p>Adopted 2016-17, began implementation the following year. CCC was selected because it:</p> <ul style="list-style-type: none"><li>• Included both foundational skills and comprehension</li><li>• Included intentional design around SEL</li><li>• Shifted from whole-class, teacher-centered instruction to small group and more individualized instruction</li></ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"><li>• Limited/weak whole group (in BAR), direct instruction of foundational literacy...so many are trying to fill that gap with OG</li><li>• Lack of an aligned Designated ELD curriculum that emerges from the ELA content...so coaches had to spend a year writing one</li><li>• Insufficient complex texts in students hands (to allow for annotation and close reading)...so IBD was brought in to fill that gap</li><li>• 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"</li></ul>
What came before?	<p>Houghton Mifflin for 16-17 years!</p> <ul style="list-style-type: none"><li>• <b>Strengths:</b> included phonics instruction, <u>decodables</u></li><li>• <b>Weaknesses:</b> 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 &amp; differentiation were separate from the lessons and had to be read separately</li></ul>
Why F&P?	<p>In Title I schools (at least as early as 2003 at Washington, now Maya Lin) were using F&amp;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&amp;P training. Title I principals prioritized this.</p> <p>In 19-20, K-2 district-wide required F&amp;P training, and F&amp;P became a district benchmark assessment. In 20-21, F&amp;P is for 3-5 students who score yellow and red in STAR.</p> <p><b>Beyond a "level," F&amp;P also provides:</b></p> <ul style="list-style-type: none"><li>• <b>Accuracy rate</b> (decoding &amp; sight words) based on "percent words correct"</li><li>• <b>Reading rate</b> based on CWPM (after grade 2)</li><li>• <b>Fluency score</b> based on a rubric that attends to skills such as prosody (reading punctuation orally, sounding human, scooping words and phrases)</li><li>• <b>Self-correction ratio</b> based on ratio of corrections to errors made</li><li>• <b>Comprehension score</b> based on questions related to retell (within the text), inference (beyond the text), purpose &amp; genre (about the text)</li><li>• <b>Reading behaviors and error analysis</b> 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.</li></ul> <p><b>What F&amp;P doesn't provide (or is not as explicit about):</b></p> <ul style="list-style-type: none"><li>• Doesn't assess phonological awareness</li><li>• Gaps in phonics skills come from analysis of the errors</li></ul> <p><b>Concerns:</b></p> <ul style="list-style-type: none"><li>• That K texts used in F&amp;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.</li><li>• With AUSD's limited training opportunities, teachers may know how to give the F&amp;P and get a level, but not necessarily how to drill down further or what to do with the</li></ul>

## 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
<b>Reading</b>  Demonstrating understanding of literary and non-fictional texts	The student demonstrates a <b>thorough</b> 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 <b>high</b> complexity.	The student demonstrates <b>some</b> 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 <b>moderate</b> complexity.	The student <b>does not yet</b> 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 <b>moderate</b> 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.

# CAASPP Reading Claim Area

<b>Area Performance Level</b>	<b>Grade 3</b>	<b>Grade 8</b>	<b>Grade 11</b>	<b>All Grades</b>
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



Overall – Filtered By: 8th – Showing Currently Enrolled Students

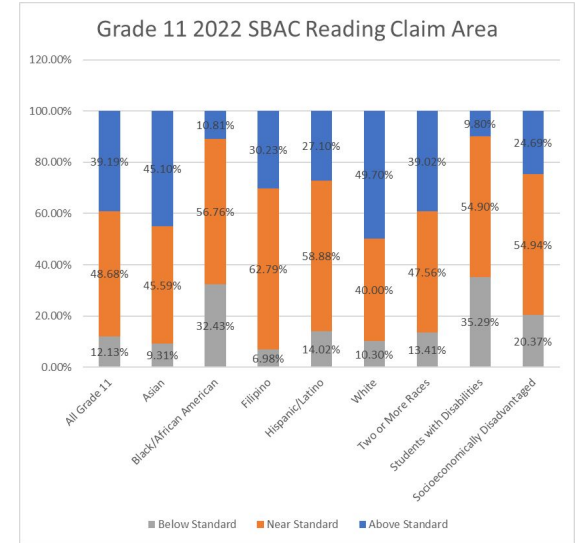
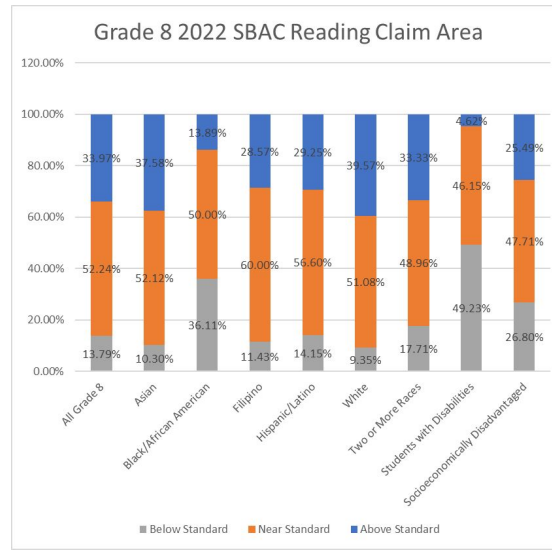
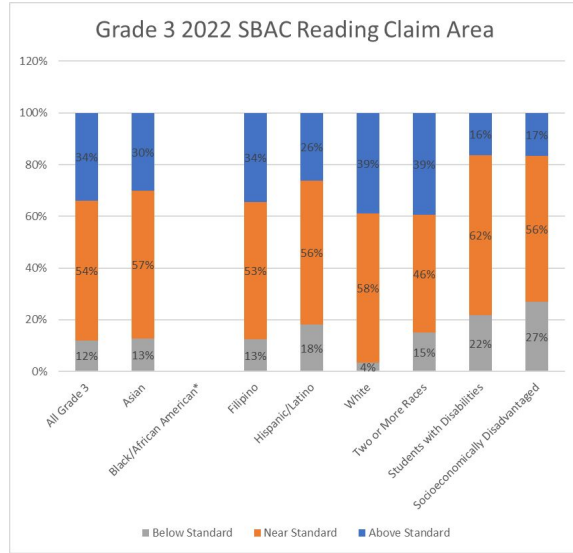


- At/Above Benchmark
- On Watch
- Intervention
- Urgent Intervention

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

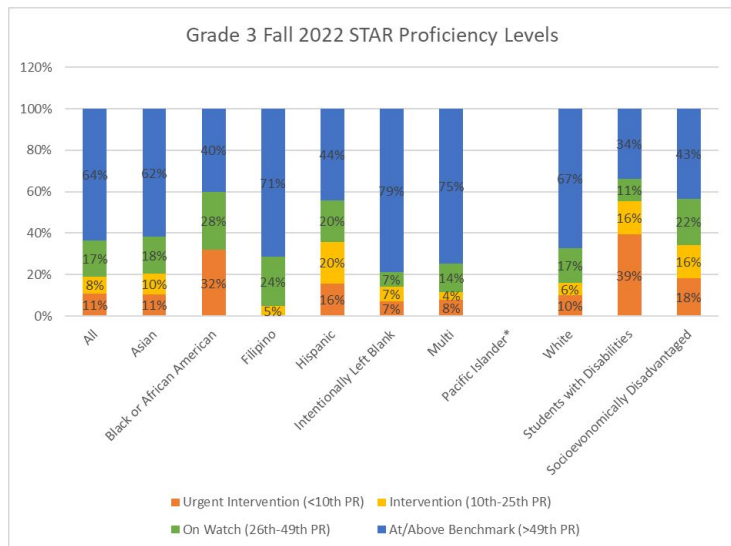


# 2022 SBAC Reading Claim Area Performance



*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





# Universal Screening & Monitoring for Dyslexia

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## 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.*