

Louisiana Believes

Louisiana Early Literacy Commission
September 14, 2020

Agenda

- Welcome
- Roll Call
- Approval of Minutes
- Dyslexia Resource Center
- Updates
- Public Comment
- Adjournment

Welcome

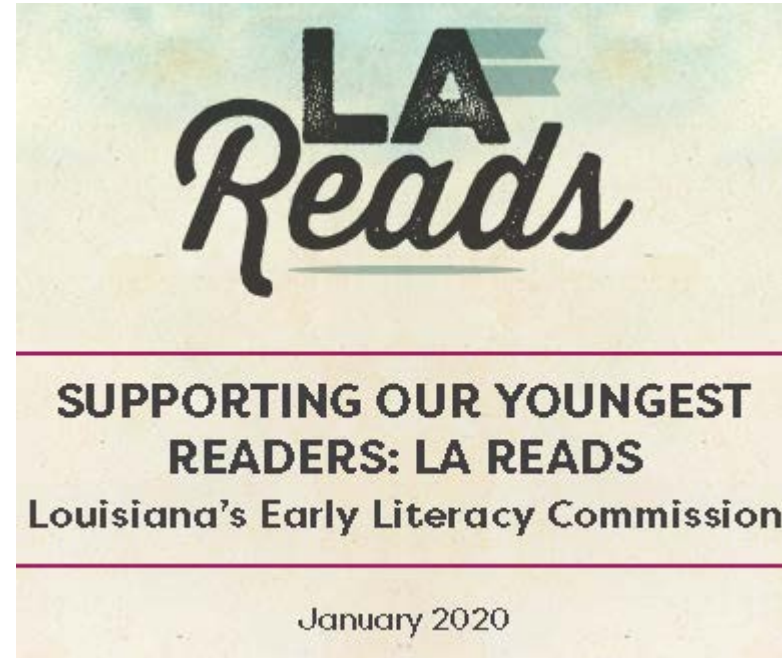
Roll Call

Approval of Minutes

Early Literacy Commission

Louisiana [Senate Resolution 182](#) and [House Resolution 222](#) established the Early Literacy Commission to study and make recommendations on developing and implementing an aligned system to provide effective evidence-based reading instruction for children from birth through third grade.

In January the Louisiana Early Literacy Commission submitted a [report](#) **recommending a significant increase in the types of training and support available to reading teachers and an annual state investment of \$15 million to carry out such efforts.**



Consideration for Year Two

The Commission [Report](#) named three keys areas for study in year two:

- Instructional Materials and Intervention Materials
- Teacher Preparation and Professional Growth
- Progress Monitoring and Communication

Dyslexia



Dyslexia

Early Literacy Commission

Definition of Dyslexia

An *unexpected difficulty* in reading for an individual who has the *intelligence to be a much better reader*

most commonly caused by a difficulty in phonological processing, which affects the ability of an individual to *speak, read, spell*. “*Phonological processing*” means the appreciation of the individual sounds of spoken and written language.

The Sounds of Spoken Language

**Spoken
Language**

VS.

**Written
Language**

**Speaking is innate, reading is not.
Letters are symbols that were created by man to match the spoken language.
Without appreciation for individual sounds of phonemes, those symbols remain a
mystery.**

Components of Reading



Decoding

Comprehension

A phonological weakness at the lowest level of the language system impairs decoding.

The Downstream of Effects

Phonological Processing Deficit

Difficulties in Spoken
Language

Letter and Word
Identification

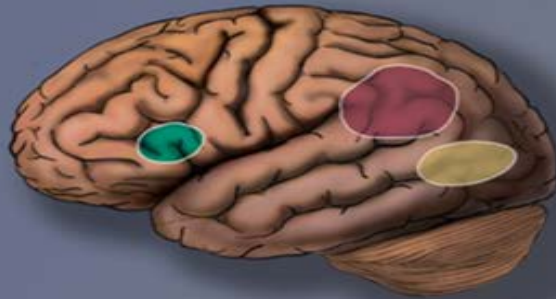
Reading Fluency

Spelling and Writing

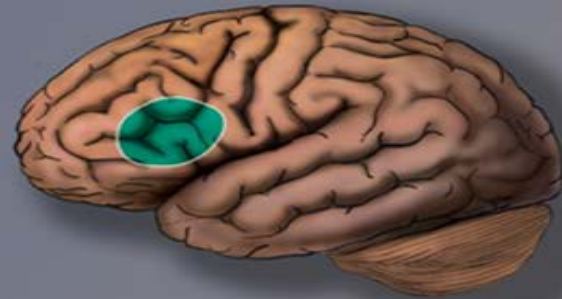
Early Math



Inefficient System



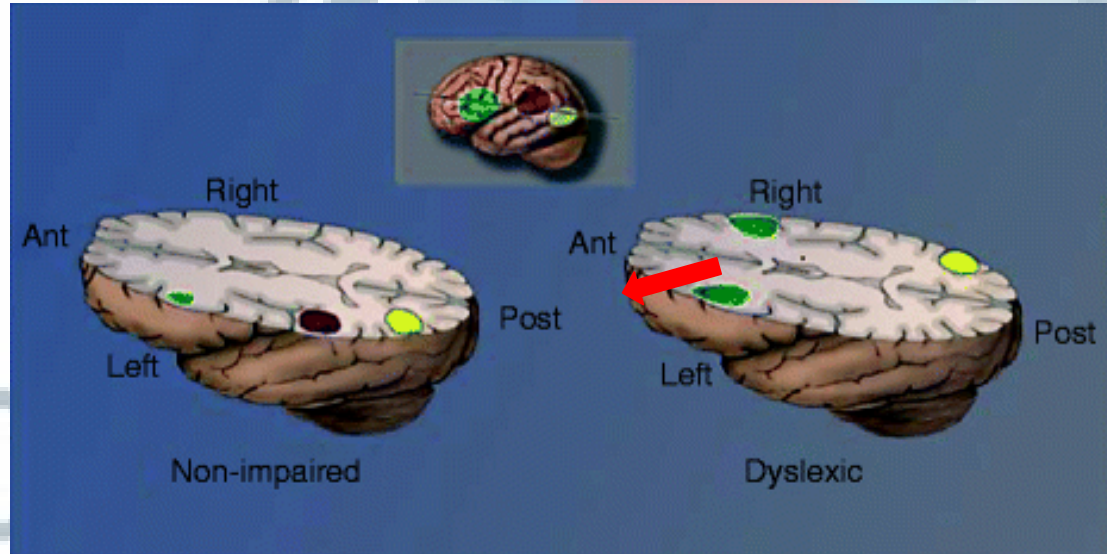
Non-impaired



Dyslexic

© Sally Shaywitz, M.D., *Overcoming Dyslexia*

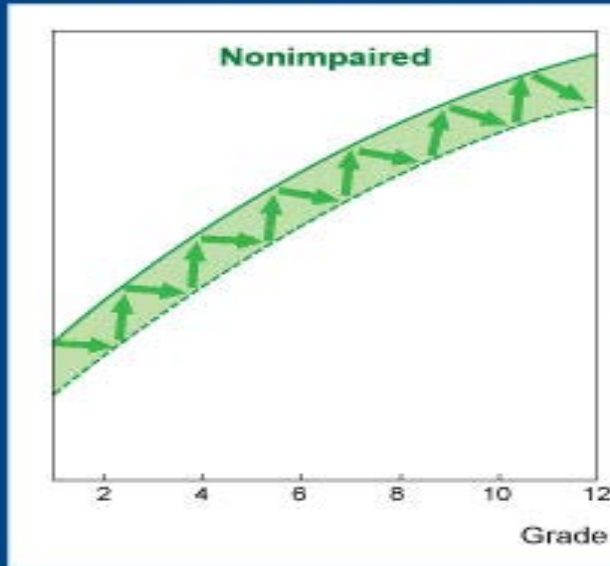
Hallmark of Dyslexia



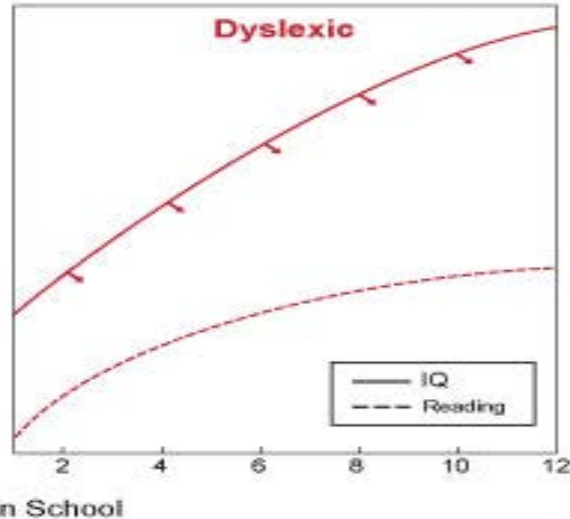
RESOURCE CENTER

Unexpected in Nature

Typical:
IQ-Reading Linked



Dyslexia:
IQ-Reading Diverge



Based on Ferrer, Shaywitz, Holahan, Marchione & Shaywitz, Psych. Sci. 2010

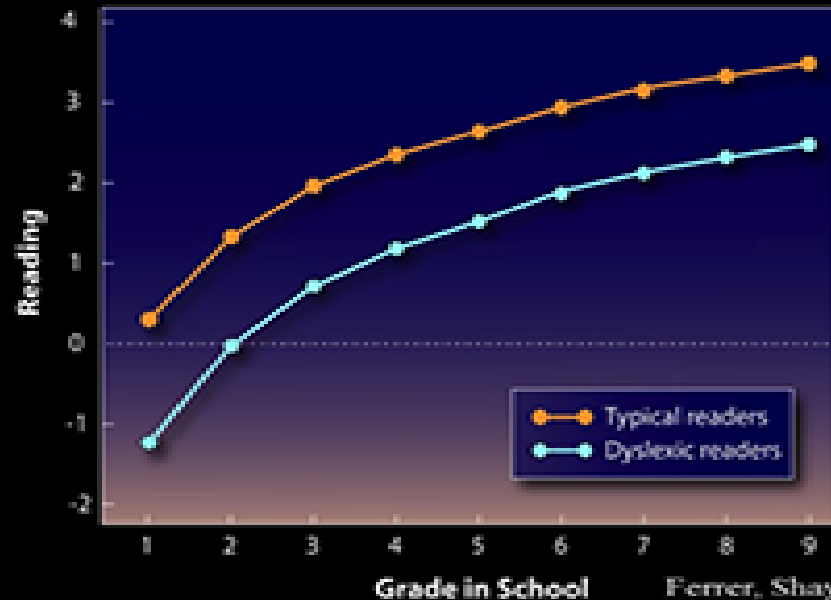
Dyslexia is Common



One in Five

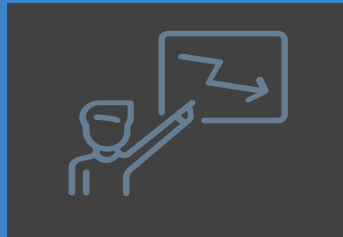
Gap exists as early as first grade.

Differences Between Typical & Dyslexic Readers Occur as Early as First Grade



Ferrer, Shaywitz, et al. J.Ped. 2015

Student Performance in Reading



Most Recent Data

45% of students in Grade 4 measure below basic in reading according to NAEP Data



Goal of the Commission

Increase literacy rates for Louisiana students prior to 3rd grade

DYSLEXIA: WHICH ROAD TAKEN?



EBI: Evidence Based Intervention

© S. Shaywitz, 2014

Call to Action



Understand Dyslexia

Use the definition in current law to build an understanding of dyslexia and vast body of scientific evidence available to inform recommendations and policies



Identify Dyslexic Students

Identify dyslexic students at the end of kindergarten using an evidence based screener



Evidence Based Instruction

Beginning in first grade, provide students with dyslexia access to reading instruction that builds off of the knowledge of dyslexia and the science of reading

Bulletin 1903 Workgroup

The Department is forming a workgroup to review [Bulletin 1903](#) and propose and review revisions. The workgroup will gather virtually for discussions. Tentatively, the workgroup will meet as listed below:

- Thursday, August 20, 2020 from 2-4 p.m.
- Thursday, September 3, 2020 from 2-4 p.m.
- Thursday, September 17, 2020 from 2-4 p.m.
- Tuesday, October 13, 2020 from 2-4 p.m.

The goal is to share a final revised version of Bulletin 1903 with the Early Literacy Commission on October 15, SEAP in November, and BESE on December 19.



Updates

2019-2020 Review Cycle

Foundations of Reading Intensive Intervention Updates

Publisher	Program Title	Status
Greenwood Publishing LLC DBA Heinemann	Leveled Literacy Intervention, Gr 3-8	Phase 2: Review
Lexia Learning Systems LLC	Lexia PowerUp Literacy, Gr 6-8	Phase 2: Review
Reading Horizons	Reading Horizons Discovery Gr 3, Elevate, Gr 4-8	Phase 2: Review
Lexia Learning Systems LLC	Core5 Reading, Gr 3-5	Phase 2: Review
School Specialty, Inc.	S.P.I.R.E, Grades 3-8	Phase 3: Published, Tier 1
Imagine Learning	Imagine Language & Literacy, Grades 3-6	Phase 3: Published, Tier 2
Center for Collaborative Classroom	SIPPS, Grades 3-8	Phase 3: Published, Tier 2
Curriculum Advantage	Classworks ELA Intervention, Gr 3-5	Phase 3: Placed In Construction
Scientific Learning	Fast ForWord®, Gr 3-8	Phase 3: Placed In Construction
Voyager Sopris Learning, Inc.	Language! Live®, Gr 5-8	Phase 3: Placed In Construction
Voyager Sopris Learning, Inc.	Language! Fourth Edition, Gr 5-8	Phase 3: Placed In Construction

2020-2021 Review Cycle

Foundations of Reading Intensive Intervention Updates

Publisher	Program Title	Status
Imagination Station, Inc., dba Istation	iStation Reading - ELA Intervention - Grades 3-8 © 2015	Phase 1: Prescreening
American Reading Company	ARC Intervention System [IRLA, IRLA Toolkits, with Varsity-Wide Reading Libraries/eLibraries, SchoolPace] ELA Intervention Grades 3-8 © 2020	Phase 1: Prescreening
Language Circle Enterprises, Inc.	Project Read [®] Linguistics - Accelerated Phonics ELA Intervention Grades 3-8 © 2016	Phase 1: Prescreening
Winsor Learning, Inc.	Sonday Systems 1, 2, and Let's Play ELA Intervention Grades 3-8 © 2019	Phase 1: Prescreening
Center for the Collaborative Classroom	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ELA Intervention Grades 3-8 © 2020 (Resubmission)	Phase 1: Prescreening
Amplify Education, Inc.	mClass [®] Intervention - ELA Intervention Grades 3-6 © 2020	Phase 2: Review

Follow the progress of all IMR reviews on by checking the [IMR Weekly Report](#).

Foundations of Reading Intensive Intervention Rubric Updates

Based on feedback from the field and the ELC, the following indicators were added as informational indicators to the 2020-2021 rubric:

- 5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.
- 5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.

K-2: Update

One of the ELC's recommendations is to improve K-2 literacy instruction through state-level literacy coordinators and school-based coaches.

The Department is acting on this recommendation and developing a comprehensive K-2 Literacy Coaching Model.

K-2 Literacy Coaching Model: 5 Year Goal

The long-term goal for the 2024-2025 school year is to have full-scale implementation of the K-2 Literacy Coaching Model. In full-scale implementation there is a school-level coach in every CIR and UIR school to support K-2 reading teachers.

Every school-level coach is highly trained in early literacy development, effective coaching techniques, high quality curriculum, and quality interactions.

Pilot Design Year 1: Outcomes

In 2020-2021 the Department will develop, implement, and analyze data from the K-2 Literacy Coaching Pilot.

The goals of the Year 1 are as follows:

- Define a comprehensive scope of training
- Develop metrics for program implementation
- Develop standard protocols for data analysis, coaching schedules, observations and feedback, professional learning, and program evaluation

Pilot Design Year 1: Staffing

Staffing model for Year 1:

- 2 state-level literacy coordinators (contractual)
 - Each coordinator supports 2-3 school systems and leads a cohort of 6-8 school-level literacy coaches
- 12 school-level literacy coaches (school system employees)
 - Each coach provides direct support to K-2 teachers via observations, feedback, professional development and data analysis

Pilot Design Year 1: School System Partners

School system partners in Year 1:

North Louisiana	South Louisiana
<ul style="list-style-type: none">● Rapides - 3 schools● Catahoula - 2 schools	<ul style="list-style-type: none">● St. John - 1 school● Tangipahoa - 3 schools● Orleans - 3 schools

Pilot Design Year 1: Measures of Success

Success of the K-2 Literacy Coaching Pilot will be based on the following:

Type of Data:	Measures:
Student reading data	Changes in reading achievement
Observation data	Changes in teacher practice
Survey data	Changes in teacher, coach, and leader perceptions

Pilot Design Year 1: Next Steps

The Department is currently working to:

- Onboard school teams and support with fall data collection
- Finalize the scope of training for coaches and teachers

Share: How do plans for the K-2 Literacy Coaching Pilot align with the goals of the ELC legislative report? What do you hope to see as a result of increased coaching in participating schools?

Education Stabilization Fund Rethink Education Models (ESF-REM)

The Louisiana Department of Education recently received \$17 million to support Pre-K to grade 3 literacy in response to the pandemic.

Louisiana is one of 11 states that received the ESF-REM grant award out of 39 applicants.

ESF-REM funding in LA will provide Pre-K to grade 3 students with:

- remote learning opportunities aligned to high-quality curriculum
- tutoring services, including live tutoring from trained professionals
- devices/internet connectivity needed for those services

Comprehensive Literacy State Development Program Grant

Comprehensive Literacy State Development (CLSD) grants support creating a comprehensive literacy program to advance literacy skills. [Louisiana was awarded a \\$42 million](#) federal grant to improve literacy outcomes.

The awarded funds will enable school systems to:

- Form Literacy Leadership teams and work with literacy coach coordinators;
- Provide training to implement and support high-quality evidence-based literacy activities;
- Engage early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders to support in the literacy development of children; and
- Engage families and provide family literacy activities.

The Department will soon provide more information to school systems about this grant.

The background is a watercolor-style illustration. It features a central white area that tapers towards the top, resembling a bright sky or a light source. This white area is surrounded by soft, blended washes of light blue and teal. The colors are more saturated and darker towards the edges, creating a sense of depth and atmosphere. The overall effect is clean, modern, and serene.

Looking Ahead

Next Steps

Next Full Meeting: October 15, 2020

Upcoming Topics:

- Updates on Instructional Materials and Intervention Materials
- Updates on Teacher Preparation and Professional Growth
- Updates on Progress Monitoring and Communication

Email chanda.johnson@la.gov with questions.