

# Louisiana Believes

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Louisiana Early Literacy Commission  
October 15, 2020

# Agenda

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

# Welcome

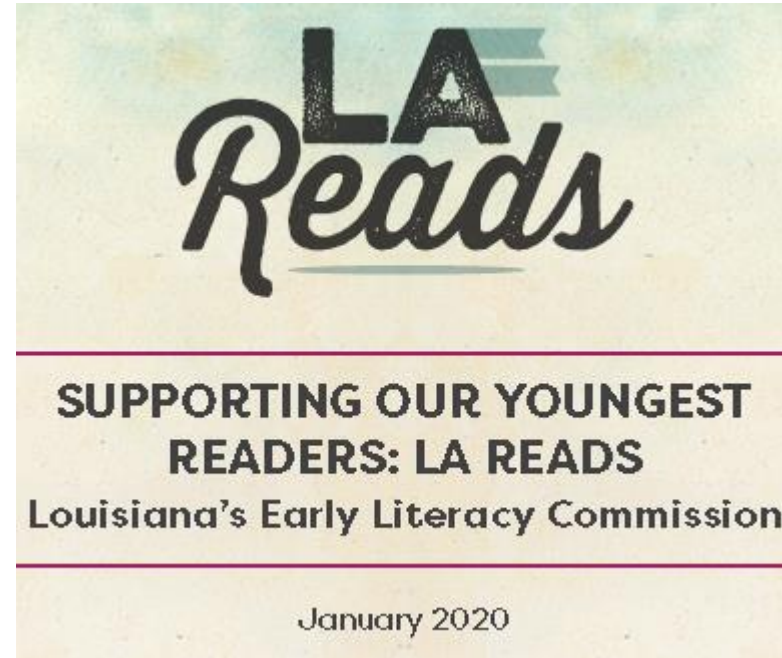
Roll Call

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

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Early Literacy Commission

# Definition of Dyslexia

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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

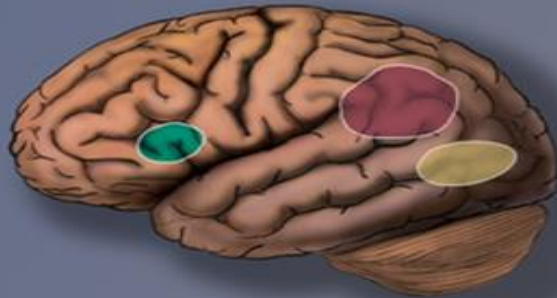
Reading Fluency

Spelling and Writing

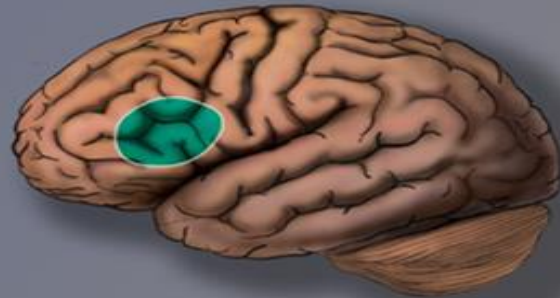
Early Math



# Inefficient System



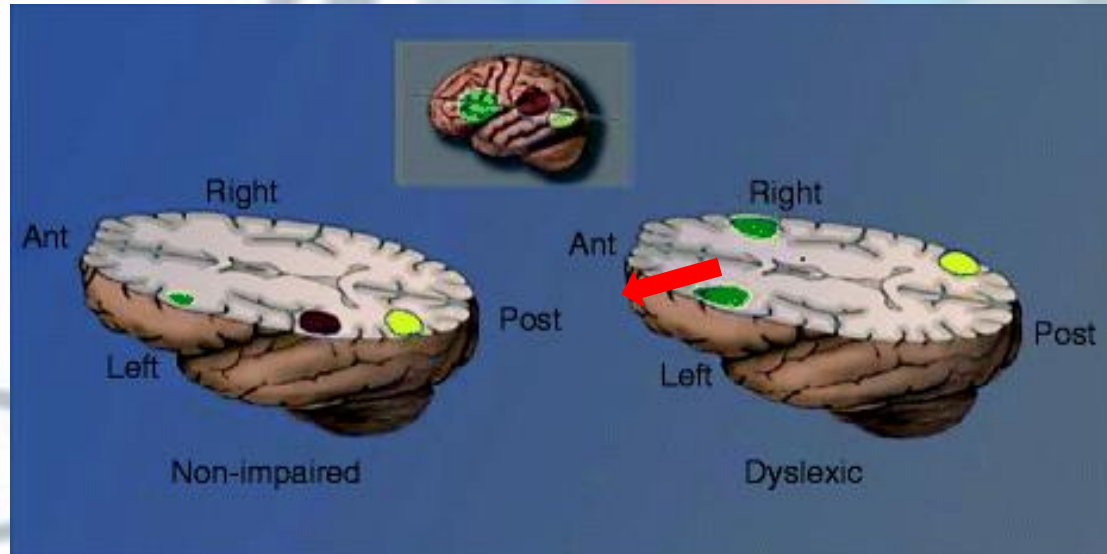
**Non-impaired**



**Dyslexic**

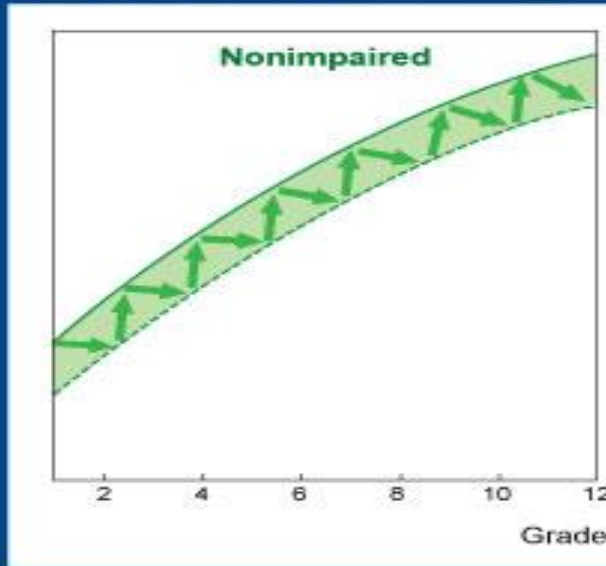
© Sally Shaywitz, M.D., *Overcoming Dyslexia*

# Hallmark of Dyslexia

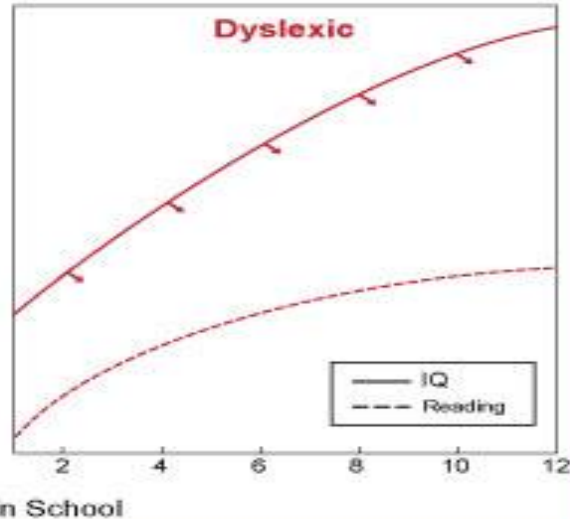


# Unexpected in Nature

Typical:  
IQ-Reading Linked



Dyslexia:  
IQ-Reading Diverge



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



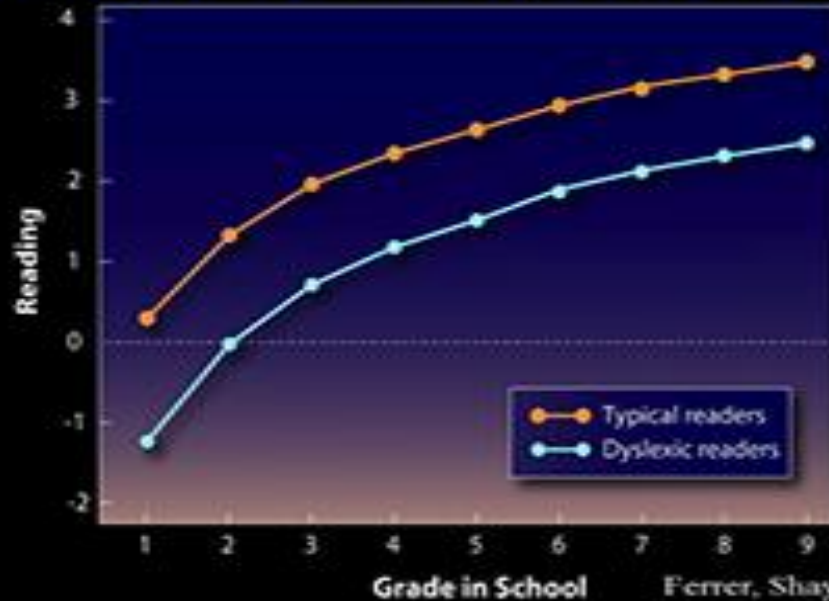
# Dyslexia is Common



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

Assessment Year	below <i>Basic</i>	<i>Basic</i> <sup>?</sup>	<i>Proficient</i> <sup>?</sup>	<i>Advanced</i> <sup>?</sup>	Percentage at or above <i>Proficient</i>	Average Scale Scores
2019	45	29	20	6	26	210
2017	44	29	21	6	26	212
2015	37*	35*	23	6	29	216*
2013	44	33*	19	4*	23	210



## 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 formed a workgroup to meet virtually to review Bulletin 1903 and propose revisions based on the updated definition of dyslexia and current research on the science of teaching reading.
- The review process was shared with SEAP in October.
- Endorsement for the revised version of Bulletin 1903 will be requested from the Early Literacy Commission and SEAP at their November meetings.
- The revised policy will be presented to BESE for approval at their December 19 meeting.
- A final revised draft of Bulletin 1903 will be shared with ELC members prior to the November meeting.



# 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
<b>School Specialty, Inc.</b>	<b>S.P.I.R.E, Grades 3-8</b>	<b>Phase 3: Published, Tier 1</b>
<b>Imagine Learning</b>	<b>Imagine Language &amp; Literacy, Grades 3-6</b>	<b>Phase 3: Published, Tier 2</b>
<b>Center for Collaborative Classroom</b>	<b>SIPPS, Grades 3-8</b>	<b>Phase 3: Published, Tier 2</b>
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 <sup>®</sup> 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
Greenwood Publishing LLC DBA Heinemann	Leveled Literacy Intervention, Grades 3-8 © 2014	Phase 2: Review
Center for the Collaborative Classroom	SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) ELA Intervention Grades 3-8 © 2020 (Resubmission)	Phase 2: Review
Amplify Education, Inc.	mClass <sup>®</sup> Intervention - ELA Intervention Grades 3-6 © 2020	Phase 2: Review
Lexia Learning Systems, LLC	Core5 Reading, Grades 3-5 © 2019	Phase 3: Publisher Response

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 on K-2 Literacy Coaching Pilot

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-A 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 5-8 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"><li>● Rapides - 3 schools</li><li>● Catahoula - 2 schools</li></ul>	<ul style="list-style-type: none"><li>● St. John - 1 school</li><li>● Tangipahoa - 3 schools</li><li>● Orleans - 4 schools</li></ul>

# 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 finalize fall data collection
- Coordinate training for coaches and teachers
- Provide job-embedded support for school-level coaches

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 various shades of blue, from light, airy washes to darker, more saturated tones. The edges are soft and blended, creating a sense of depth and atmosphere. The overall effect is clean, modern, and serene.

Looking Ahead

# Next Steps

Next Full Meeting: November 16, 2020

Upcoming Topics:

- Bulletin 1903 Revisions
- 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](mailto:chanda.johnson@la.gov) with questions.