LOUISIANA DEPARTMENT OF EDUCATION

Principal Webinar

November 28, 2022

1:00 p.m.

Improving Literacy Outcomes
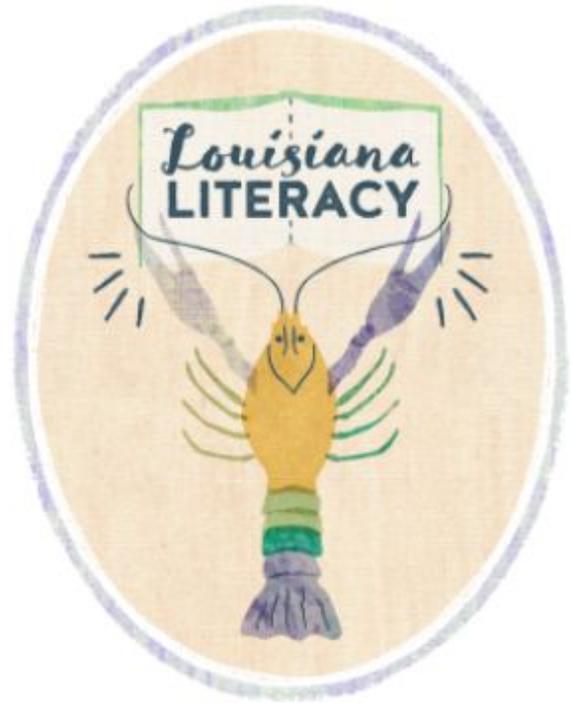
Mission: Louisiana students will have improved literacy outcomes through high-quality instruction and interactions from an effective teacher who is supported by leaders and families.

PRIORITY ALIGNMENT
Provide the highest quality teaching and learning environment.

FOCUS AREA
- Literacy
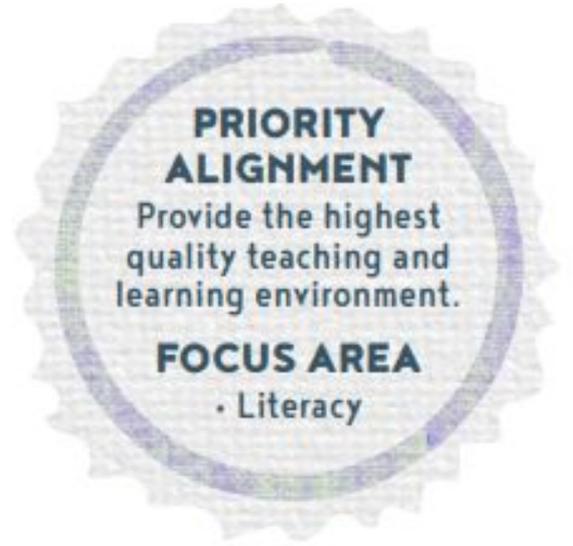
Louisiana's 2028 Literacy Goal

220
By 2027, Louisiana's average 4th grade NAEP reading scaled score will increase to a 220.

+10
A 220 average scaled score in 4th grade reading would represent a ten point increase between 2019 and 2027.

high 20s
This goal would lead to a Louisiana ranking in the 20s if other states' performances remain constant.

Believes

LOUISIANA'S LITERACY PILLARS
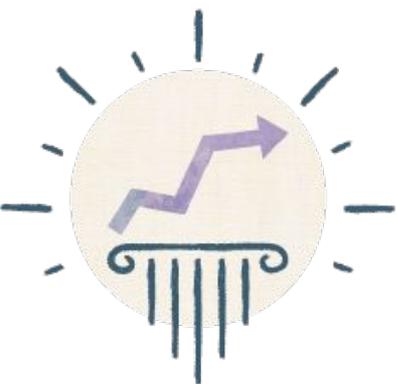
LITERACY GOALS

EXPLICIT INSTRUCTION, INTERVENTIONS, & EXTENSIONS
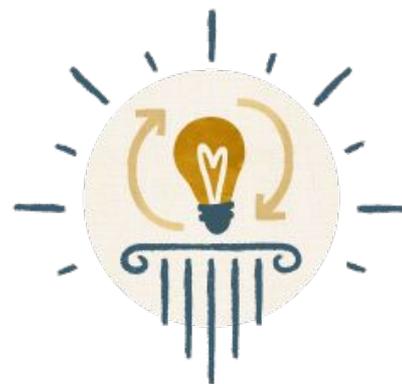
ONGOING PROFESSIONAL GROWTH

FAMILIES

A foundation of **EQUITY** across all literacy practices ensures opportunities and access for every learner every day.

Literacy Goals Pillar
Supporting the Use of Data

The Department has prioritized providing tools and resources to help decision-makers ranging from the classroom to state levels to ensure that the data collected can be used to target supports.

In order to support the use of data, the Department has released
- an **annual reading report** following fall screening, outlining trends in literacy statewide and providing data at the school and system level to assist decision-makers,
- **data analysis tools** for teachers, interventionists, site-level leaders, and system-level leaders, and
- **a parent reporting template**.

Core Instruction
Supports for Grades K-2

To better support the building of foundational skills, the Department has released guidance for teachers and leaders to ensure core instruction is aligned to the science of reading.

Available in the Literacy Library:

Literacy classroom best practices - describes evidence-based practices grounded in the science of reading to improve student literacy outcomes.

What should teachers do?	What does that mean?	What does that NOT mean?
Practice skills with decodable texts.	Decodable texts that contain words that have been taught during the phonics lesson along with high-frequency words improve reading automaticity and fluency.	Leveled texts often include many words that do not follow phonics patterns that have been explicitly taught and, therefore, do not provide adequate practice with taught decoding skills.

Believes

Core Instruction
Supports for Grades K-2

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Available in the Literacy Library:

Sound walls - a visual for teachers to utilize in their classrooms to show students the correct formation of the mouth when producing sounds and the letters or groups of letters that represent those sounds.

Core Instruction
Supports for Grades K-2

To better support the building of foundational skills, the Department has released guidance for teachers and leaders to ensure core instruction is aligned to the science of reading.

Available in the [Literacy Library](): Phonological awareness activity cards - sample phonological awareness activities that can be used to improve phonological awareness skills.

Phoneme Segmentation

Phoneme Segmentation: the ability to break down a word into individual phonemes (sounds)

Directions: Listen to me say all the sounds in chick, /ch/ /i/ /ck/. There are three sounds in see. Tell me all the sounds you hear in (word).

lamp (4)	way (2)	call (3)	love (3)	dust (4)	dime (3)	cut (3)	shoes (3)
bed (3)	rest (4)	rock (3)	roast (4)	boat (3)	black (4)	hat (3)	chimp (4)
ham (3)	slash (4)	stove (4)	spill (4)	low (2)	ant (3)	class (4)	bell (3)
beet (3)	burns (4)	crash (4)	up(2)	ram (3)	burn (3)	live (3)	neck (3)

Teacher Tip: Students can clap out, step out, or jump for each sound. Students can also move an object, such as a bean, as they segment each phoneme.

Act 517

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic or Grapho-phonic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure and Visual) cues in reading instruction.

Three-Cueing System

- Cueing is a commonly used strategy in early reading instruction, in which teachers prompt students to draw on multiple sources of information to identify words. It's based on the now **disproven** theory that reading is a series of strategic guesses, informed by context clues.
- The strategy is also referred to as "three-cueing," for the three different sources of information that teachers tell students to use: **1) meaning drawn from context or pictures, 2) syntax, and 3) visual information, meaning letters or parts of words.**
- Many teachers also refer to cueing as MSV, an acronym that stands for each of the three sources of information: meaning, structure/syntax, and visual.

Source: EducationWeek

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Three-Cueing System: Example

Eagle Eye	Lips Fish	Skippy Frog
Spy it!	**Start it!**	**Skip it!**
Use the picture	Get your mouth ready for the first sound	Skip the tricky word. Read to the end of the sentence. Hop back and read it

Meaning (Semantic Cues)

Meaning is also known as semantics cues.
Some examples include:
- pre-teaching words (memorization) in the texts and
- using context clues (often pictures).
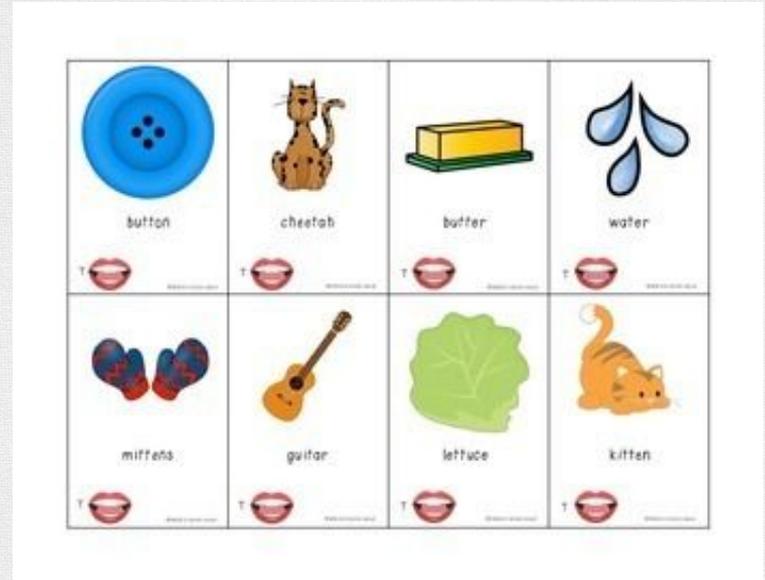
Structure (Syntactic Cues)

Structure (Syntactic Cues) is defined as a guess based on the other words in the sentence or phrase. Some examples include the following:

- skipping the word,

- reading the rest of the sentence and coming back, and
- using predictable text that often relies on pictures.

Visual

Visual focuses on print before sound and mainly focuses on first letter. An example of visual cueing is I see a p--.

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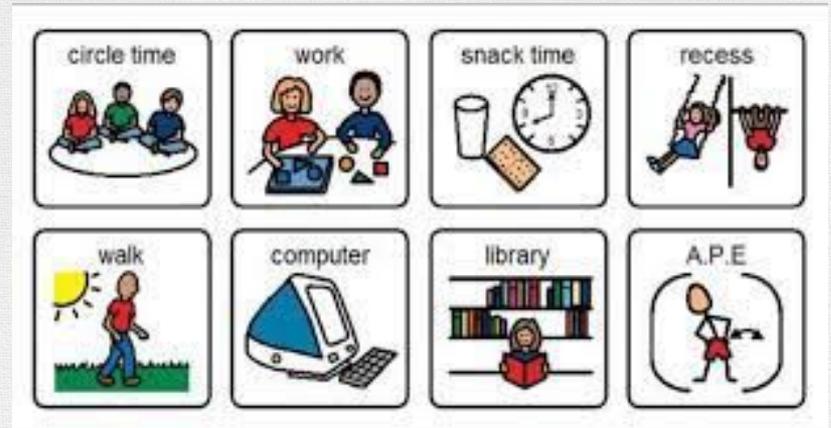
Additional Instructional Materials

- Memorization of sight words is not skills based and it often includes the use of tools such as:

  - flash cards
  - rainbow writing

- Some of the assessments that were previously used during instruction do not adequately reflect nor assess students' knowledge. Examples of such assessments include running records and the use of predictable texts.

Core Instruction
Supports for Grades 3-5: Foundations Lessons

To better support foundational skills instruction in grades 3-5, a program was developed to enhance existing structures and provide systematic, explicit foundations instruction for ALL students.

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Three units are comprised of forty, ten-minute lessons, including two skills "check-points" that assess students on skills targeted in that unit.
- These lessons are intended to be delivered during whole group instruction.
- Lessons are designed to provide direct instruction in three key areas: advanced spelling patterns, grammar, and morphology.
- These lessons do not replace, but rather complement existing reading programs.

Core Instruction
Digging in to Foundational Lessons

Foundational Instruction for Reading Excellence (FIRE) lessons provide a systematic, explicit reading foundations program for ALL students in grades 3-5.

- Lesson sequence:
  - Attention getter
  - Explicit instruction
  - Guided Practice
  - Student Application
- Additional supports:
  - Overview of skill/concept
  - Supports for diverse learners

FIRE

Core Instruction
Supports for Grades 6-12: Content Literacy

A series of guidance documents were developed to connect literacy to other content areas.

Content Literacy involves basic literacy skills needed to comprehend and write throughout the different content areas. All teachers are literacy teachers. To support teachers of other content areas in middle and high school with incorporating literacy practices in their instruction, the Literacy Library has Content Literacy Support for:

- Annotating Text
- Independent Reading
- Partner Reading
- Using Rubrics
- Using Student Exemplars
- Whole Class Read Aloud
- Creating a Claim
- Direct & Explicit Vocabulary Instruction
- Summary Writing to Develop Comprehension
- Reading and Writing for a Purpose
- Writing Frames

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Interventions & Extensions
Interventions as Explicit Structures

In addition to the requirements adopted by BESE in March 2021 requiring Individual Literacy Plans, a comprehensive tool kit of screeners and intervention resources has been shared.

1. The Literacy Interventions and Foundational Tools (LIFT) Kit helps teachers pinpoint specific gaps in foundational skills for students beyond Grade 2. It includes:
   a. fluency passages
   b. code-knowledge inventory
   c. phonological awareness screener
   d. intervention activities targeted to specific skill needs of students
   e. student recording trackers
2. All resources are housed in the LIFT Library.
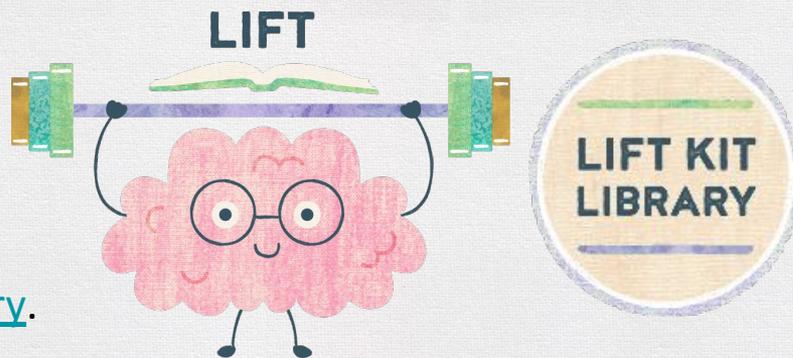
Interventions & Extensions
Dyslexia Screening and Support

To support teachers, leaders, and SBLC members with the implementation of the updated Bulletin 1903 dyslexia screening requirements, additional resources were developed and released in the Academics Library.

Some recent supports and developments include:

1. Aligned and updated Guide to Dyslexia in Louisiana to Bulletin 1903 with step-by-step webinar;
2. Release of the Dyslexia Bill Reporting Guidance to address the reporting requirements of Act 419; and
3. Release of dyslexia checklist to assist teachers with identifying characteristics of dyslexia and other related disorders.

Improving Core Instruction Across Louisiana

Schools across Louisiana are focused on improving core instruction that is grounded in the science of reading.

Improving Literacy Efforts through Interventions and Extensions

Schools across Louisiana are increasing their literacy efforts by ensuring all student needs are met.

Ongoing Professional Growth
PD Sessions

The Literacy Library has numerous PD series available to support all types and levels of educators in literacy best practices.

- K-2 Teachers
- K-2 Writing Instruction
- Middle and High School Teachers
- Literacy Leader Support
- Paraprofessional & Support Staff
- Grades 3-12 Foundational Skills
- Content Literacy Supports

2021-2022 Updates of Ongoing Professional Growth Pillar
Overview of Act 108

The Department is supporting systems in implementing the requirements of Act 108 of the 2021 Legislative Session, ensuring that teachers receive the foundational literacy training necessary to support student literacy.

- Act 108 requires training for K-3 teachers and administrators based on the science of reading.
- School systems must report to the Department on successful training completion.
- Schools and school systems must begin requiring teachers and administrators to complete at least one approved professional development course by the 2023-2024 school year.
- Any teacher or administrator hired after August 1, 2023, must provide proof of successful completion within two years of employment.

Summary Literacy Policy and Programming

In October 2022, the Board of Elementary and Secondary Education approved policy requiring the administration of an end of year literacy assessment to determine student eligibility for intensive intervention via summer learning programs.

The Louisiana Summer Literacy Policy includes:
- end of year assessment administered to every 3rd and 4th grade student
- eligible students must attend 30 hours of targeted instruction on literacy based on the Science of Reading
- instruction muse be provided by an approved vendor or by an effective teacher currently enrolled or completed Science of Reading training
- if the student does not attend the required 30 hours, retention is required and ultimately determined by the SBLC with parent input

Engaging Families
Foundational Literacy Plans

The Department has released resources, many translated to home languages, to support schools and school systems in engaging with families.

Engaging Families
Louisiana R.E.A.D. Program

In response to Act 395, the Department will implement the Reading Enrichment and Academic Development Program (R.E.A.D).

- Any PreK - 5th grade student that scores below grade level is eligible to receive three books per quarter for their home library.
- The legislature has provided a $5 million state appropriation to fund this support.
- This initiative includes online support materials to assist families in developing their child's literacy skills.

Believes

Steve Carter Literacy Tutoring Program

In the coming months, the Department will expand literacy tutoring access through the Steve Carter Literacy Tutoring Program, based on legislation passed during the 2021 legislative session, in order to support a key extension for student literacy.

The Department has committed to providing $40 million of ESSER set-aside funds to families via $1,000 vouchers for students in order to:

- Support literacy for Louisiana's kindergarten through fifth grade learners who are below grade-level in reading;
- Develop strong relationships with families to support learning;
- Align to and complement school systems' existing work with high-quality curricula; and
- Implement tutoring best practices.

Engaging Families
Increasing Communication to Families

School systems are increasing their efforts to engage families in literacy.

Engaging a Variety of Stakeholders
Louisiana Literacy by the Numbers: 2021-2022

267

Number of literacy resources produced and housed in the literacy library

2,290

Number of support visits to over 300 schools and 104 school systems

13,320

Number of educators impacted through literacy professional development opportunities

$54.6 million

Amount of funding allocated to literacy

Believes

Contact **louisianaliteracy@la.gov** with any questions, feedback, or requests.

Upcoming Webinars and Contact Information

- Practicing Principal Webinars will be held on the following dates from 1-2 p.m.:
  - Monday, January 30 - Instructional Leadership Teams
  - Monday, February 27 - Staffing and Scheduling
  - Monday, March 27 - Recruitment and Retention
  - Monday, May 1 - New Teacher Experience

- Use this link to subscribe to the principal monthly newsletter.

- Email louisianaleaders@la.gov with any questions.