Strengthening the Elementary Reading Program for All FCPS Students

Literacy and Dyslexia Audits
Context for Literacy and Dyslexia Audits

- The Instructional Services Department (ISD) and the Department of Special Services (DSS) recognize that:
  - Literacy is an essential life skill.
  - Some students need additional time and support to become skilled readers.
  - Students with dyslexia, a language-based learning disorder, will likely have a difficult time with reading, especially without effective intervention.

- The Leadership Team requested two related audits to support students’ attainment of effective reading skills.
Purpose for School Board Presentation

• Facilitate School Board understanding of Audit Report findings and recommendations;

• Clarify implications of Audit Report findings for School Board action.
Focus of Literacy Audit (Elementary)

(Marjorie Y. Lipson, PhD, University of Vermont)

The charge-

- Review and make recommendations regarding:
  - Curriculum and instruction,
  - Division assessment practices, and
  - Professional development.
Focus of Dyslexia Audit

(Deborah Reed, PhD, University of Iowa)

The charge-

• Review and make recommendations regarding:
  ▫ Current assessment plan for students with dyslexia, and
  ▫ Division plan to support students with dyslexia.
Presentation Organization

• The presentation covers:
  ▫ Findings and Recommendations across both Audits on
    • Curriculum & Instruction
    • Assessment
    • Professional Development
  ▫ Implications for the School Board
  ▫ ISD/DSS Responses to Audit Recommendations and Related Costs
Curriculum & Instruction

Findings

- Literacy framework provides excellent information about literacy instruction and key concepts, but the organization and structure need to be improved. (Lipson, pp. 7, 13-14).
- Need for more specific information about the sequence of instruction and associated resources. (Lipson, pp. 11-12; Reed, p. 5).
- Need for a stronger focus on prevention of reading difficulties through effective core instruction and intervention. (Lipson, p. 17; Reed, p. 5).

Recommendations

- Reorganize the literacy framework and create links to the planning and pacing guides. (Lipson, pp. 13-15).
- Revise the planning and pacing guides to include specific goals, lessons, and resources. (Lipson, pp. 8-9).
- Provide strong support and direction for how to intensify Tier 1 instruction for students who need more intervention. (Lipson, pp. 23; Reed, p. 5).
- Include specific guidance about the teaching of phonological awareness and phonics within core instruction during grades K-3. (Lipson, pp. 11, 17, 18; Reed, p. 5-6).
# Assessment

## Findings

- Multiple assessments are available, but they are not structured in a systematic manner. (Lipson, pp. 16-17).

- Need for more information about formative and diagnostic assessments in the Literacy Framework. (Lipson, pp. 16-18, 22).

- Need for a clear plan for taking a closer look at students who are not making expected progress. (Lipson, p. 16).

## Recommendations

- Create a systematic approach that details literacy assessments that provide diagnostic, progress monitoring, formative, and summative information. (Lipson, p. 16).

- Provide information about assessments and guidance in the use of information to inform teaching for small groups and individuals within core instruction. (Lipson, p. 22).

- Clearly define a means of monitoring progress for all students, including ‘vulnerable students.’ (Lipson, p. 22).
Assessment

Findings
• FCPS is not using a reliable and valid measure for dyslexia identification and progress monitoring. (Reed, pp. 1-2).

Recommendations
• Consider other vetted measures for dyslexia identification and progress monitoring and outline the identification and evaluation process in clear and concise steps. (Reed, pp. 1-2).
Professional Development

Findings

- Under-investment in professional learning -- both at the division and the school levels. (Lipson, p. 19).

- Need to examine professional learning opportunities in order to ensure powerful and ongoing development of expertise. (Lipson, p. 19).

- Reading teachers have significant responsibility for ensuring classroom teachers’ understanding of literacy. (Lipson, p. 19).

- Schools do not have a systematic way to assess their teachers’ literacy strengths and weaknesses. (Lipson, p. 19).

Recommendations

- Greater investment in professional development at the school and divisional levels for teachers and administrators. (Lipson, p. 19).

- Regions and principals should ensure that reading teachers have time and coaching necessary to support professional learning at the school level. (Lipson, p. 19).

- Schools should engage in a self-assessment process to identify areas of strength and opportunities for growth and then plan professional development accordingly. (Lipson, p. 19).
### Professional Development

#### Findings
- The components of the division professional development plan for dyslexia need to be expanded. (Reed, p.11).

#### Recommendations
- All reading teachers should receive PD in relevant aspects of the knowledge and practice standards developed by the International Dyslexia Association. (Reed, p. 11).
Implications for the School Board: Alignment and Funding

• Request ISD/DSS staff to:
  ▫ Identify specific links between responses (i.e., actions) to the literacy and dyslexia audits and the strategic plan.
  ▫ Ensure buy-in from schools by engaging selected school-based staff in the planning and review of ISD/DSS actions.
  ▫ Identify specific outcomes anticipated from the actions and a timeframe for reporting to the School Board.
  ▫ Identify funding implications for each action.
## Staff Response to Recommendations

<table>
<thead>
<tr>
<th>Area</th>
<th>Strategic Plan Action and Next Steps</th>
<th>Related Cost</th>
<th>School Year</th>
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<tbody>
<tr>
<td>Instruction</td>
<td>A revised curriculum for reading literacy/instruction at the elementary level, including strategies for meeting the needs of students with dyslexia.</td>
<td>Costs reflect SY 2015-16 allocation, not new spending.</td>
<td>2015-16 &amp;</td>
</tr>
<tr>
<td></td>
<td>1. Create K-6 literacy progression charts.</td>
<td>Hourly teacher pay: $19,530</td>
<td>2015-16</td>
</tr>
<tr>
<td></td>
<td>2. Create and communicate Language Arts/Literacy Non-Negotiables.</td>
<td>Summer curriculum pay: $52,080</td>
<td>2016-17</td>
</tr>
<tr>
<td></td>
<td>3. Revise Language Arts Planning and Pacing Guides.</td>
<td>Resource teacher pay: $59,500</td>
<td>2016-17</td>
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<td>4. Reorganize electronic material to provide easy access to Literacy Framework information.</td>
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<tr>
<td></td>
<td>5. Embed evidenced-based teaching practices and strategies for students with dyslexia in Planning and Pacing Guides and core instruction (IS and DSS collaboration).</td>
<td>Additional costs addressed in slides 16 and 17.</td>
<td>2015-16 &amp; 2016-17</td>
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<td>Assessment</td>
<td>Develop and embed a balanced assessment program that assesses both foundational skills and critical thinking/problem solving.</td>
<td>Costs unknown until assessment system is developed.</td>
<td>2015-16, 2016-17, &amp; 2017-18</td>
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<tr>
<td></td>
<td>1. Create and implement a comprehensive assessment system including:</td>
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<tr>
<td></td>
<td>• a menu of formative and progress monitoring assessments and</td>
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<tr>
<td></td>
<td>• information about effective use of resulting assessment data.</td>
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<tr>
<td></td>
<td>2. Review screening tools that will be used to address early identification of students with dyslexia.</td>
<td>TBD</td>
<td>2015-16</td>
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<td>Professional Development</td>
<td>Create and implement tools and professional development to monitor achievement data, provide systemic support for students with identified learning needs, and maximize student potential.</td>
<td>Funds repurposed &amp; absorbed.</td>
<td>2015-16</td>
</tr>
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<td>1. Develop and present comprehensive and explicit professional development regarding the approach to Balanced Literacy instruction.</td>
<td>Training costs: $800,000 annually using Title II and school-based budgets.</td>
<td>2016-17 &amp; 2017-18</td>
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<tr>
<td></td>
<td>2. Develop lab sites in regions for modeling excellence in K-6 literacy instruction.</td>
<td>Subs: $8,000</td>
<td>2016-17 &amp; 2017-18</td>
</tr>
<tr>
<td></td>
<td>3. Design a self-assessment tool for schools to identify strengths and needs.</td>
<td>Costs reflect SY 2015-16 allocation, not new spending.</td>
<td>2015-16 &amp; 2016-17</td>
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<th>Related Cost</th>
<th>Fiscal Year</th>
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<tbody>
<tr>
<td>Professional Development</td>
<td>Create and implement tools and professional development to monitor achievement data, provide systemic support for students with identified learning needs, and maximize student potential.</td>
<td>None</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>4. Provide professional development for administrators and K-6 staff members in specialized programs to support students with dyslexia.</td>
<td>None</td>
<td>2015-16</td>
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<td></td>
<td>5. Create Regional Model Demonstration Site classrooms with highly trained teachers to provide examples of excellence in dyslexia instruction.</td>
<td>None</td>
<td>2015-16</td>
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<td></td>
<td>6. Hire a dyslexia specialist to collaborate with central dyslexia team (ISD/DSS) and provide professional development and technical assistance to schools.</td>
<td>1 FTE using reallocated funds</td>
<td>2015-16</td>
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Questions?
Glossary of Key Terms

- **Phonological Awareness**
  - refers to an individual's awareness of the phonological structure, or sound structure, of words.
  - involves the detection and manipulation of sounds at three levels of sound structure: (1) syllables, (2) onsets and rimes, and (3) phonemes.

- **Phonemic Awareness**
  - is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, the smallest units of sound.
  - relates only to speech sounds, not to alphabet letters or sound-spellings, so it is not necessary for students to have alphabet knowledge in order to develop a basic phonemic awareness of language.

- **Phonics**
  - is the relationship between specific, printed letters (including combinations of letters) and specific, spoken sounds.