

Assessing & Supporting Foundational Literacy

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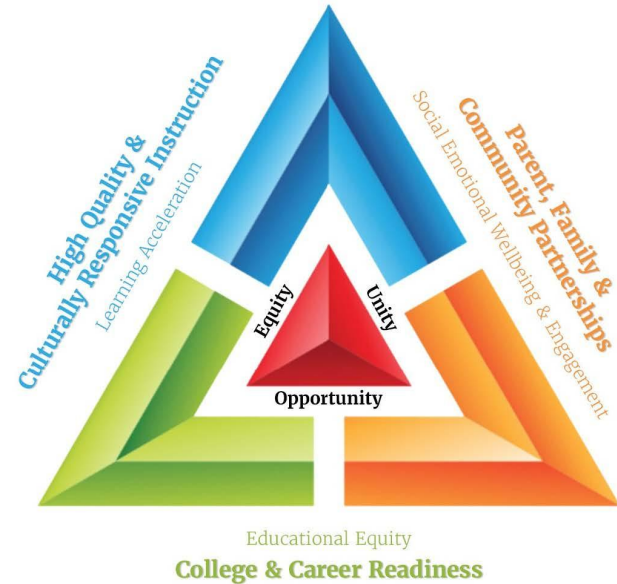


SIR Report

- Inconsistent use and understanding of data and assessments across the district has led to variance in collaboration using cycles of inquiry, curriculum implementation, and student outcomes.
- Student achievement data is not regularly discussed at the site level and used with cycles of inquiry, shared, or acted upon across and within principal and other leadership meetings.



Mt. Diablo Unified School District



Goal of this Work

Move towards a single comprehensive system to

- Assess/ Monitor learning
- Provide interventions
- Provide multiple opportunities for reclassification
- Screen students for early identification of students at risk of reading difficulties
- Train teachers in how to support foundational literacy skills
- Coach site administrators on how to support foundational literacy initiative on their site



Alignment and Coherence

Standards

- Review Process
- Updated Priority Standards

Instruction

- Reviewed Pacing
- Updated Scope & Sequence

Assessments

- Aligned with Priority Standards and Scope & Sequence

Simple View of Reading

Scarborough's Reading Rope



Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

X



Phonological Awareness

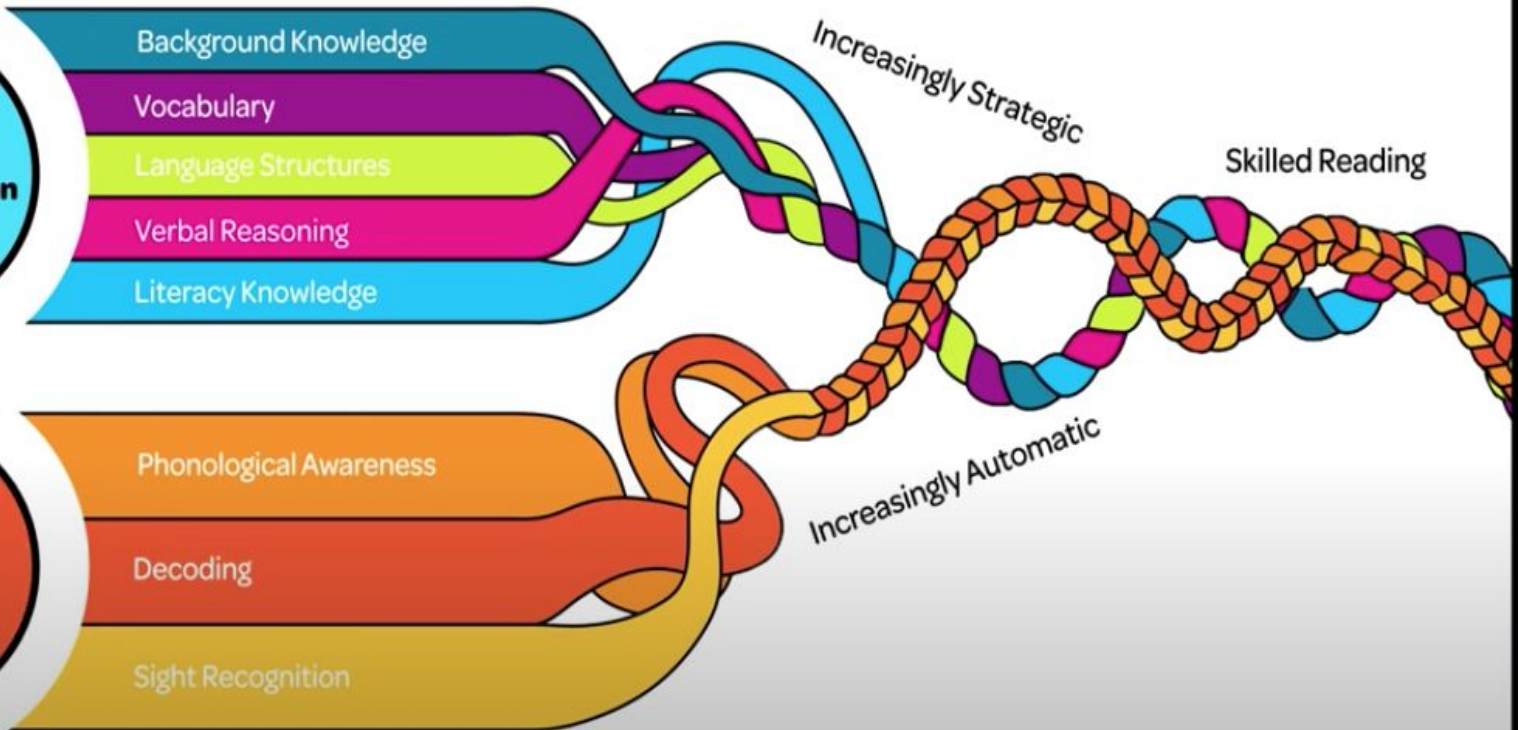
Decoding

Sight Recognition

Increasingly Strategic

Skilled Reading

Increasingly Automatic

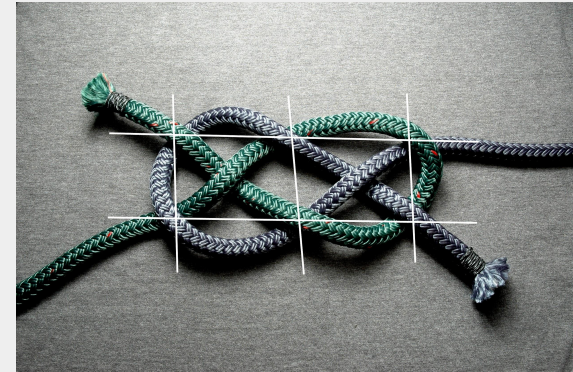


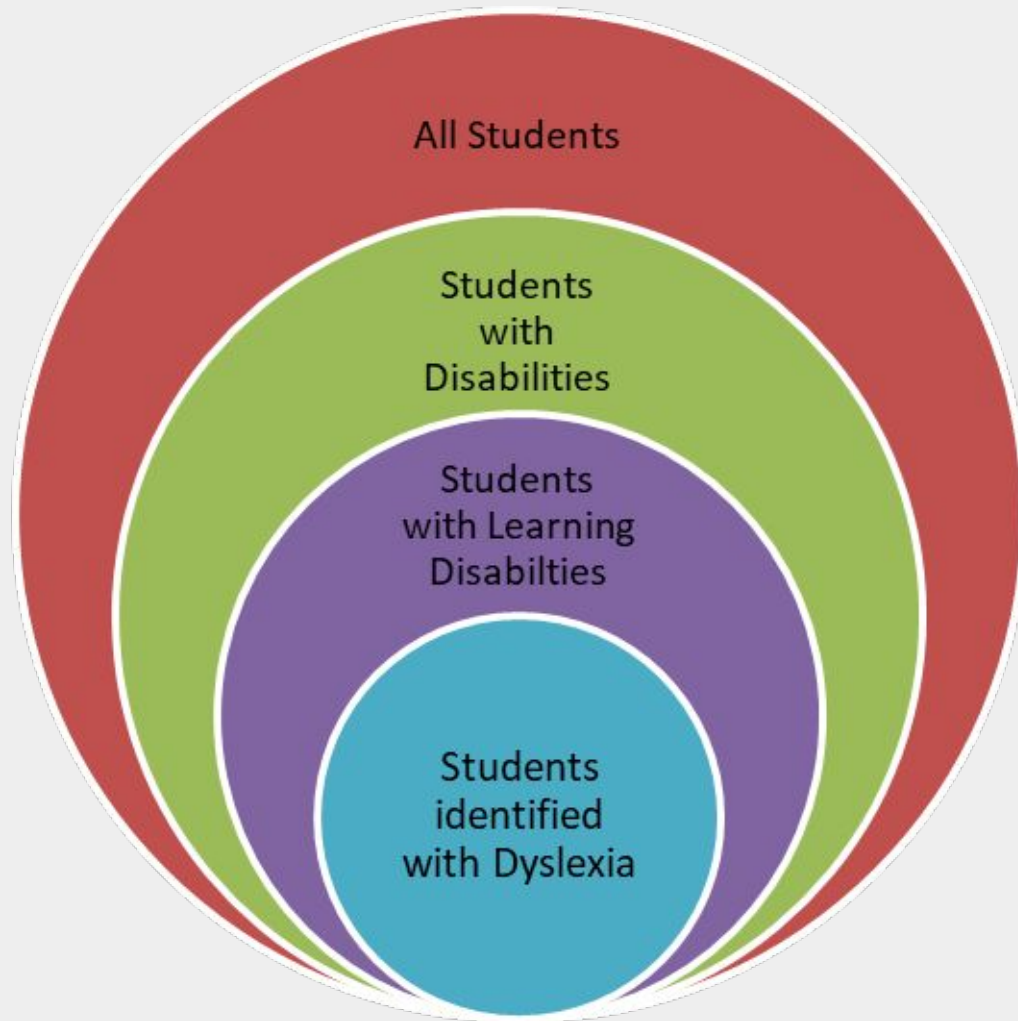
Sample Assessment Calendar

	Baseline/Screeners		Formative		Benchmark		Placement		Summative	
ELA	ASSESSMENT in iReady	DATA ANALYSIS	ASSESSMENT in iReady	DATA ANALYSIS	ASSESSMENT in iReady	DATA ANALYSIS	---	---	ASSESSMENT in iReady	DATA ANALYSIS
Math										
Writing	---	---	ASSESSMENT	DATA ANALYSIS	---	---	---	---	---	---
SEL	ASSESSMENT in Illuminate	DATA ANALYSIS	---	---	ASSESSMENT in Illuminate	DATA ANALYSIS	---	---	ASSESSMENT in Illuminate	DATA ANALYSIS
Report Card	---	---	---	---			---	---		
EL	---	---	---	---	ASSESSMENT in iReady		---	---		

Tying it all Together

- Summative Assessments (ie CAASPP)
- Universal Screening
- Benchmark Assessments (ie ESGI, iReady for grades 1-3rd, iready for reclassification)
- Formative Assessments (ie ESGI, iReady, Exit Tickets, student work, quizzes)
- K-1st Grade Teacher Training “*Unlocking the Science of Reading*” 2022/23 Expansion into TK-2nd
Grade Teacher Training “*Unlocking the Science of Reading*”2023/24
- Continued training for Dual Language Schools- foundational literacy in English and Spanish
- Partner in *PROJECT ARISE*
 - California Department of Education
 - Contra Costa Office of Education
 - UCSF Dyslexia Center
 - Turnaround for Children
 - TNTP
 - MDUSD (maximizing Wonders)
- Site Leader Coaching on how to support foundational literacy





All Students

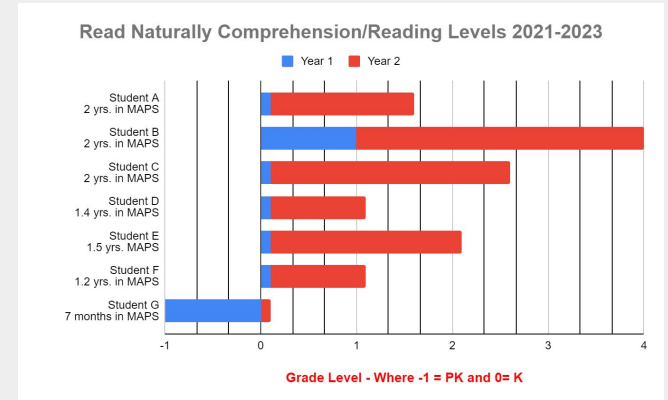
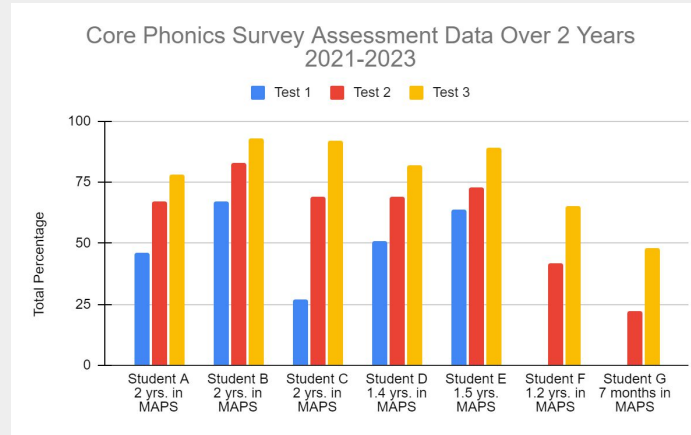
Students
with
Disabilities

Students
with Learning
Disabilities

Students
identified
with Dyslexia

Current Dyslexia Supports and Interventions

- Spire
 - Intervention
 - Resource Support
 - SDC classes
- Sondag
 - SDC Classes
- Lindamood Bell
 - SDC at two sites



Screeners for Students at Risk of Dyslexia

56337.5

(a) A pupil who is assessed as being dyslexic and meets eligibility criteria specified in Section 56337 and paragraph (10) of subdivision (b) of Section 3030 of Title 5 of the California Code of Regulations for the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400et seq.) category of specific learning disabilities is entitled to special education and related services.

(b) If a pupil who exhibits the characteristics of dyslexia or another related reading dysfunction is not found to be eligible for special education and related services pursuant to subdivision (a), the pupil's instructional program shall be provided in the regular education program.

Trailer Bill Language

- January 2024
 - Independent panel of experts to create an approved list of evidence based, culturally, linguistically, and developmentally appropriate screening instruments
- December 2024
 - The panel of experts shall approve a list of screening instruments
- June 2025
 - LEAs shall adopt one or more screening instruments from the list to assess pupils for risk of reading difficulties
- **2025-2026 School year and annually thereafter**
 - **LEAs shall assess each pupil in kindergarten to grade 2, inclusive**, for risk of reading difficulties using the instrument or instruments unless the parent or guardian opts out of the screening in writing
 - LEAs would be **required to provide supports and services to students identified as at risk of reading difficulties, including dyslexia.**
 - Parents must be notified of results
 - Screening must not delay the Child Find Process

SB 691

- June 2024
 - State Board of Education to **establish an approved list of evidence-based culturally, linguistically, and developmentally appropriate screening instruments** to be used by a local educational agency to screen pupils for risk of dyslexia.
- **2024-2025 School Year and annually thereafter**
 - LEA serving **pupils in any of the grades kindergarten to grade 2**, inclusive, to screen each pupil in those grades for risk of dyslexia by using the screening instrument or instruments
 - Parents must be made aware of the results of the screening
 - LEA must provide a pupil identified as being at risk of dyslexia with **evidence-based literacy instruction, progress monitoring, and early intervention in the regular general education program.**
 - By expanding the duties of a local educational agency, the bill would impose a state-mandated local program.

Trailer Bill Language Additional Component

Results of an assessment administered pursuant to this section shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identification for gifted or talented education, **reclassification of English learners**, or identification as an individual with exceptional needs.

Universal Screeners Reviewed

	Grades	Spanish	Time	Digital or Paper	Connected to Intervention
iReady	K-12	Yes	45 mins	Digital Diagnostic and Screener will be combined Fall 2023	Yes
mClass/Amplify	K-6	Yes	3-6 mins	Digital	Yes (2 levels)
Diebels 8	K-8	Yes		Paper	Yes
Multitudes	K-5	Version 2	Varies by version	Digital	Not yet
Early Bird	K-1	No	RAN only	Digital	Yes

Proposed Next Steps for the 23/24 School Year



Thank you

Community Advisory Committee (CAC)
Dyslexia Task Force
Unlocking the Science of Rdg Teachers
Educational Services Team
Special Education Team
TNTP partners
Bel Air Elementary
County Office of Education (CCCOE)
California Collaborative for Educational
Excellence (CCEE)

