

Mountain View Whisman School District

Agenda Item for Board Meeting of September 7, 2023

Agenda Category: Discussion Agenda Item

Agenda Item Title: Literacy Instruction & Dyslexia Support Plan

Estimated Time: 30 mins

Person Responsible: Swati Dagar, Director of Curriculum, Instruction, and Assessment
Acantha Ellard, Educational Services Coordinator - MTSS

Background:

Student data reflects significant gaps in literacy skills for some students, primarily students in specific subgroups across the district. Those gaps were exacerbated by the pandemic. District staff recognized that shifts may be needed in the district's approach to literacy instruction and support for students with reading difficulties and/or reading disabilities, including dyslexia. Currently, the district's adopted curriculum is based on a balanced literacy approach, and as the district engages in a new curriculum adoption, this report is intended to review and reflect best practices in literacy instruction, including the Science of Reading.

Additionally, the California Department of Education has launched the student reading initiative with the goal of by 2026, every child will learn to read by the third grade. The purpose of the state literacy plan is to align and integrate state literacy initiatives, content standards, and state guidance documents to support teachers.

This report will address the above described data gaps and plan of action in alignment with Strategic Plan 2027 Goal 1b. Ensure targeted instructional opportunities that maximize learning for all students.

Review of Research & Evidence-based Practices

Understanding Reading Development

Literature exists detailing how students develop effective reading skills. Research indicates that both genetic and environmental factors contribute to the development of reading skills. Genetic factors, such as neurobiological structures and cognitive development, will influence the rate and ease with which a person learns to read. Additionally, environmental factors, such as quality of reading instruction and exposure to literacy, influence reading development. Both areas are important to understand to support effective reading development in students.

Two simple visual explanations (and leading views in the field) of how reading skills are developed include the 'Simple View of Reading' and the 'Reading Rope.'

Simple View of Reading

The Simple View of Reading was developed in 1986 by psychologists and professors, Phillip B. Gough and William E. Tunmer. Gough and Tunmer found that successful reading or reading comprehension

occurs through the formula: Decoding (D) X Language Comprehension (LC) = Reading Comprehension (RC). Reading comprehension is the product of both decoding and language comprehension; essentially, if either D or LC = 0, then RC will = 0. Gough and Tunmer claimed that strong decoding and language comprehension must be in place in order for readers to be successful, meaning, comprehend the words they read.

Simple View of Reading Definitions

- Decoding (D): efficient word recognition, fast and accurate reading of words both within and out of context
- Language comprehension (LC): ability to derive meaning from spoken words. Includes linguistic comprehension, listening comprehension, receptive language skills, etc.
- Reading comprehension (RC): ability to perceive and retrieve meaning from written words

Gough and Tunmer also identify three general types of reading difficulties, which are outlined in the Reading Difficulties & Disabilities section of this report.

The Simple View Formula



The Simple View of Reading (Gough & Tunmer, 1986)

The Reading Rope

The Reading Rope was developed in 2001 by developmental psychologist Hollis Scarborough. Scarborough created the visual representation of the elements of skilled reading based upon a review of existing literature and evidence on how those skills develop. The visual includes two chief sections, Language Comprehension and Word Recognition, as well as subsets of both areas. Language Comprehension includes, background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Word Recognition includes phonological awareness, decoding, and sight recognition. These areas will be further discussed in more detail later on in this report. The entwined rope depicts the concept that as students develop in each area, skilled reading emerges and strengthens.



Factors to Consider

Research shows that reading development does not occur the same way that a child learns to speak. Research has confirmed that humans' brains are designed to understand spoken language. A person exposed to spoken language will understand and use that same language in increasing complexity over time. The same cannot be said for reading and writing. The human brain is not designed to learn to read and write simply through exposure. This means that reading and writing concepts and skills must be directly taught in order for those skills to develop.

It is also important to note the variation in writing systems and their level of consistency in spelling to sound correspondences, and how that may affect the ease in which one learns to read and write. For example, the written form of English has little consistency in letter-sound relationships, while languages such as Finnish or Spanish have a very consistent letter-sound relationship. This means that the English language itself may inherently make it harder to learn to read and write.

Reading Instruction & Intervention

Science of Reading - Structured Literacy

Science of Reading (SOR) based instruction is a structured approach to teaching literacy. It requires systematic and explicit teaching of all essential components of literacy, as described above. Systematic instruction means that teachers follow a well-organized sequence of instruction, with important prerequisite skills taught before more advanced skills. Explicit instruction means that teachers clearly explain and model key skills. Additionally, because instruction should be explicit, this means that teacher-led instruction should be used to ensure all students learn to read.

In a SOR approach, the following concepts are taught to support Language Comprehension and Word Recognition: phonology, sound-symbol association, syllables, vocabulary, morphology, syntax, and semantics, verbal reasoning, literacy knowledge.

This structured literacy approach is rooted in research and is proven effective in both developing reading and writing skills, as well as addressing skills for students with reading difficulties or disabilities.

Balanced Literacy & Whole Language Approaches

Other approaches to literacy instruction include balanced literacy and whole language approach. These approaches are described here for the purpose of understanding what they are, but it is important to note that they have been proven to be the least effective approaches to literacy instruction or found ineffective for many groups of students.

The whole language approach to reading instruction calls for word recognition as whole pieces, a complete system of whole words for readers to make meaning of. Phonemic awareness, phonics, and the process of decoding are not typically used in a whole language literacy classroom.

A balanced literacy approach addresses reading instruction through a variety of means and environments that differ depending on the teacher. This approach pulls from both the whole language approach and structured reading. Unlike structured reading, a balanced literacy approach does not prioritize phonics and phoneme instruction, but rather repeated literature exposure, use of context clues to decode words, and may include some instruction on decoding. The chief difference between a balanced literacy approach and a structured reading approach is that structured reading prioritizes a systematic approach to each element of reading development as described earlier. While elements of instruction in each area may be present in a balanced literacy classroom, it is typically driven by individual teachers (increased chance for variation at the school and district level) and it is not typically systematic.

Intervention

At times students may still require reading intervention to support development and mastery of literacy skills. These interventions typically increase in intensity depending on the needs of students. School staff should use interventions that are both evidenced based and also follow a structured literacy approach.

MTSS & Literacy

A Multi-Tiered System of Supports (MTSS) is a comprehensive approach that fully integrates support to all students' academic, social-emotional, and behavioral needs. It includes a prioritization of core instruction and universal support for strong first instruction, as well as tiered support for students who need more targeted and/or intensive interventions. It also allows for a clear approach to both assessing students' achievement and analyzing student data to make informed educational decisions.

An effective MTSS has the following:

- A strong core foundation, including screening, universal supports, inclusive instruction, & differentiation
- A continuum of supports & interventions that are clear across tiers
- Processes for analyzing student data, monitoring student needs and progress, connecting students to supports, and communicating across all levels

An effective MTSS is designed to meet the needs of all learners, including those related to literacy. The system works at all levels to ensure students receive the type of instruction and/or intervention they need

to meet intended outcomes. The system also accounts for additional factors that may impact a student who has difficulty learning to read, such as any social-emotional or behavioral challenges.

Universal screening is recommended in an effective MTSS so that school staff have a clear picture of all students' reading needs in order to plan for instruction and intervention when necessary. Universal Screeners also identify students at risk for reading difficulties, including dyslexia.

In California, Senate Bill 691 is currently making its way through the legislative system that will require dyslexia risk screening for all students grades Kindergarten through 2nd. It was introduced to the senate by Senator Portantino in February 2023 and was recommended to pass in March. The bill has yet to pass.

In Governor Newsom's May Revision to the Governor's Budget, released to the public on May 15, 2023, Universal Screening is also addressed. The revised budget was passed during the 2023 summer and requires LEAs screen students in grades Kindergarten through Second grade for risk of reading difficulties and dyslexia by the 2025-26 school year through a universal screening process.

Reading Difficulties & Disabilities (including dyslexia)

The National Assessment of Educational Progress estimated in 2019 that approximately one-third U.S. fourth grade students have difficulties in reading which impacts their ability to comprehend grade-level content.

Reading disabilities can manifest in different ways. Typically, a person may experience challenges in word reading accuracy, reading comprehension, reading fluency, or any combination of the three. Dyslexia is one type of reading disability. General reading difficulties may occur for a variety of reasons that may or may not be directly related to a reading disability. For example, a person may experience reading difficulties due to vision related issues or attention difficulties.

Dyslexia is one form of a disability in reading. According to the International Dyslexia Association, dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Additionally, dyslexia occurs on a continuum (as is the case with most disabilities), meaning that people may experience impacts from dyslexia anywhere from mild to severe difficulties. This also means that the level of intervention for students with dyslexia will vary depending on where their needs fall on this continuum. Some may experience success in literacy with assistive technology or accommodations, while others may require reading intervention, and/or specialized instruction via an Individualized Education Plan (IEP). According to various studies, dyslexia affects approximately 5-20% of the population. Additionally, people from varying ethnic and socioeconomic backgrounds experience dyslexia at the same rate, though rates of identification and diagnoses do vary among these groups for reasons including racial bias, access to care, etc.

In 2015, California released the CA Dyslexia Guidelines to assist regular education teachers, special education teachers, and parents in identifying, assessing, and supporting students with dyslexia in accordance with the passage of AB 1369.

According to the California Dyslexia Guidelines, the word “accommodation” is not defined in federal or California law, but in general, accommodations are tools or teaching strategies that provide students with disabilities equal access to instruction. Accommodations help students with disabilities to participate fully in school, and they allow these students to demonstrate learning without being impeded by disabilities. Accommodations enable students with disabilities to demonstrate knowledge, skills, and abilities without lowering learning or performance expectations and without changing the complexity of the target skills being taught or the test construct being measured.

Students impacted by a reading difficulty or disability typically require support to achieve success in critical foundational skills. Support varies depending on how the student is impacted by their reading difficulty or disability. School staff consider the range of supports available to students, including assistive technology, accommodations, and/or reading intervention, and then decide what the student needs to be successful. Some students may be impacted to the extent that they qualify for supports and/or services through a Section 504 plan or an IEP as outlined in state and federal law, but not all students with dyslexia or at-risk of dyslexia qualify for these services (see criteria description below).

Office of Civil Rights (OCR); Non-Discrimination in Programs Conducted and Funded by the Federal Government, evaluation and placement (Section 504 Plan) is summarized below:

School personnel shall conduct an evaluation, using validated and appropriate materials, of any person who, “because of a handicap,” needs or is believed to need services prior to taking any action in respect to initial placement and interpret this data, drawing upon a variety of sources and information to make eligibility determinations and must periodically re-evaluate eligible students.

California Code of Regulations (CCR) Eligibility Criteria for Special Education in the category of Specific Learning Disability per IDEA and Educational Code, is summarized below:

A child shall qualify as an individual with exceptional needs, in this case a Specific Learning Disability (SLD), if the results of required assessments, including observations of the child, demonstrate that the degree child’s impairment requires special education, as decided by the IEP team, and taking into account all relevant material available on the child. This decision shall not be made based on a single score or product of scores. SLD means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Multiple avenues to determine eligibility are permitted per state law. A team may not find a student eligible as having a SLD when the reason for the student’s scores are the result of limited school experience or poor school attendance, a disability in the area of vision, hearing or motor, an intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency. Tit. 5, § 3030 - Eligibility Criteria

Dyslexia - Facts v. Myths

The National Center on Improving Literacy (NCIL) explains common misunderstandings, or ‘myths’ and actual facts about dyslexia as described below:

- Fact - Dyslexia exists on a continuum, and students with dyslexia demonstrate different levels of difficulty learning to read
 - Myth - All students with dyslexia demonstrate the same problem with Reading
- Fact - Dyslexia is a brain-based disorder associated with impairments in the brain regions associated with manipulation of sounds, not vision
 - Myth - Dyslexia is a reading disorder that is based in vision problems, which cause people to read backwards or mix up b and d.
- Fact - Reading may require significantly more effort and academic support for someone with dyslexia, but these students can learn to read.
 - Myth - People with dyslexia cannot learn to read.
- Fact - Dyslexia impacts individuals with a range of cognitive skills, and with average to above average intelligence. Some individuals with dyslexia have well above average ability in problem-solving and creativity. However, these above average skills do not exist because an individual has dyslexia.
 - Myth - Intelligent people cannot have dyslexia.
- Fact - While many students with or at risk for dyslexia get low scores on phonological processing tests, approximately 25-30% of these students will do fine on these measures. This is why it is important to collect multiple sources of data to identify all students who are demonstrating word reading difficulties, and to provide appropriate evidenced-based reading instruction.
 - Myth - All students with dyslexia will perform poorly on tests of phonological processing.
- Fact - Research is still ongoing regarding which specific intervention is best for students with or at risk for dyslexia. All students who have or are at risk for dyslexia should receive evidence-based reading instruction, and their progress should be monitored over time. Closely monitoring students’ response to instruction over time is one of the best ways to determine whether the instruction being provided meets the student’s needs or other instructional programs or supports are needed.
 - Myth - We can predict who will respond to instruction.
- Fact - Providing students with dyslexia with evidence-based reading instruction and the necessary supports to succeed involves many individuals within a school system. Schools should: screen all students for dyslexia risk, provide high-quality, evidence-based reading instruction to all students with or at risk for dyslexia, intensify supports for students who need them to succeed and individualize intervention for students with dyslexia, continue to nurture students’ interests and strengths to help them become successful learners.
 - Myth - There is a silver bullet to remediate dyslexia.

Scope of Practice: Public Schools and the Private or Clinical Setting

It is important to understand the difference in *scope of practice* between the public school system and the private sector and/or clinical setting. In the private, clinical, or medical sector, professionals typically follow a model, called the medical model, that can lead to a ‘diagnosis.’ Professionals in the clinical

setting and private sector, or medical professionals use screeners, evaluations, and/or assessments to diagnose individuals with dyslexia based on their specific set of criteria. Differently, the public school setting follows a model that can lead to ‘eligibility.’ Professionals in the school setting use screeners, evaluations, and/or assessments to identify student needs when there is a suspected disability, including dyslexia, based on indicators and characteristics, following a specific set of eligibility criteria. In California public schools, school staff rely on criteria established by state Education Code, the Individuals with Disabilities Education Act (IDEA), or Section 504 of the Rehabilitation Act as applicable.

Despite the differences in scope of practice, it’s important to note that supporting and intervening based on student needs is within the scope of the school district regardless of an outside diagnosis. This means that schools should act upon information gathered, in a manner that meets student needs and must not require families to pay for evaluations and diagnosis in order to access reading support. Additionally, it is important to note that a student may have a diagnosis of dyslexia from a clinician or private professional, but they may or may not meet eligibility criteria for specialized services through special education. Students with dyslexia should be supported based on their needs, as explained previously, that fall along a continuum of severity and a continuum of supports.

Review of Neighboring Districts’ Literacy Work

Palo Alto Unified School District

Palo Alto implemented its *Every Student Reads Initiative* in 2021 with the goal that all students will read at grade level by the end of the third grade. This initiative includes strategy, instructional practices, professional learning, performance indicators, goal progress, and early identification tools to support the district’s efforts to meet the initiative’s goal.

Benchmark Advance and the IMSE Orton-Gillingham multisensory approach to reading instruction replaced the previous literacy approach, Lucy Calkins curriculum. District teachers, reading specialists, and principals received structured literacy training. The district also implemented the i-Ready Dyslexia Screener in grades K-2. Additionally, the district has a position for Director of Literacy Instruction that leads the district’s early literacy efforts as well as literacy development in all grades. Additionally, the district has a board adopted dyslexia resolution.

Reading Related Actions

Elementary Targeted Literacy	In 2022-23 all newly hired PK-3 teachers will be offered the opportunity to attend Orton Gillingham training. The focus, however, will be on implementation of the newly adopted ELA curriculum. Continue elementary principal PLC with a focus on fostering student engagement, providing teacher feedback, and building knowledge and skills related to aspects of literacy instruction. Throughout the 2022-23 school year, elementary teachers will be offered workshops to continue to build capacity, skills and knowledge on topics such as: approaches to teaching reading, including research in reading instruction, brain research, components of reading instruction, supporting English Learners, etc.
Intervention & Progress	Use data and monitoring system to identify struggling students in general education elementary. Determine best strategy in reading, phonics and math,

Monitoring	and set goals for student goals.
Elementary Literacy	Monitor student progress and provide interventions through reading specialists at every elementary site at the Tier 2 level.

Los Altos School District

Los Altos follows four areas that they have identified that matter most when students are learning to read and base their approach to literacy instruction on the Simple View of Reading (SOR). The four elements include: the Simple View of Reading; Range, Complexity, and Quantity of Texts; Reading and Writing for Authentic Purposes; and Engagement and Joyful Learning. The district has implemented the Lucy Calkins & Teachers College Reading and Writing Project - Units of Study to reach the goal of Reading and Writing for Authentic Purposes. In grades Kindergarten through Second, students receive explicit phonics instruction, reading workshops, writing workshops, and experience literacy across all content areas. In grades Third through eighth, students receive reading workshops, writing workshops, and experience literacy across all content areas. In addition to the Units of Study, teachers follow Orton-Gillingham multisensory routines and use these types of resources. Teachers also have access to high interest, diverse texts in the classroom.

Reading Related Actions

ELA - Instructional Support Teachers	Instructional Support Teachers partner with teachers to ensure that high quality first instruction is happening in the classroom. New teachers are supported, as well as teachers who may have switched a grade level.
Evidenced-based intervention strategies	In order to best respond to the post-pandemic needs of our students, teachers need additional clear, effective, and evidence-based intervention strategies. These strategies will be used as in-class tier 2 interventions. Teachers will attend a training prior to the start of the school year and have ongoing support in grade level meetings, through Care Teams, and through coaching. Common tools and resources across schools will allow for strong support and monitoring for efficacy.
Tiered supports and Intervention	Each school is refining their multi tiered system of support (MTSS) - MTSS is a framework that schools use to provide targeted support to struggling students. Using a combination of universal screeners and common assessments across classrooms, the system aims to address behavioral as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers. Care teams at each site oversee this system. Training for Care teams, along with additional resources for interventions will be provided.

Cupertino Union School District

Cupertino aims to develop lifelong readers, writers, and thinkers. The district employs Heinemann's Units of Study for Teaching Reading Series for grades Kindergarten through Fifth, as well as the Units of Study in Phonics for grades Kindergarten through Second. They also use the Units of Study in Opinion, Information, and Narrative Writing in grades Kindergarten through Fifth.

In addition to core instruction, Cupertino also supports students through a tiered approach that includes reading interventions. Though reading or literacy is not directly mentioned in their current strategic plan or district priorities, Cupertino does directly address instructional foundations for student success, personalized learning, and the *whole child* approach.

Reading Related Action Items

Tier 2 & 3 Academic Supports	Develop Tier 2 reading interventions: provide literacy intervention teachers to support sites with higher needs. Intervention teachers will provide Tier 2 literacy instruction to students 4-5 days per week and also support CUSD in building a district-wide system for Tier 2 intervention, progress monitoring, and parent communication. This will include coaching IAs.
Tier 2 & 3 Academic Supports	Expand Soday Reading intervention materials for all RSP and mild-moderate SDC classrooms (for supporting students with IEPs)
Tier 2 & 3 Academic Supports	Provide material and collaborative learning time for sites building Tier 2 interventions (LLI, Heggerty, Soday, Read 180, Math 180, and other evidence-based resources).
Tier 1 (Core) Educational programs for all students	Primary Phonics: Implement Soday LPL in TK, Heggerty in Kindergarten and Soday E in primary grades
Professional Development to Support Tier 1, 2, 3 instruction	Provide training in structured literacy/Orton-Gillingham methods of instruction for teachers K-5 (optional summer) and all teachers in grades K-1 as a supplement to our core instruction as part of MTSS (Heggerty, Soday, IMSE).
Professional Development	Soday: Provide training in SONDAY and RS and SDC teachers (explicit literacy instruction for students with IEPs).

Sunnyvale Elementary School District

Sunnyvale employs Explicit Direct Instruction and the Gradual Release of Responsibility, as well as a balanced literacy approach to reading instruction. Sunnyvale also aims to develop lifelong readers and writers. To achieve this, they recognize that instruction should occur early and be comprehensive. Their four essential literacy components are: 1) strong literature, language, and writing program; 2) decoding skills needed to read fluently; 3) ongoing diagnosis and assessment; and 4) early intervention for students at risk of failure in reading.

To achieve its goals, Sunnyvale employs the Fountas and Pinnell Classroom curriculum in grades Transitional Kindergarten through Fifth and the Heggerty Phonemic Awareness program in grades Transitional Kindergarten through First. The district also uses supplemental programs including Zoophonics, Handwriting Without Tears, Words Their Way, Leveled Literacy Intervention, Read 180, and System 44.

Reading Related Action Items

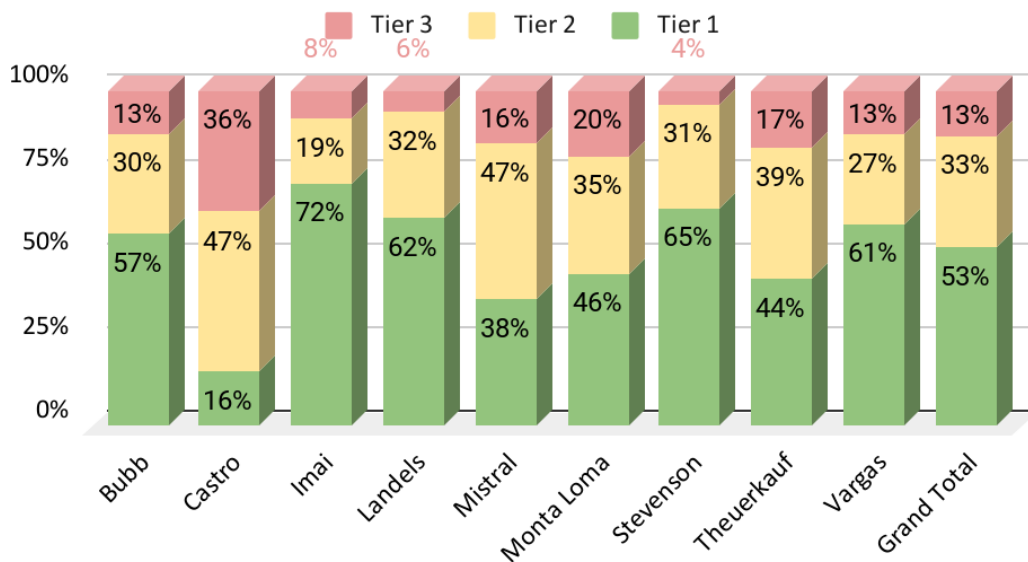
ELA & Math Intervention	Teachers of students with disabilities in grades TK-8 will use intervention materials for Math and English Language Arts to support individualized education program goals directly related to CCSS.
Professional Development	TK-8 teachers will develop and refine their pedagogical practice with Tier 1 Reading Language Arts (RLA) instruction with scaffolding and challenge to ensure student learning and growth. Examples: Phonemic and Phonics instructions, guided reading, Book clubs, Writers' Workshop, utilization of formative assessment measures
Foundational Literacy Training	Targeted TK-8th teachers will be trained in foundational literacy skills.
Additional teacher - support services	Assign a Support Teacher for Equitable Outcomes at every school site to leverage the assets our students bring to our schools, as we maximize the support we are able to provide them. Our Support Teacher for Equitable Outcomes primarily provided reading and math intervention for students.

Data Summary & Analysis

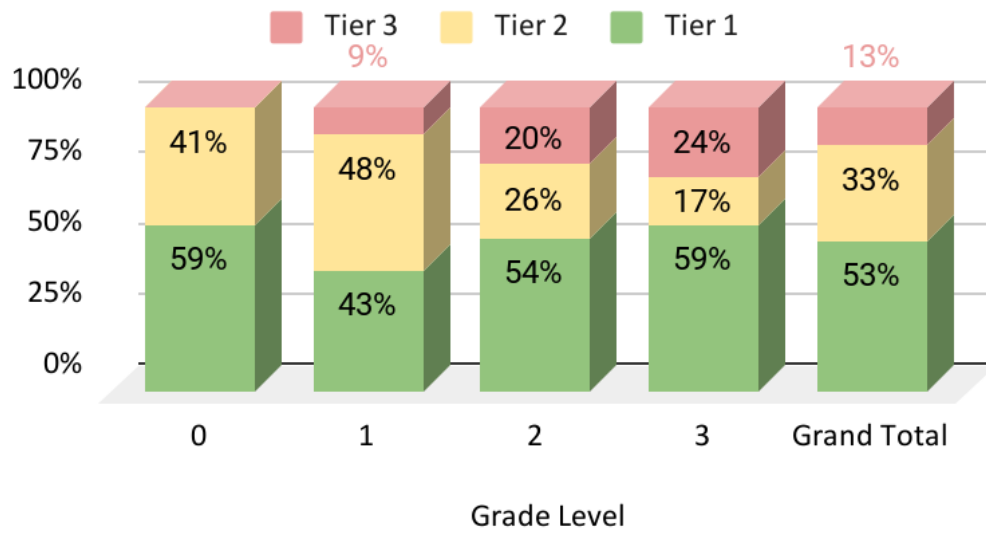
i-Ready Data Summary

The following charts display results from the i-Ready Diagnostic 2 administration for reading overall and by i-Ready reading domains for major subgroups in grades Kindergarten, 1st, 2nd, and 3rd.

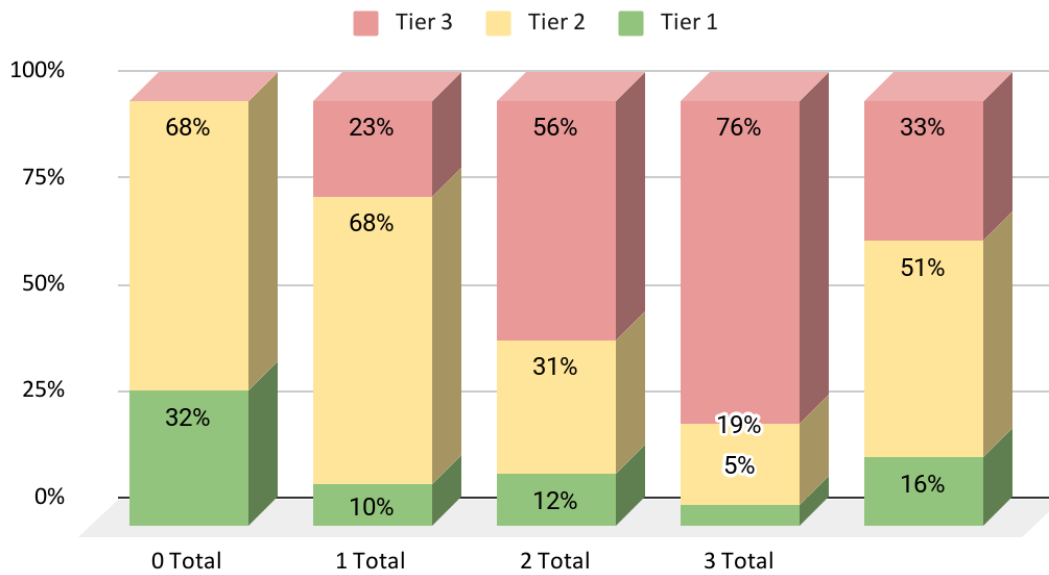
Overall Reading Comprehension - i-Ready Diagnostic 2



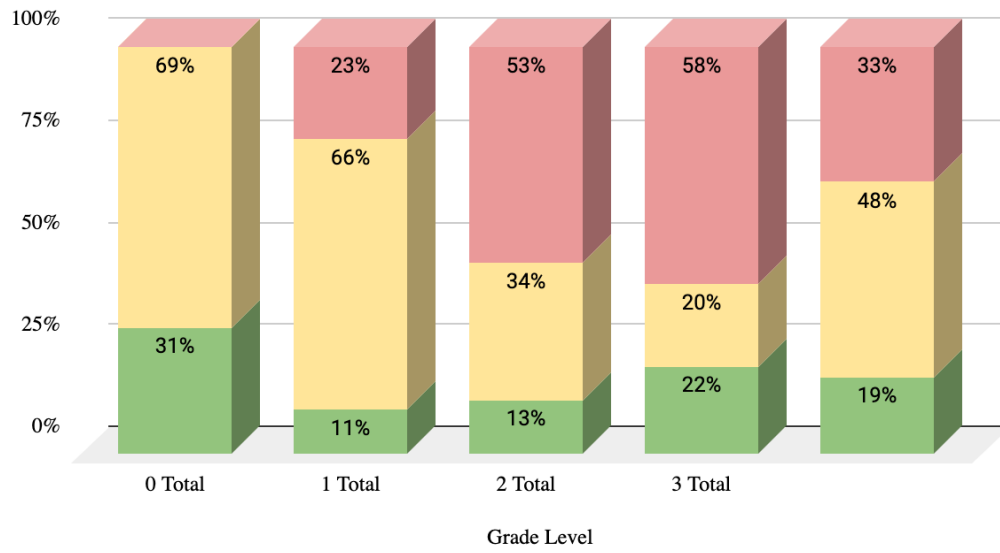
Reading Comprehension - By Grade Level (Diagnostic 2)



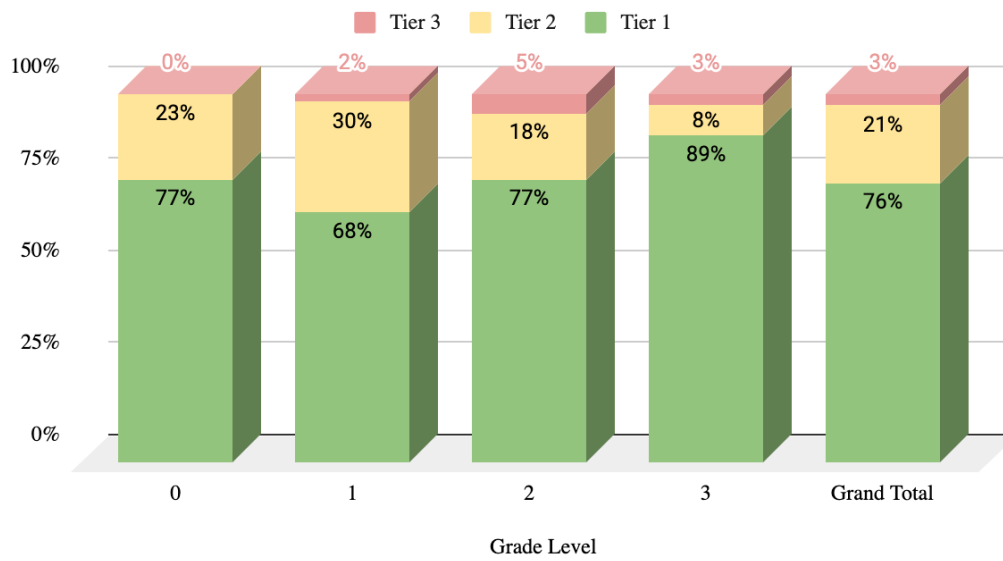
Reading Comprehension - ELs by Grade Level



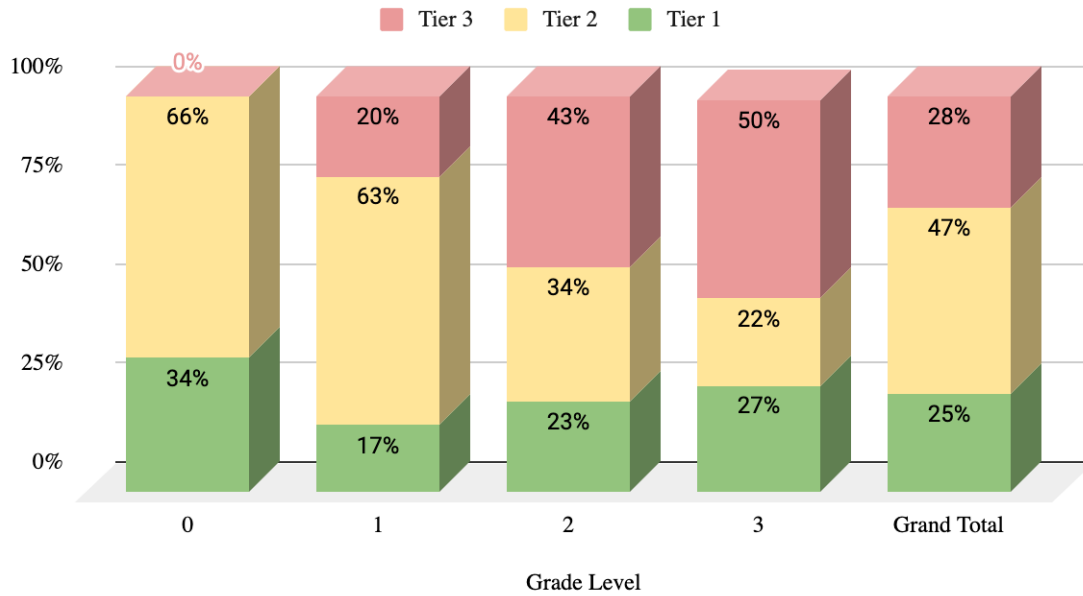
Reading Comprehension - SED By Grade Level



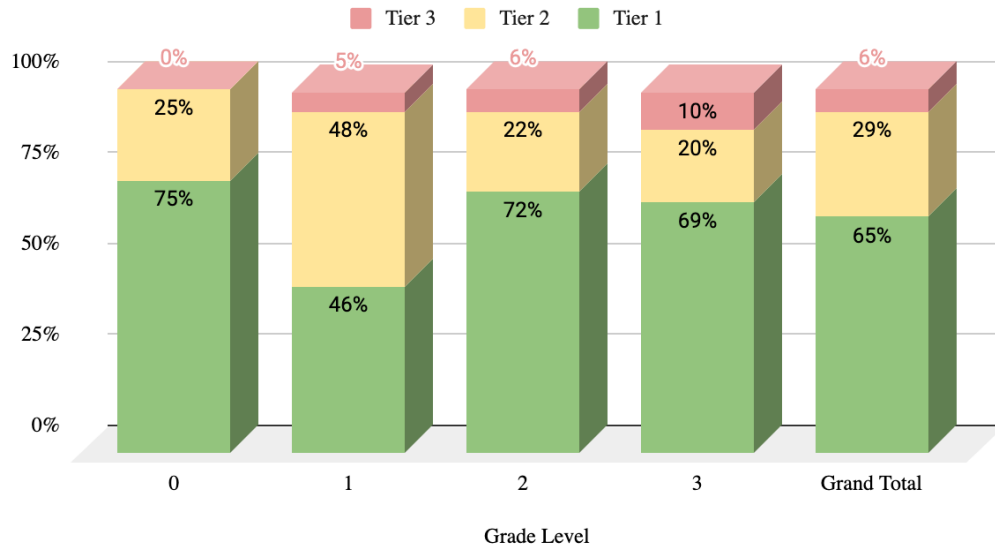
Reading Comprehension - By Ethnicity -Asian



Reading Comprehension - By Ethnicity - Hispanic/Latino

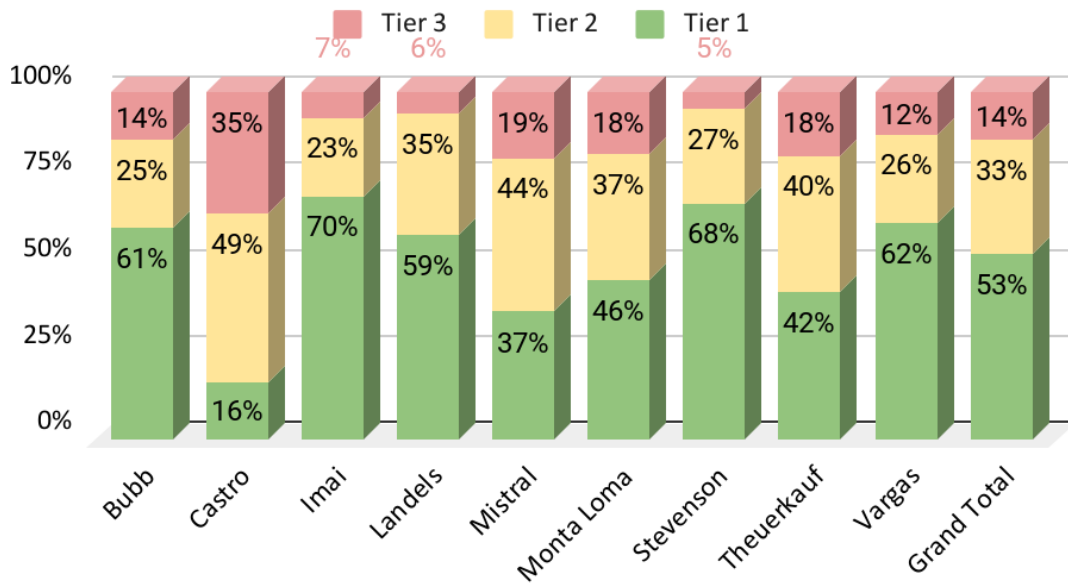


Reading Comprehension- By Ethnicity- White

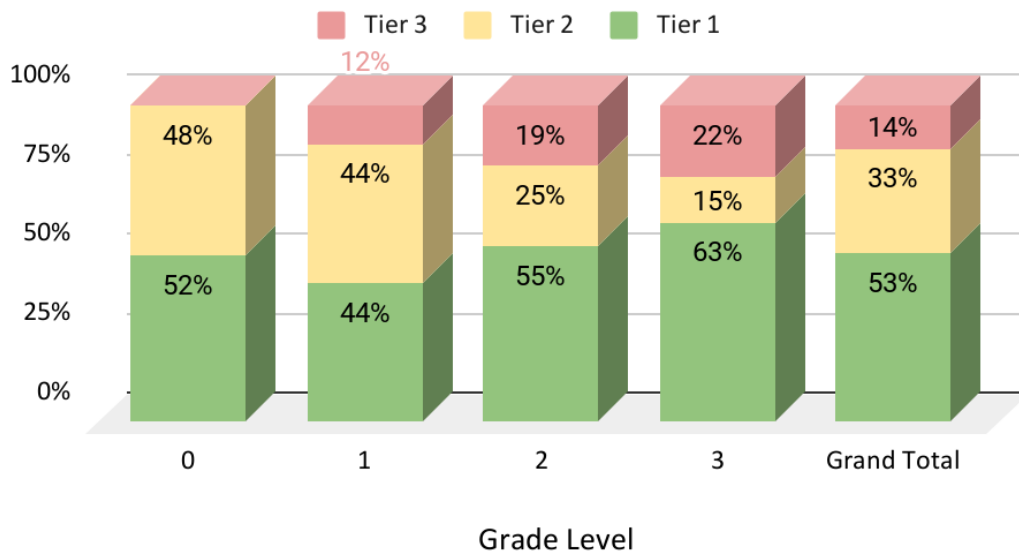


The following sets of graphs display the results of i-Ready Diagnostic 2 assessment in the Vocabulary domain for Kindergarteners, Grades 1, 2, and 3.

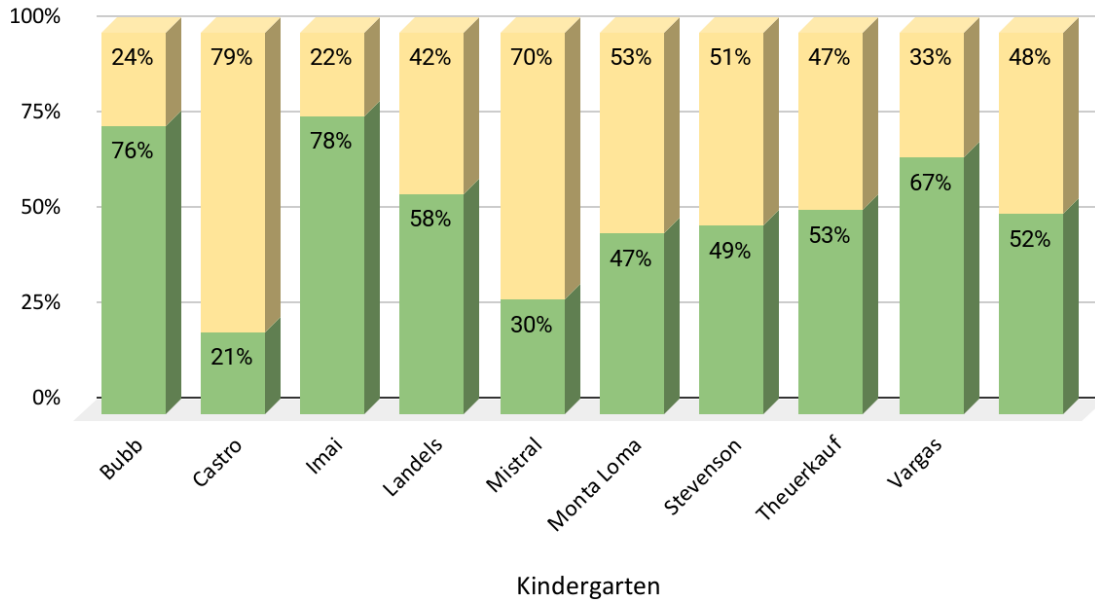
Vocabulary - i-Ready Diagnostic 2



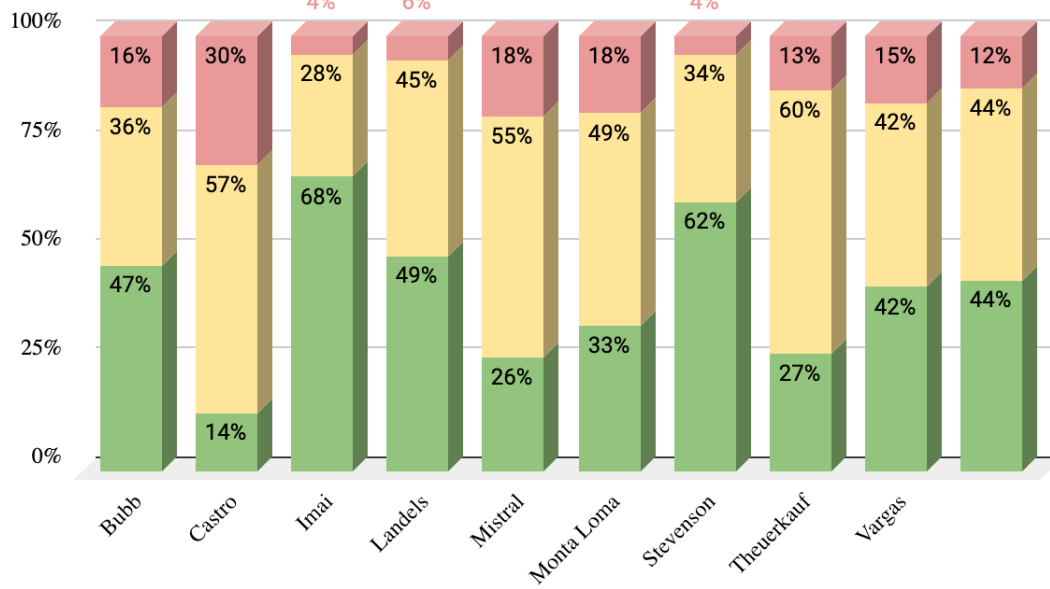
Vocabulary - By Grade Level - Diagnostic 2



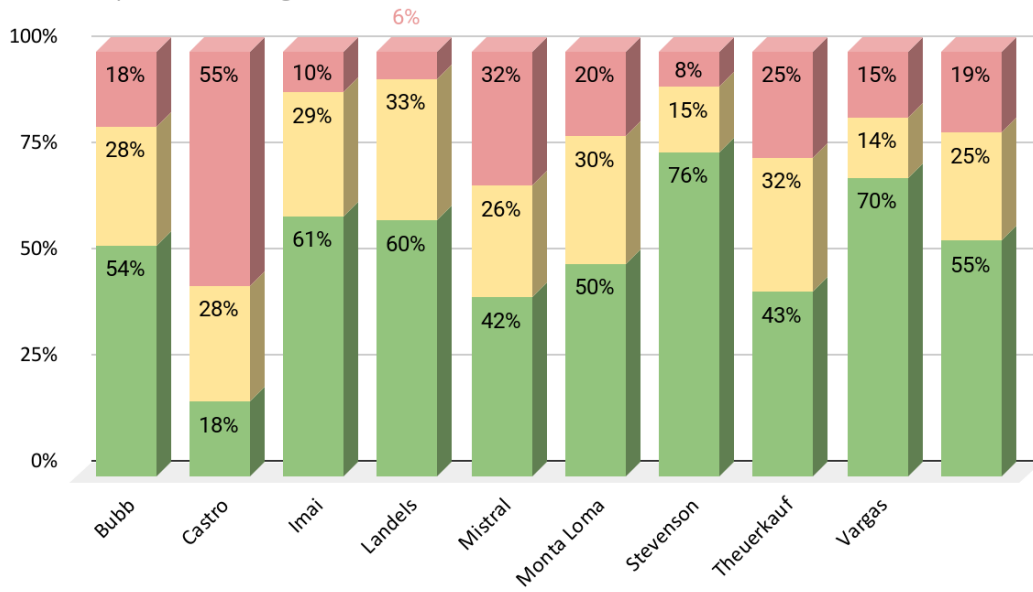
Vocabulary - Kindergarten - Diagnostic 2



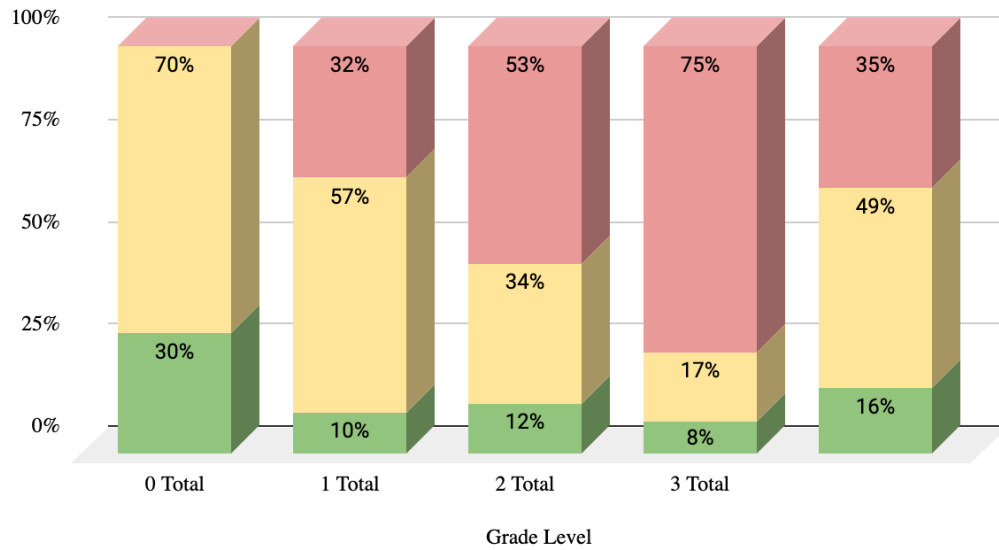
Vocabulary - Grade 1 - Diagnostic 2



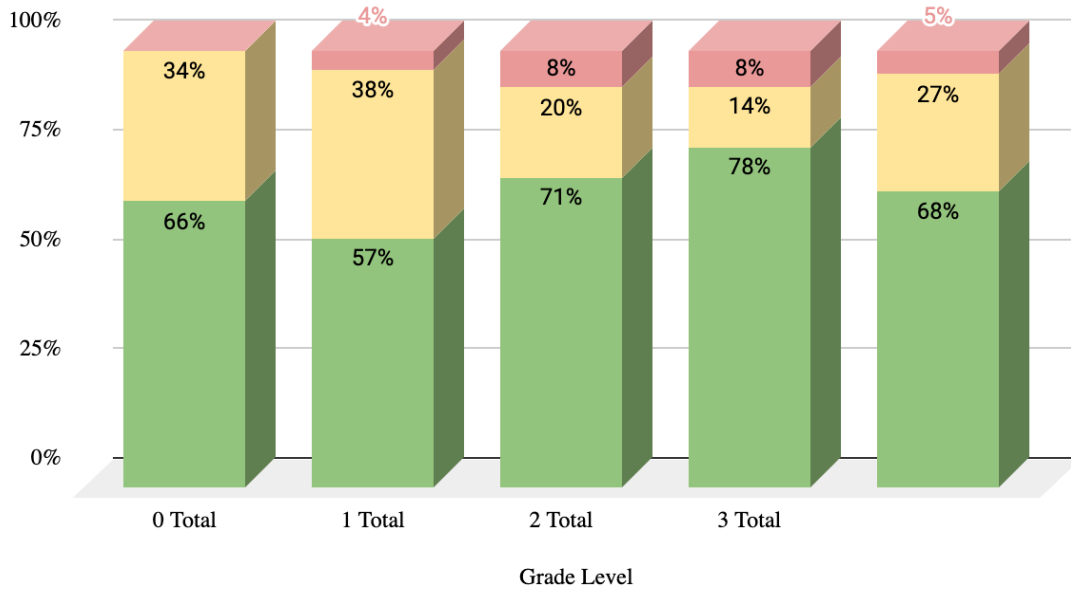
Vocabulary - Grade 2 - Diagnostic 2



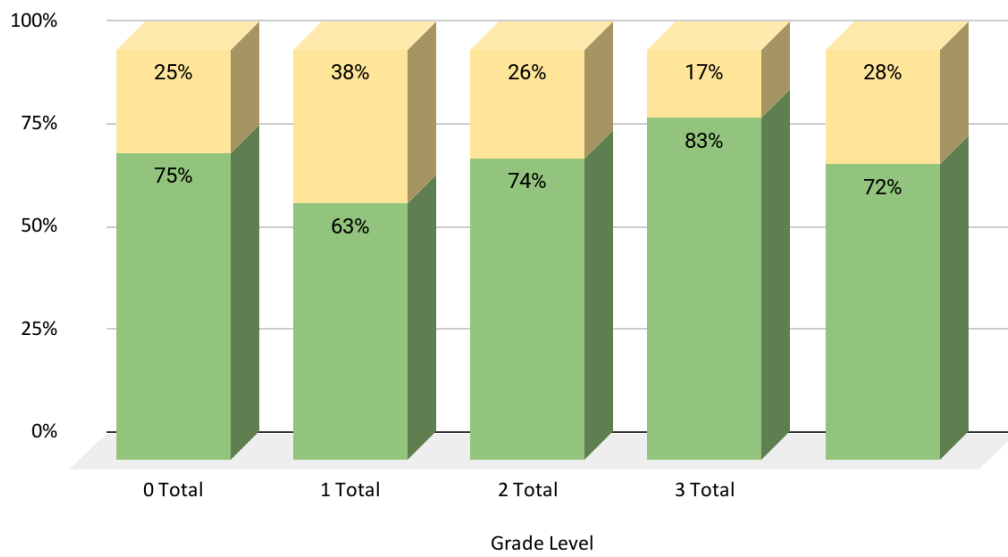
Vocabulary - ELs By Grade Level



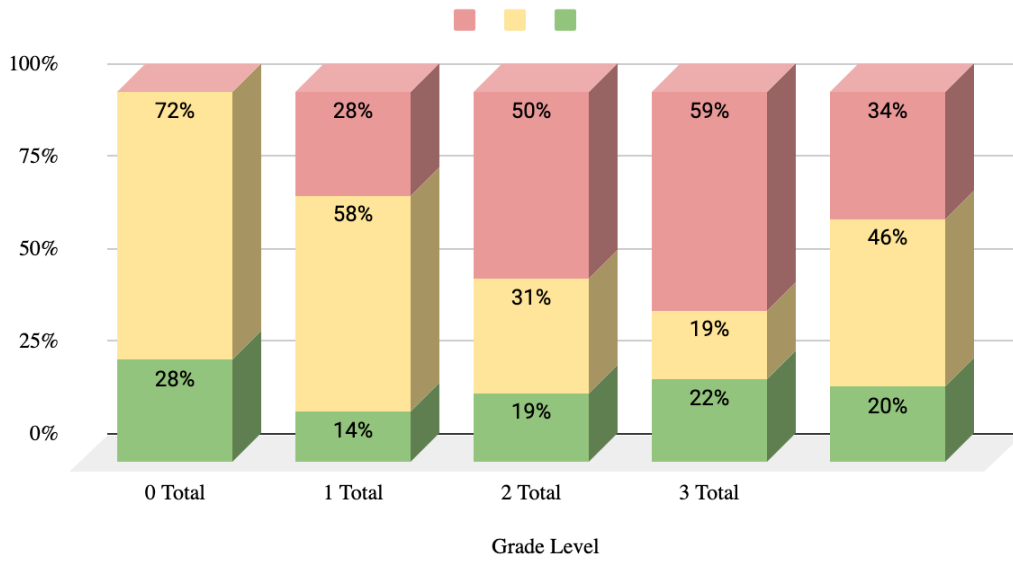
Vocabulary - EOs By Grade Level



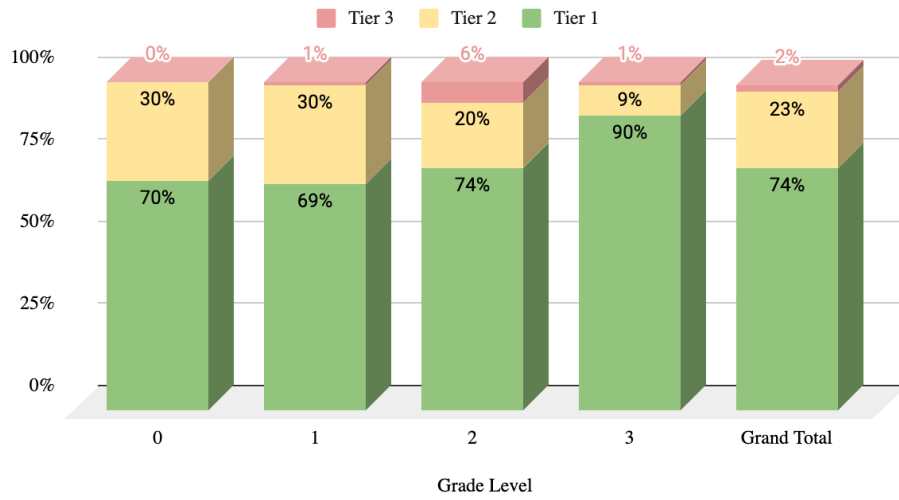
Vocabulary - RFEPs By Grade Level



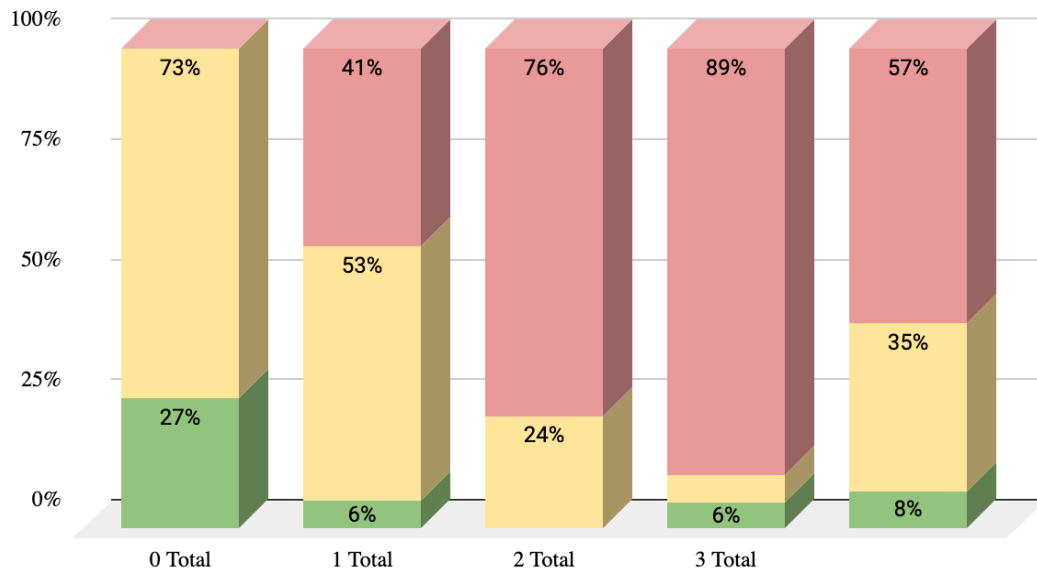
Vocabulary - SED By Grade Level



Vocabulary - By Ethnicity - Asian

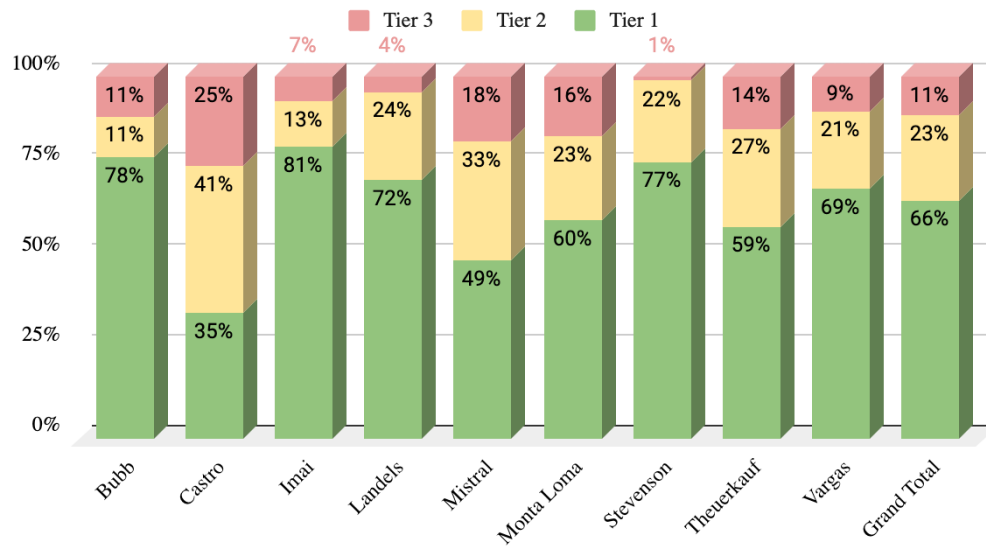


Vocabulary - By Ethnicity - Hispanic/Latino

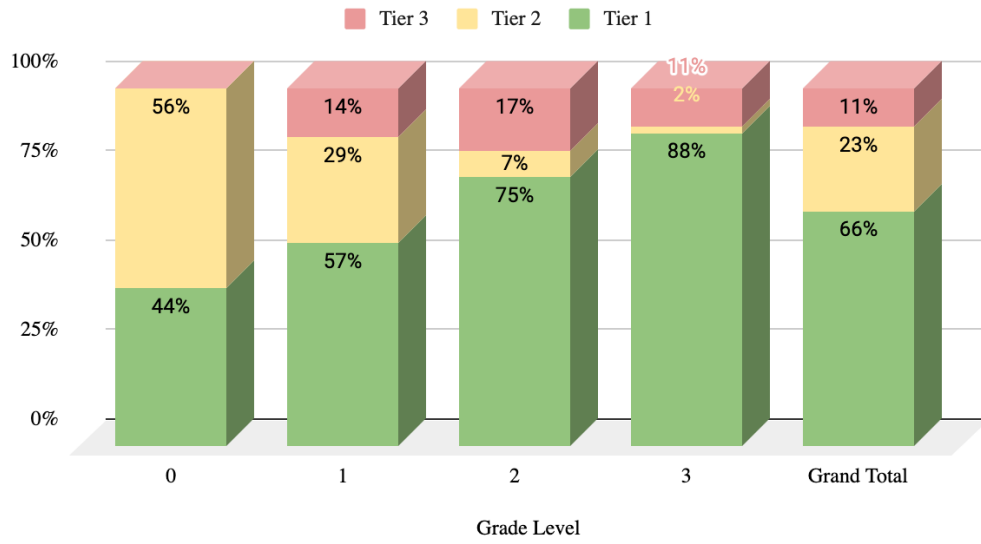


The graphs below display i-Ready Diagnostic 2 results in the domain of High Frequency Words overall, by school, by grade level, and by major subgroups.

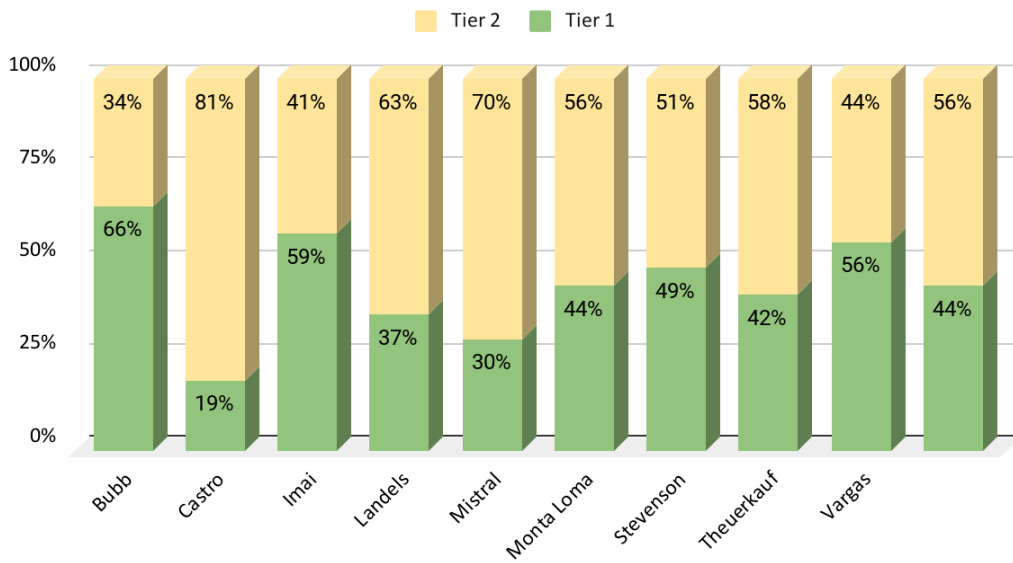
High Frequency Words - By School - Diagnostic 2



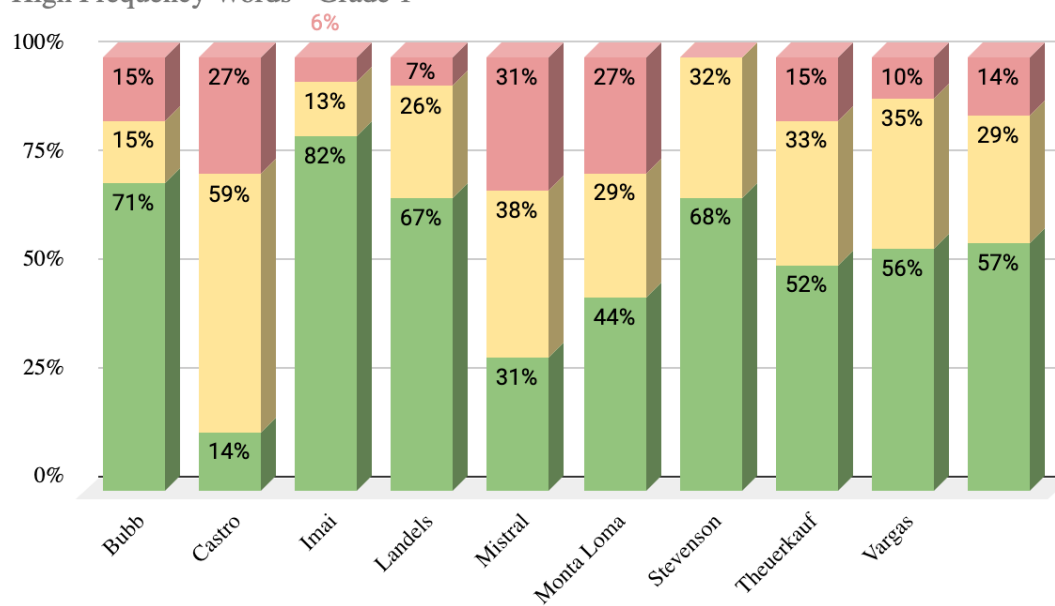
High Frequency Words - By Grade Level



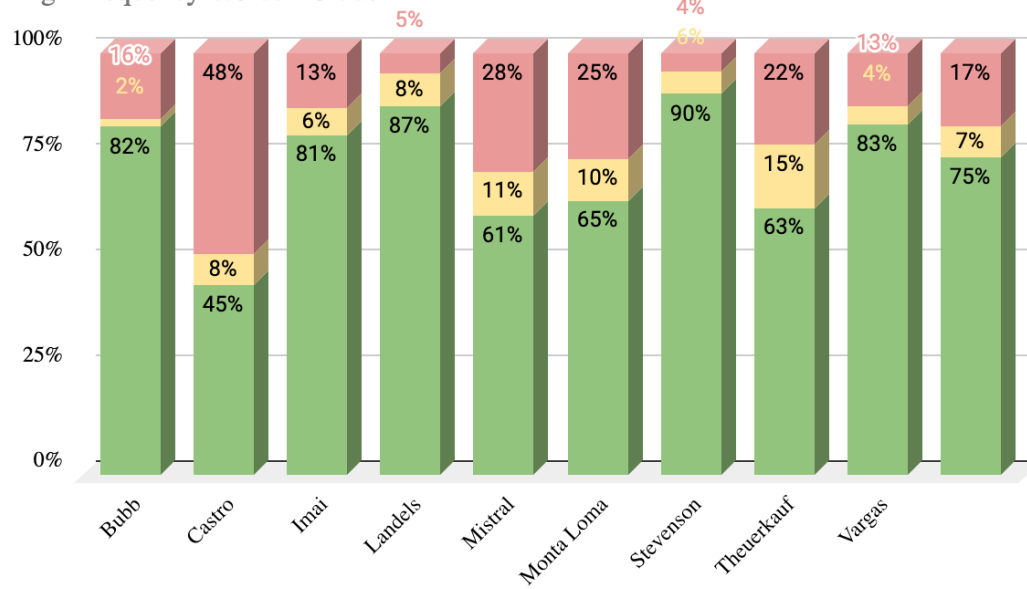
High Frequency Words - Kindergarten



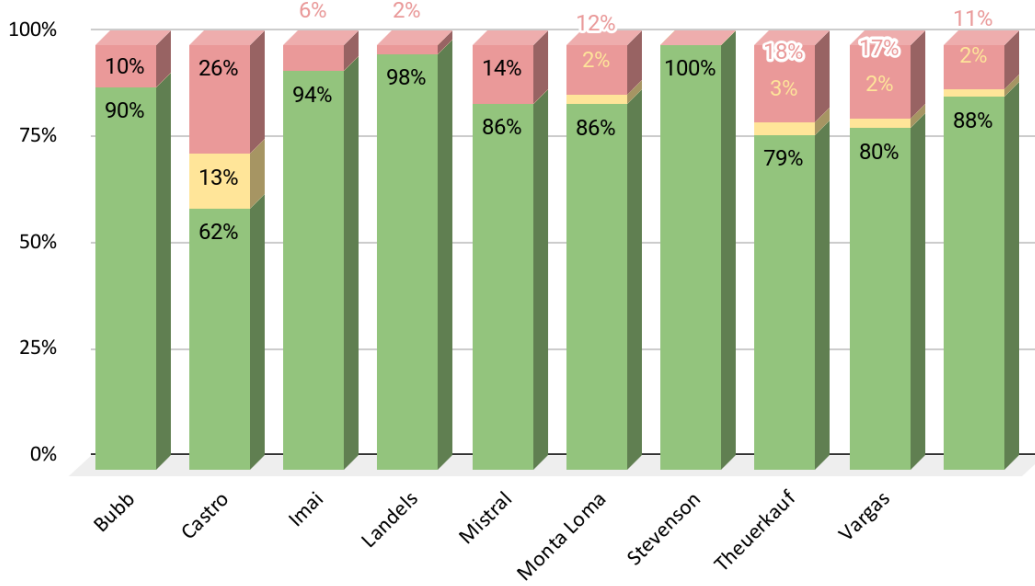
High Frequency Words - Grade 1



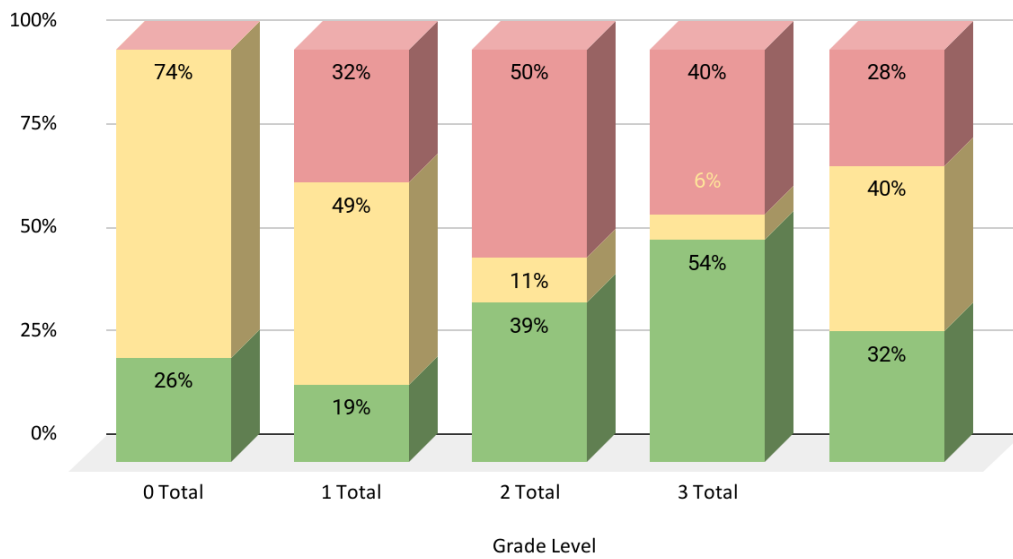
High Frequency Words - Grade 2



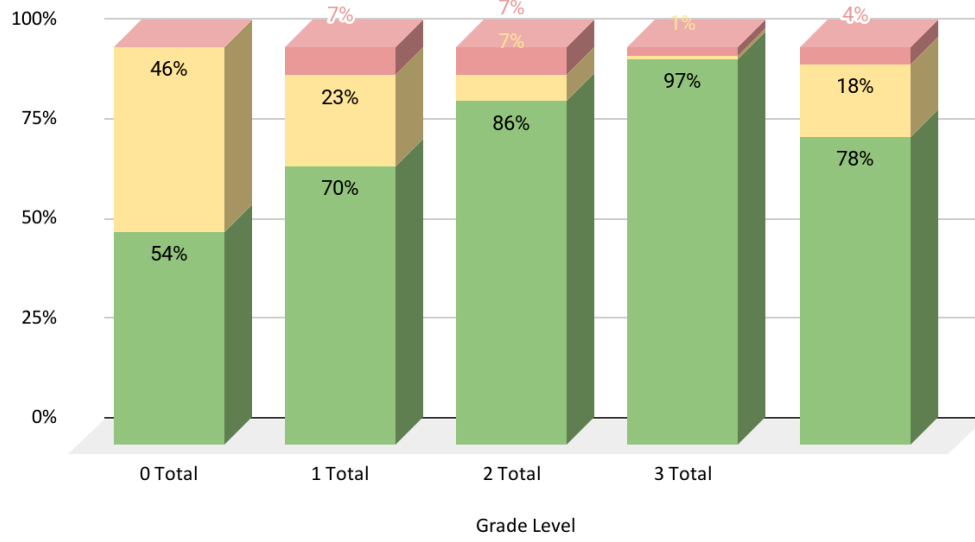
High Frequency Words - Grade 3



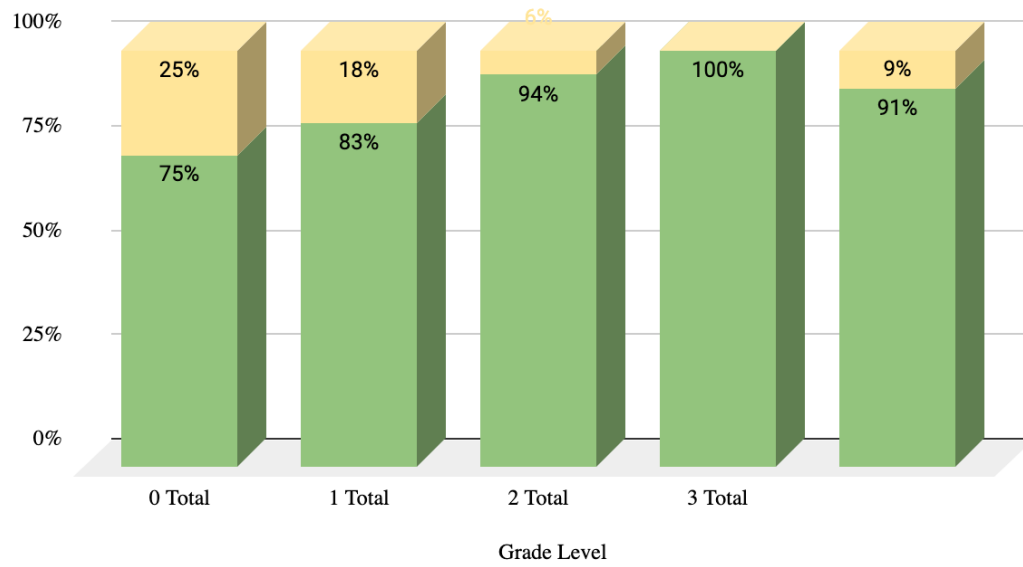
High Frequency Words - ELs by Grade Level



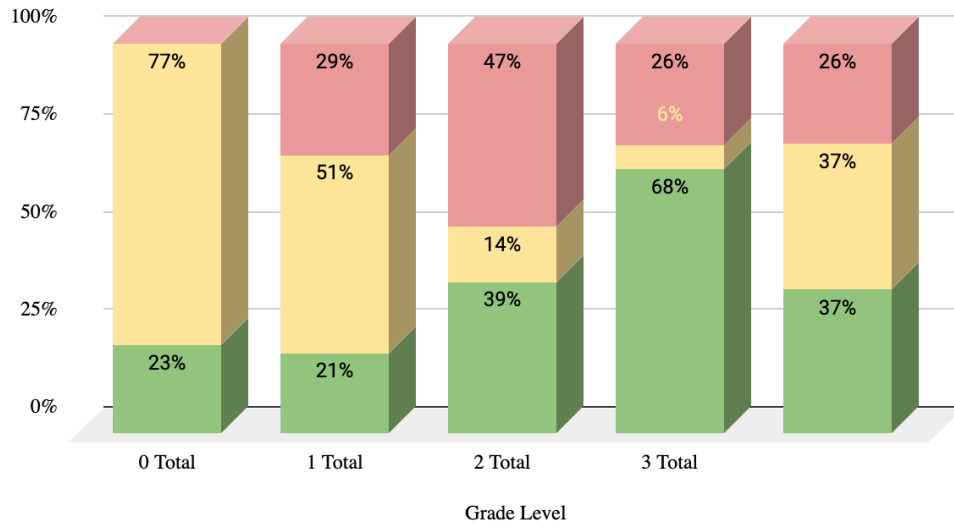
High Frequency Words - EOs By Grade Level



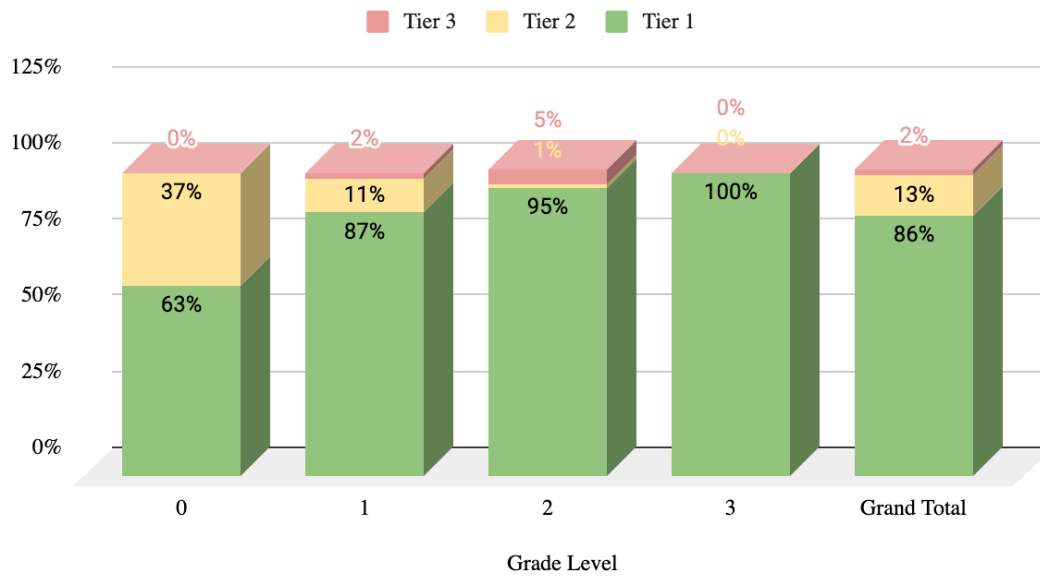
High Frequency Words - RFEPs



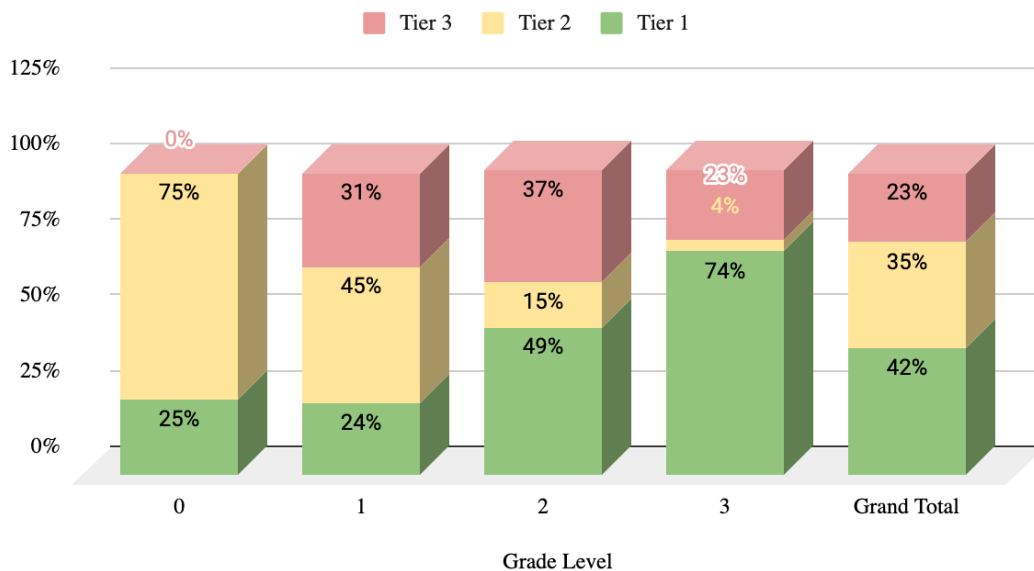
High Frequency Words - SED By Grade Level



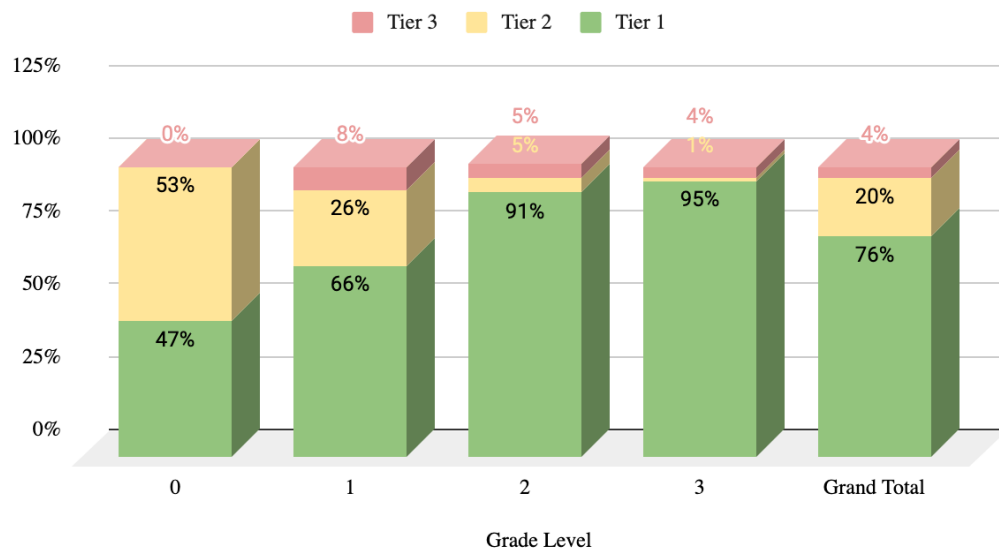
High Frequency Words - By Ethnicity - Asian



High Frequency Words - By Ethnicity - Hispanic/Latino

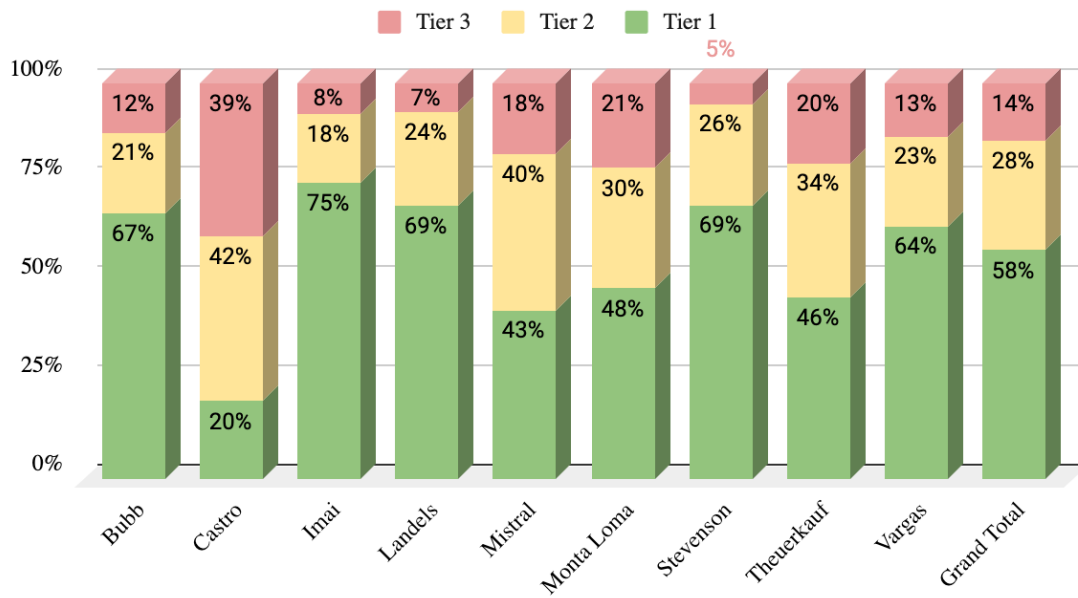


High Frequency Words - By Ethnicity - White

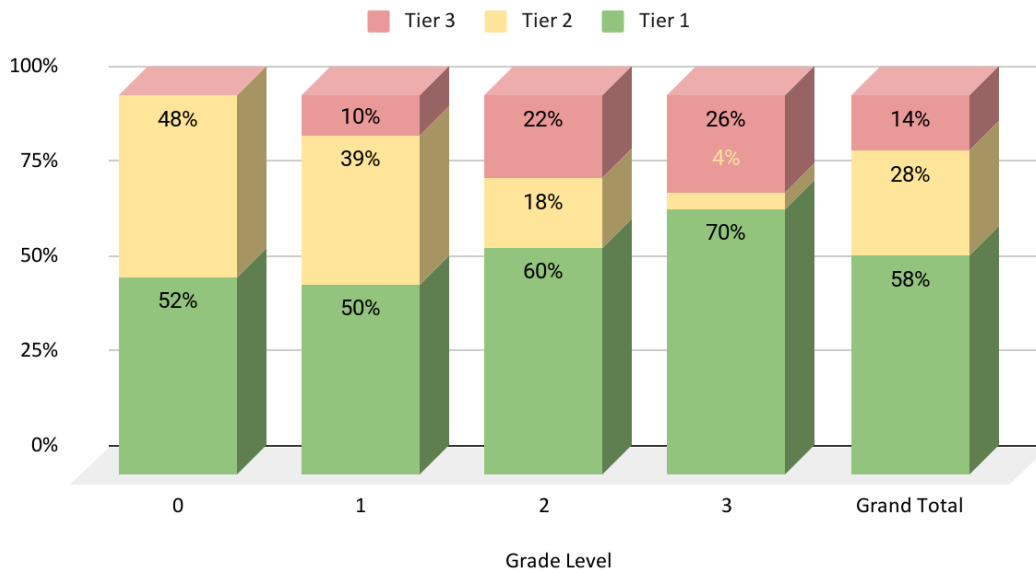


The set of graphs below depict i-Ready Diagnostic- 2 Reading results in the domain of Phonics.

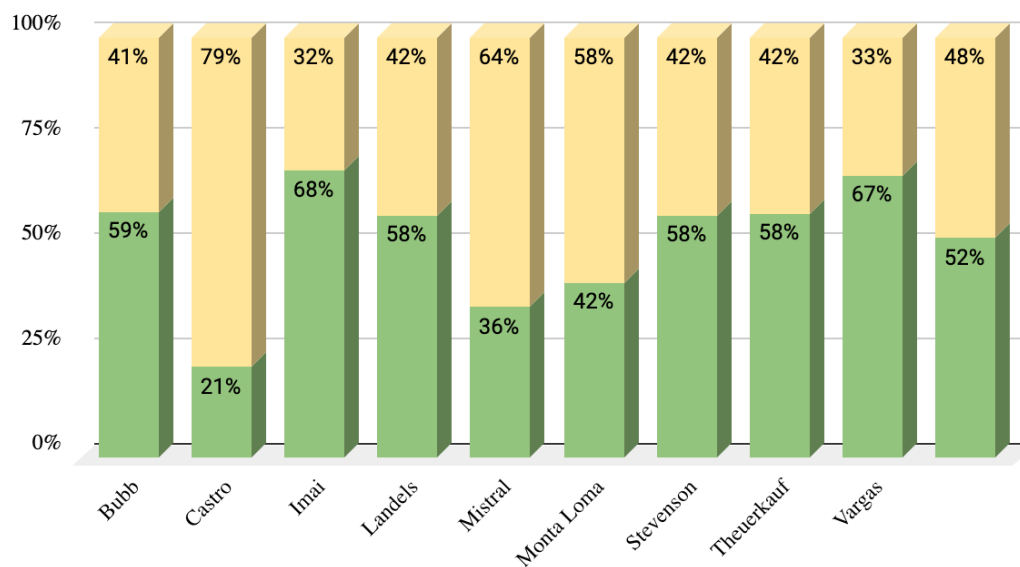
Phonics - By School - Diagnostic 2



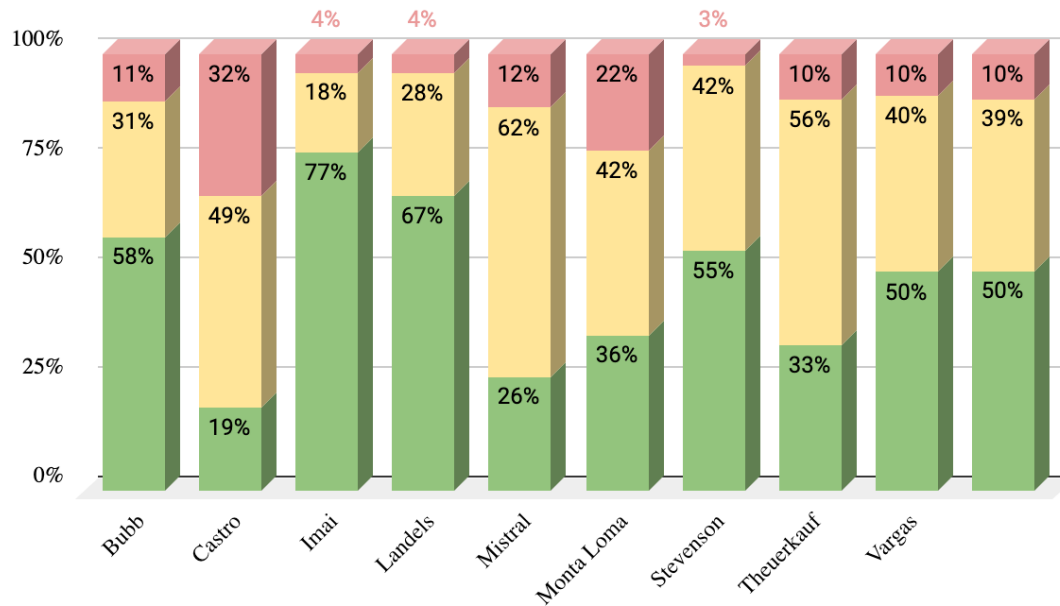
Phonics - By Grade Level



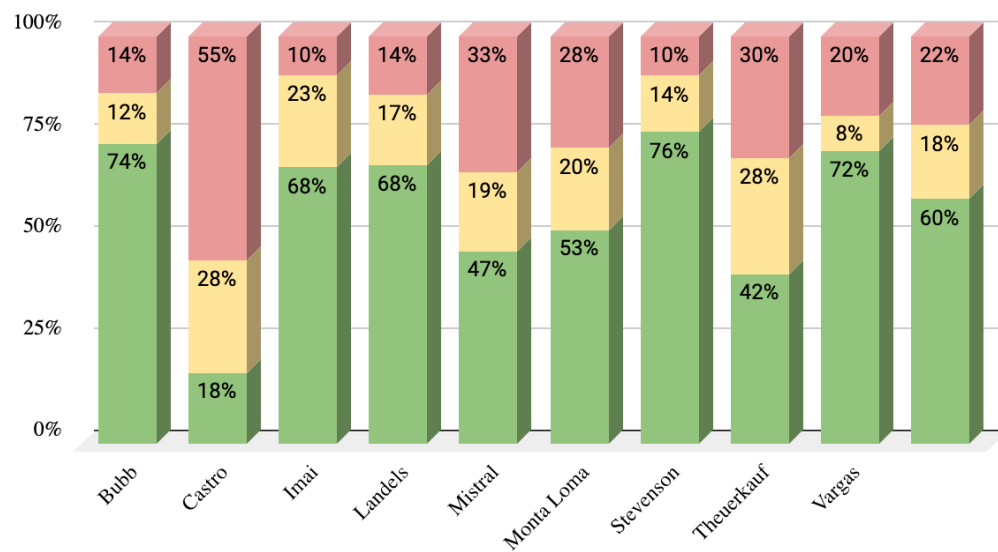
Phonics - Kindergarten



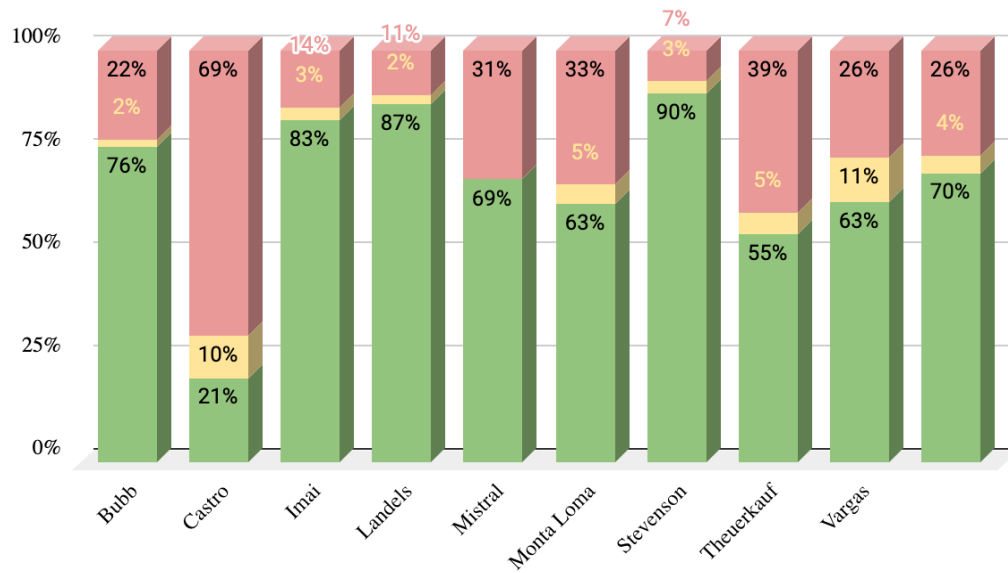
Phonics - Grade 1



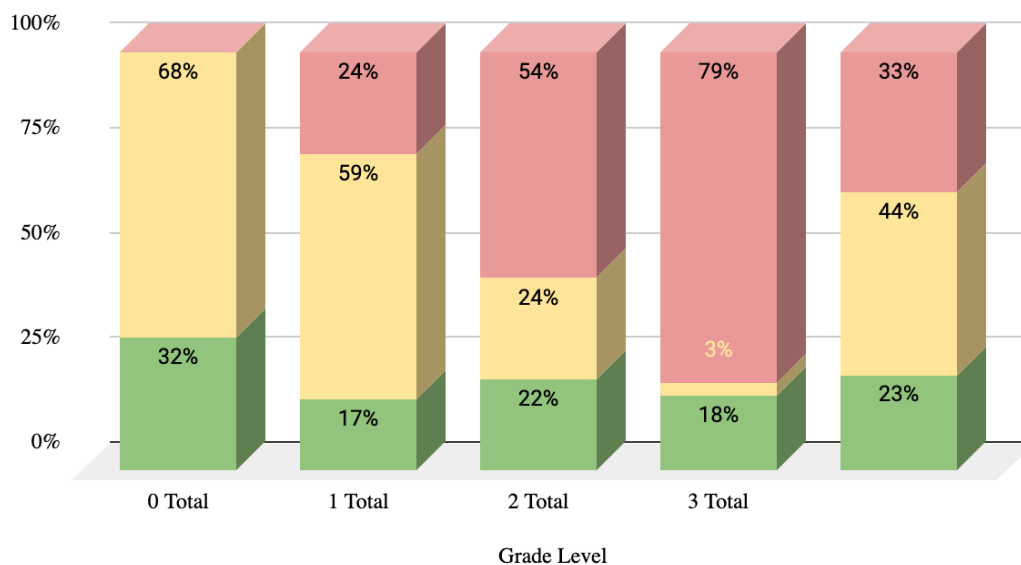
Phonics - Grade 2



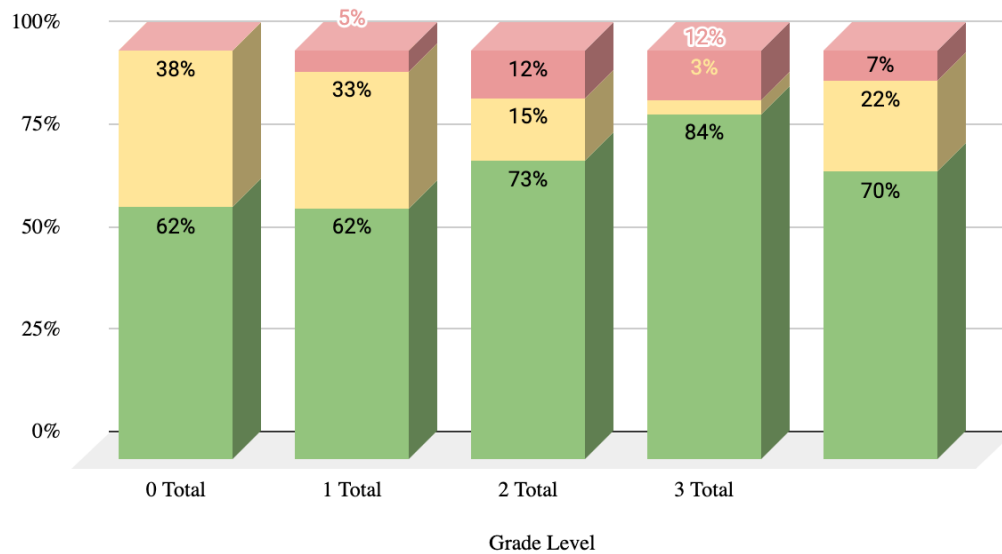
Phonics - Grade 3



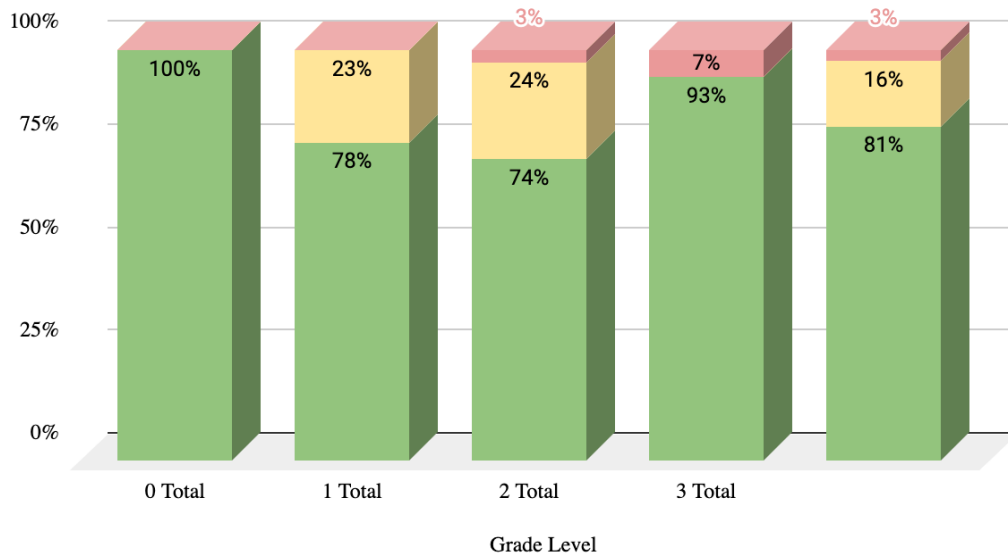
Phonics - ELs by Grade Level



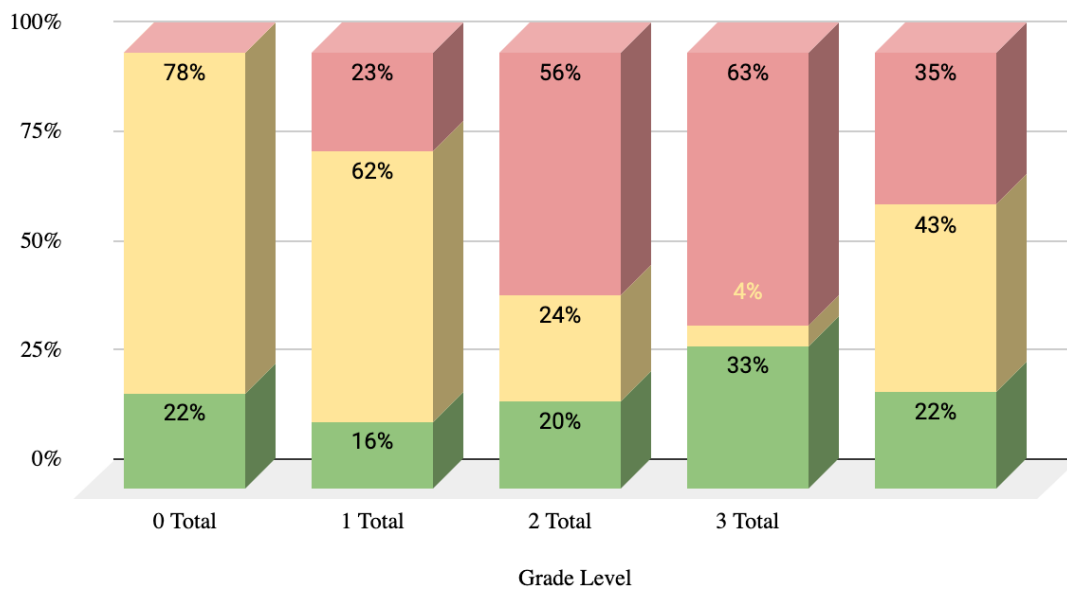
Phonics- EOs By Grade Level



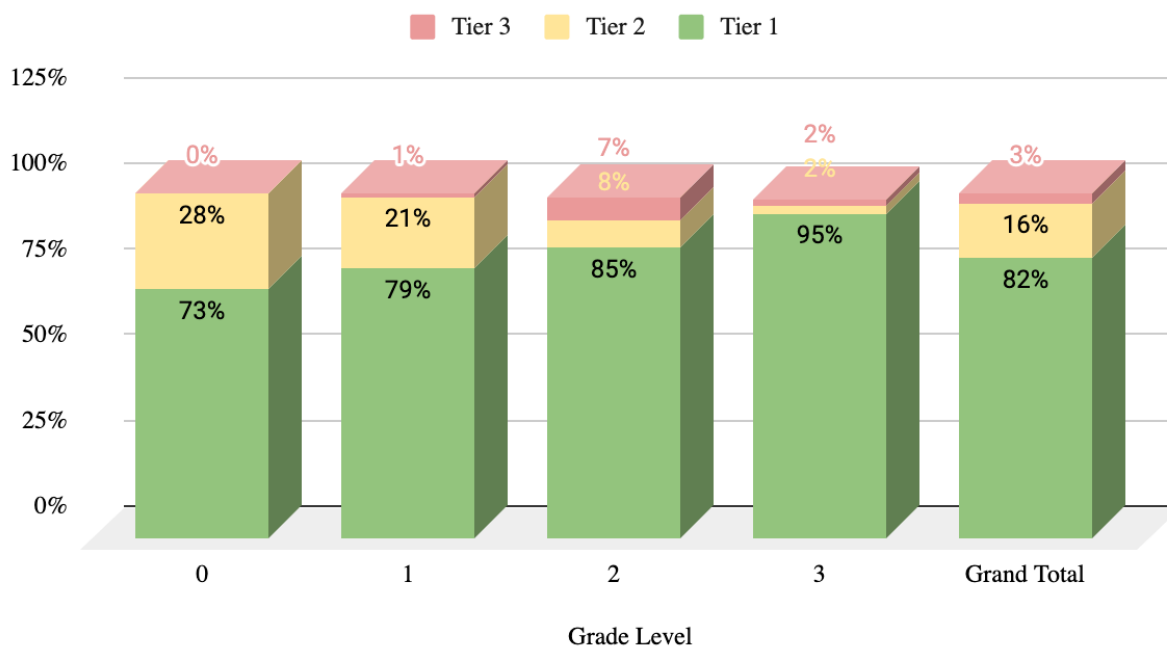
Phonics - RFEPs By Grade Level



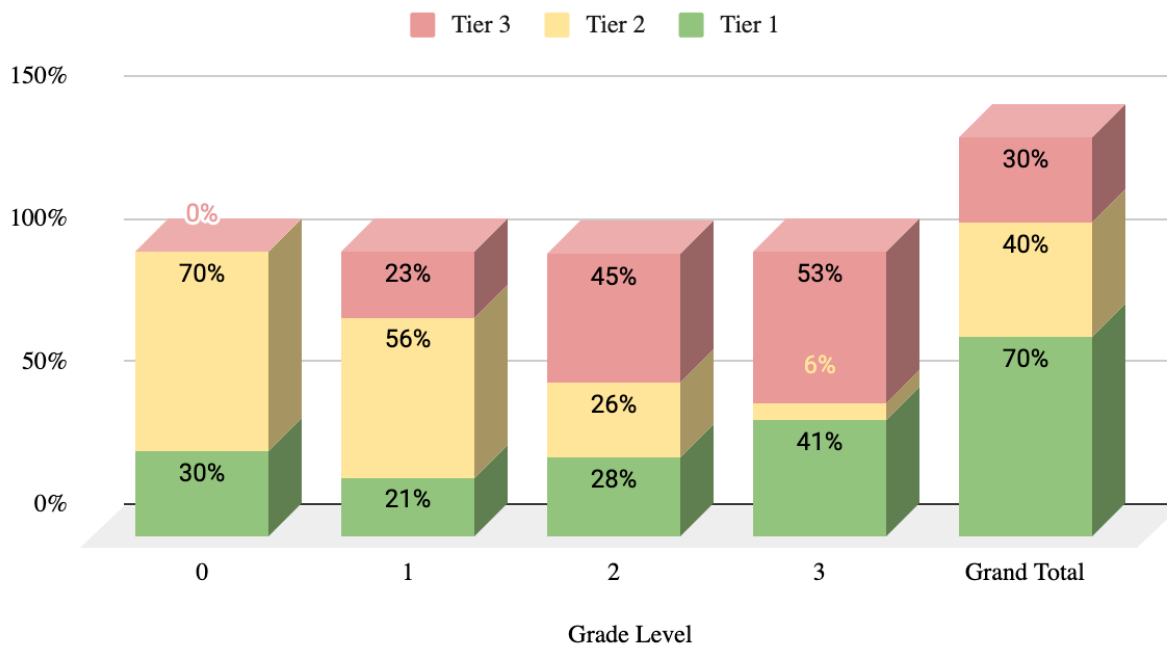
Phonics- SED By Grade Level



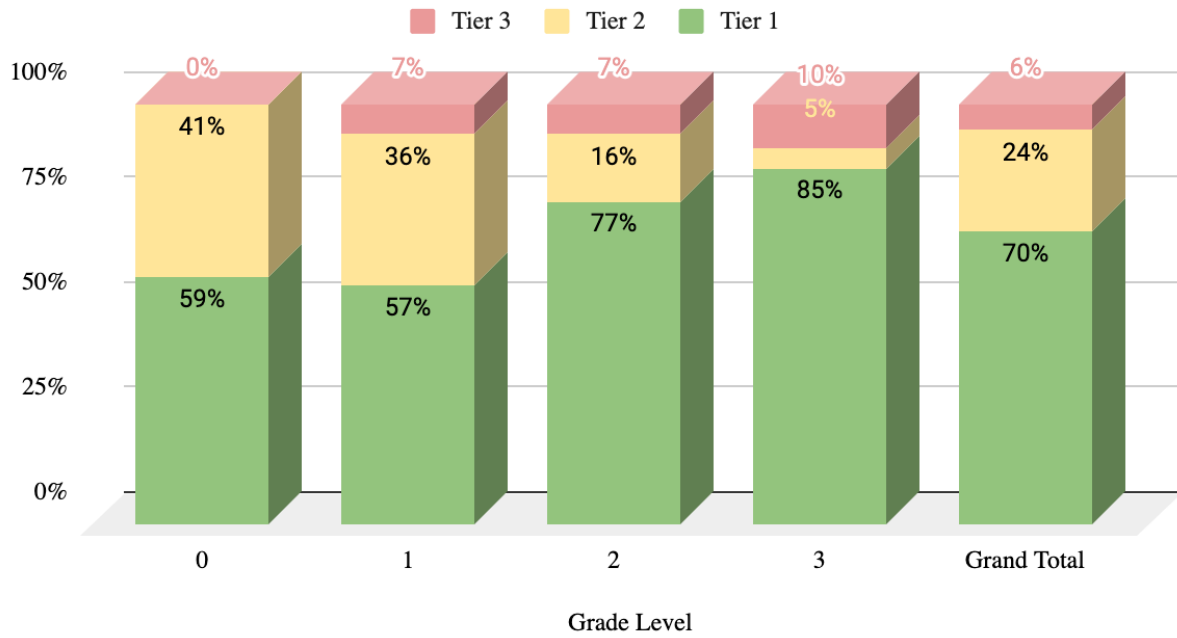
Phonics - By Ethnicity - Asian



Phonics - By Ethnicity - Hispanic/Latino

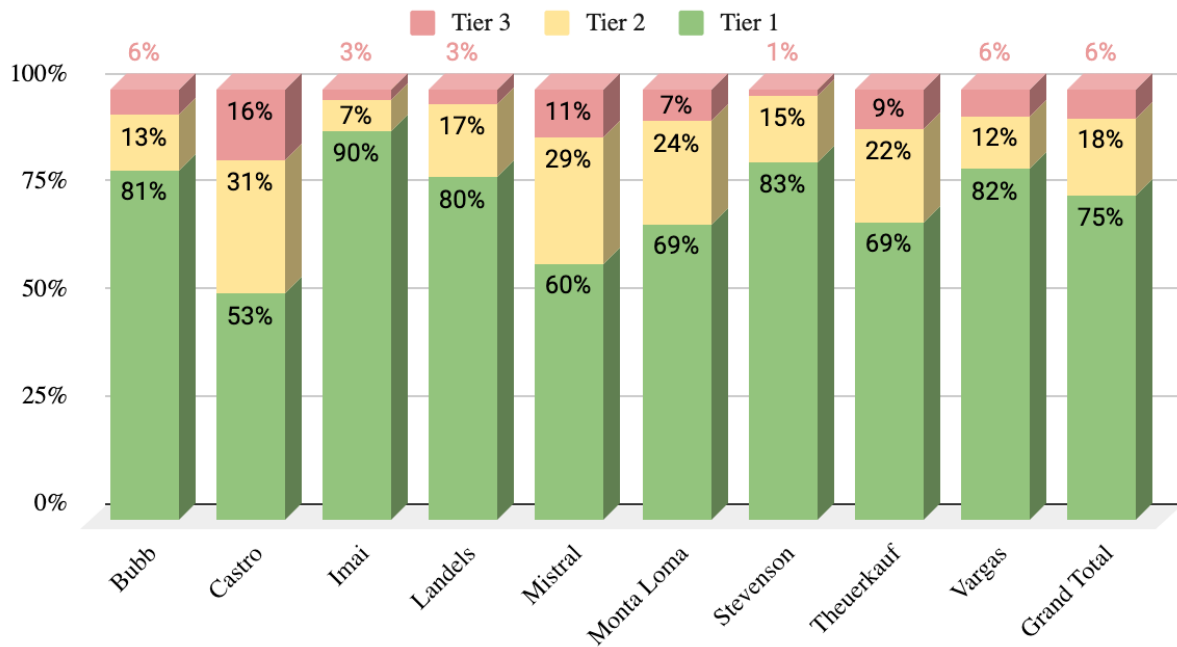


Phonics - By Ethnicity - White

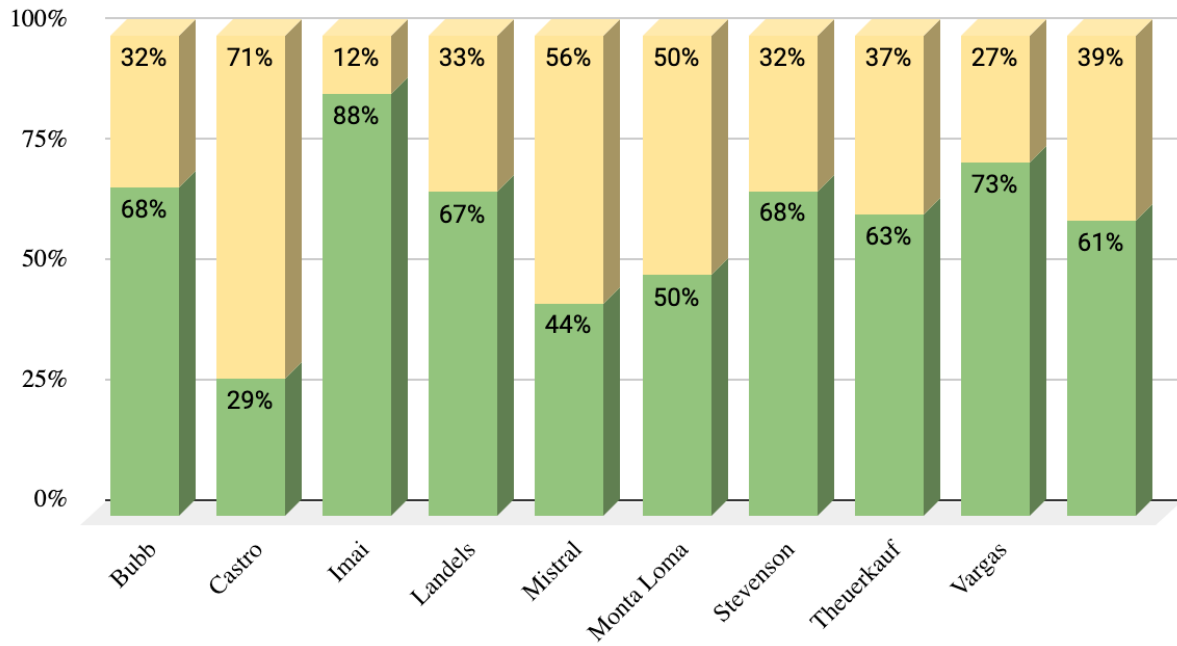


The next few charts reflect the results in the Phonological Awareness domain.

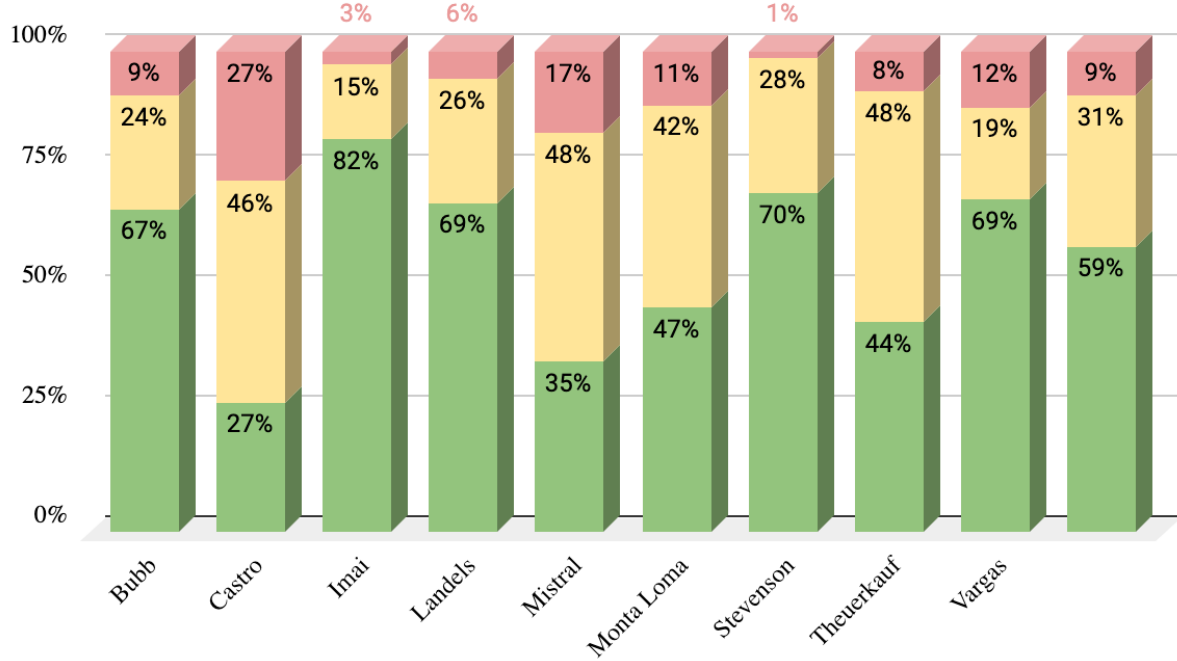
Phonological Awareness - By School - i-Ready Diagnostic 2



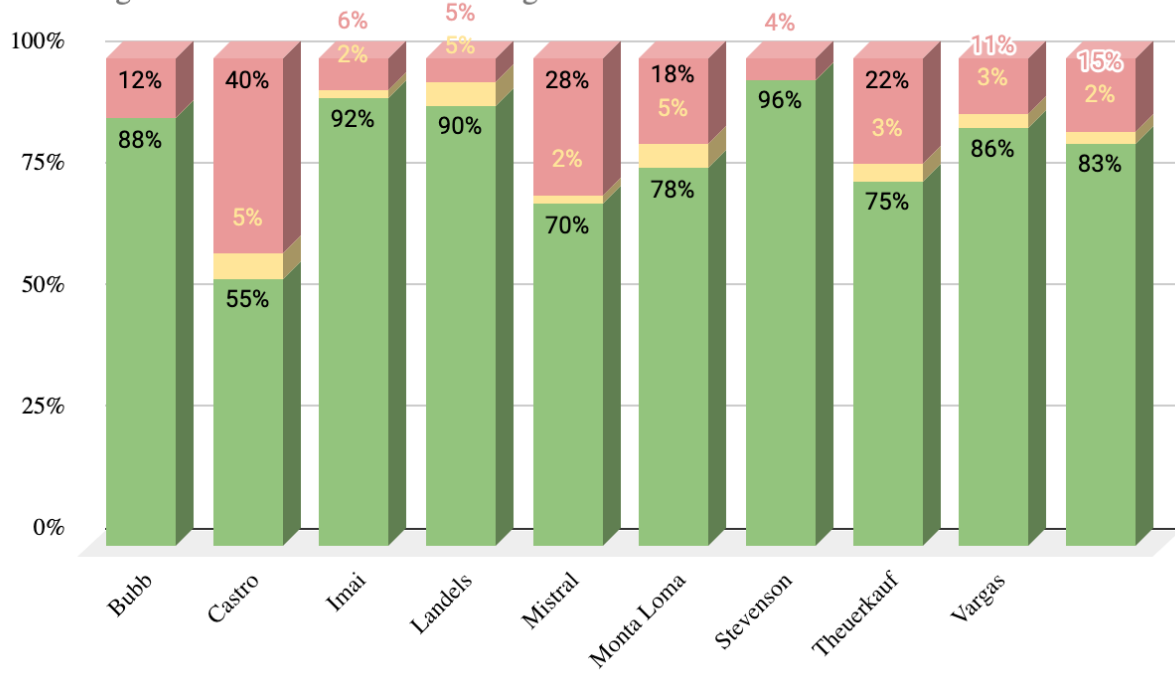
Phonological Awareness - Kindergarten - Diagnostic 2



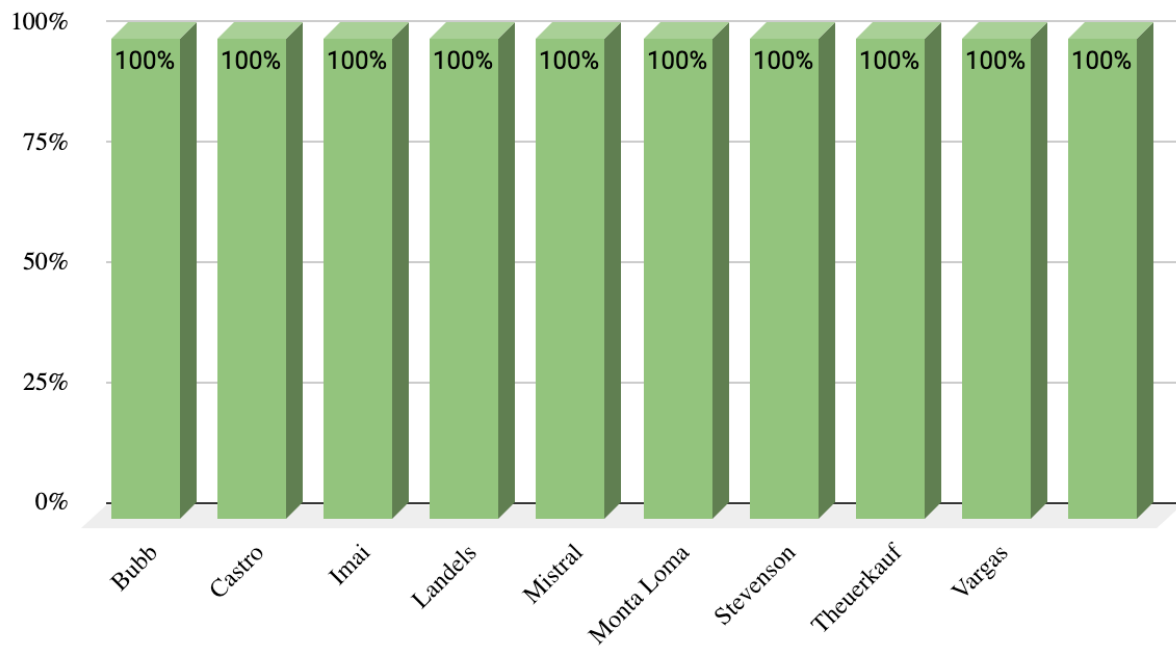
Phonological Awareness - Grade 1 - Diagnostic 2



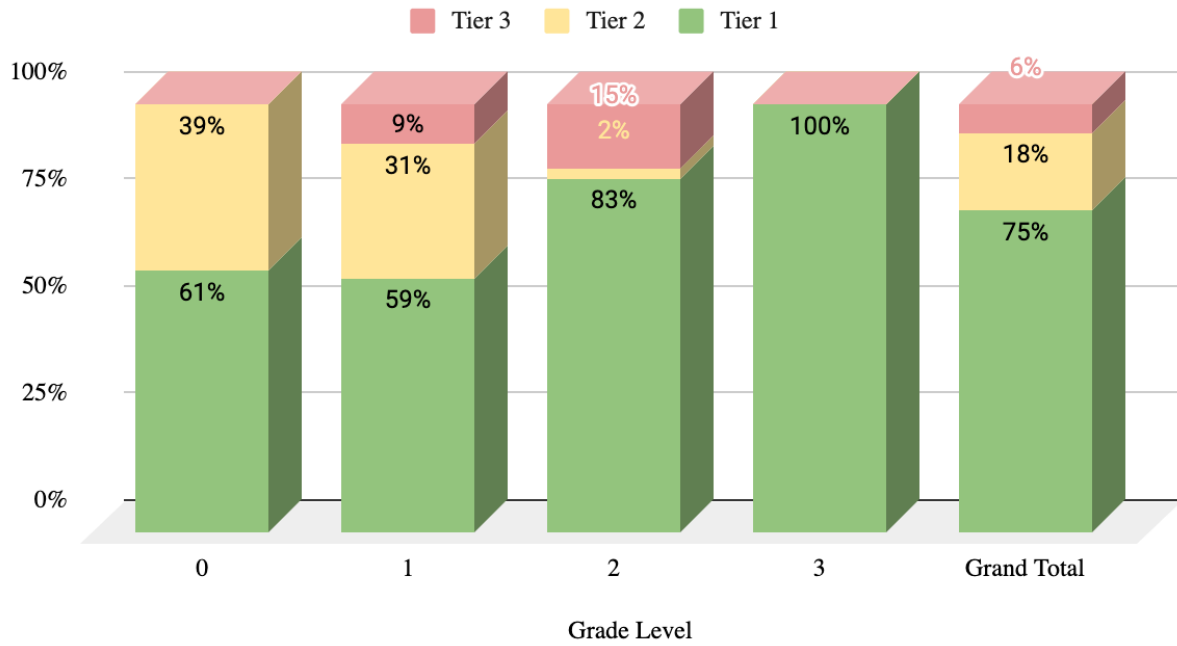
Phonological Awareness - Grade 2 - Diagnostic 2



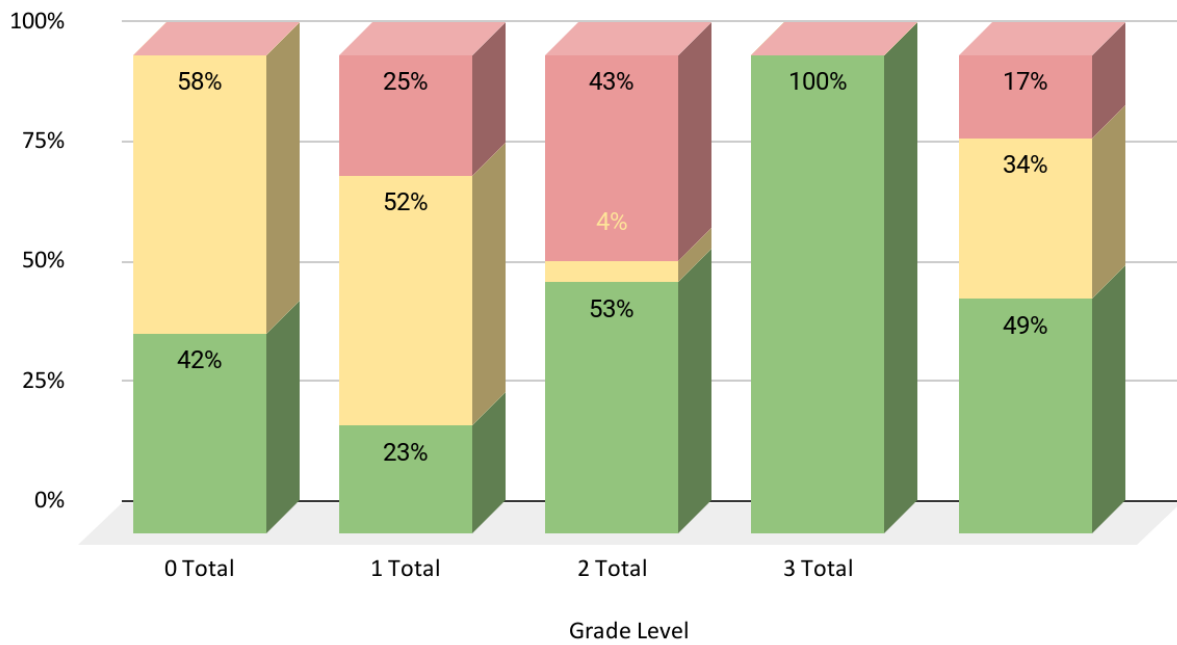
Phonological Awareness - Grade 3 - Diagnostic 2



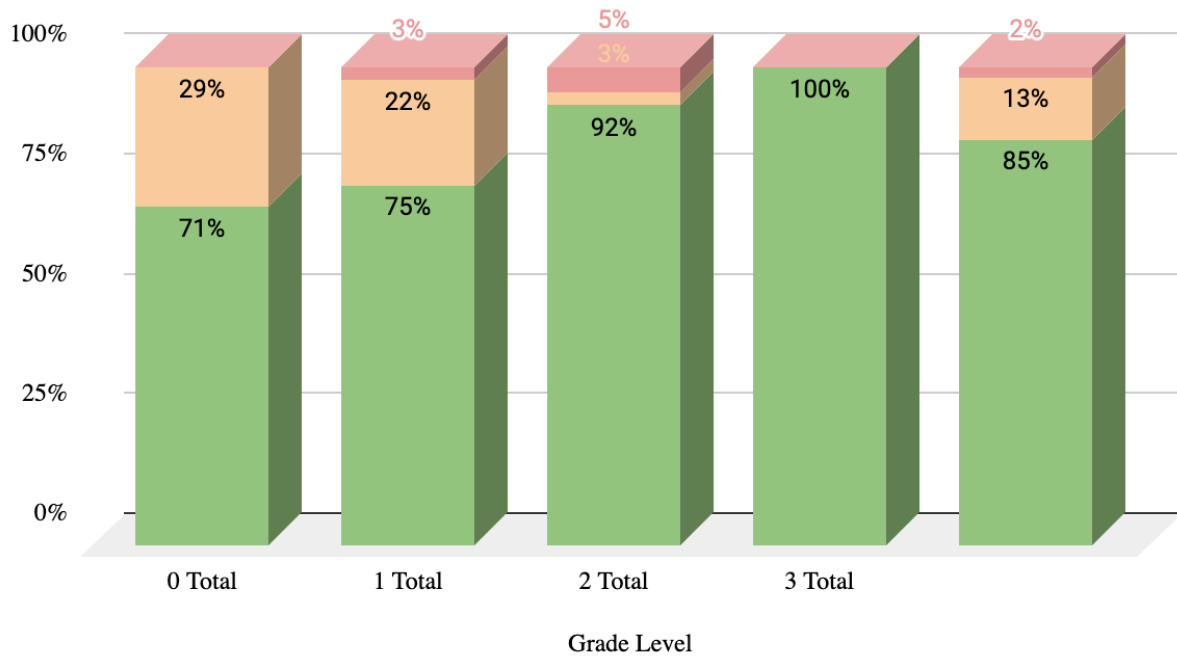
Phonological Awareness - By Grade Level



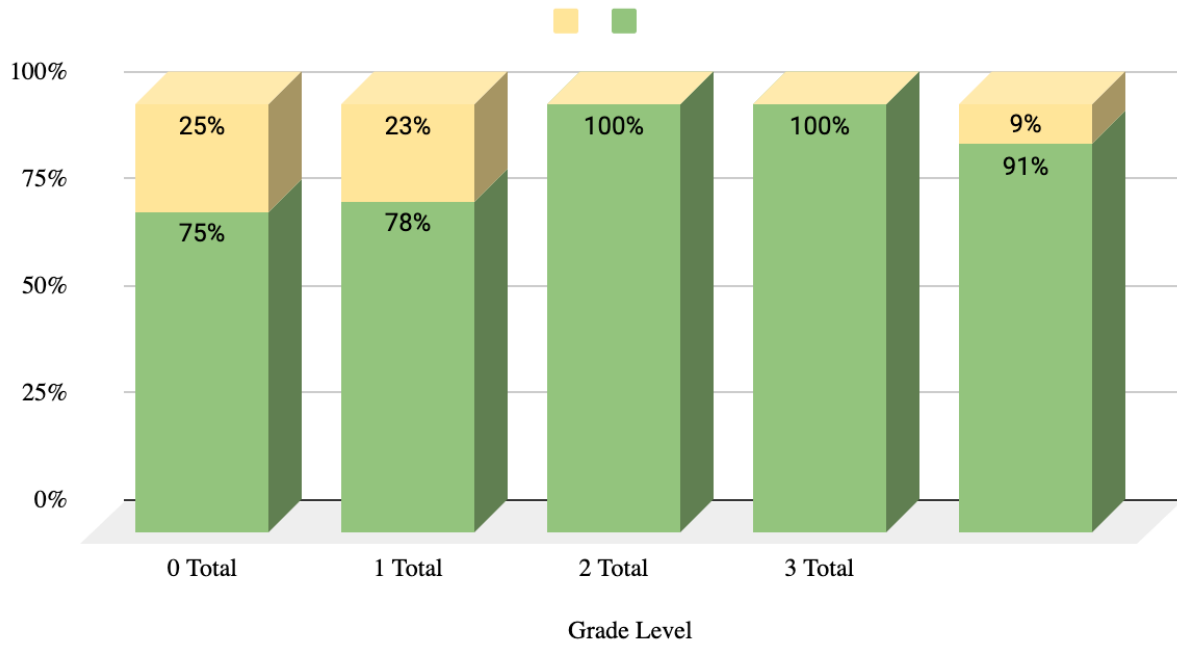
Phonological Awareness - ELs By Grade Level



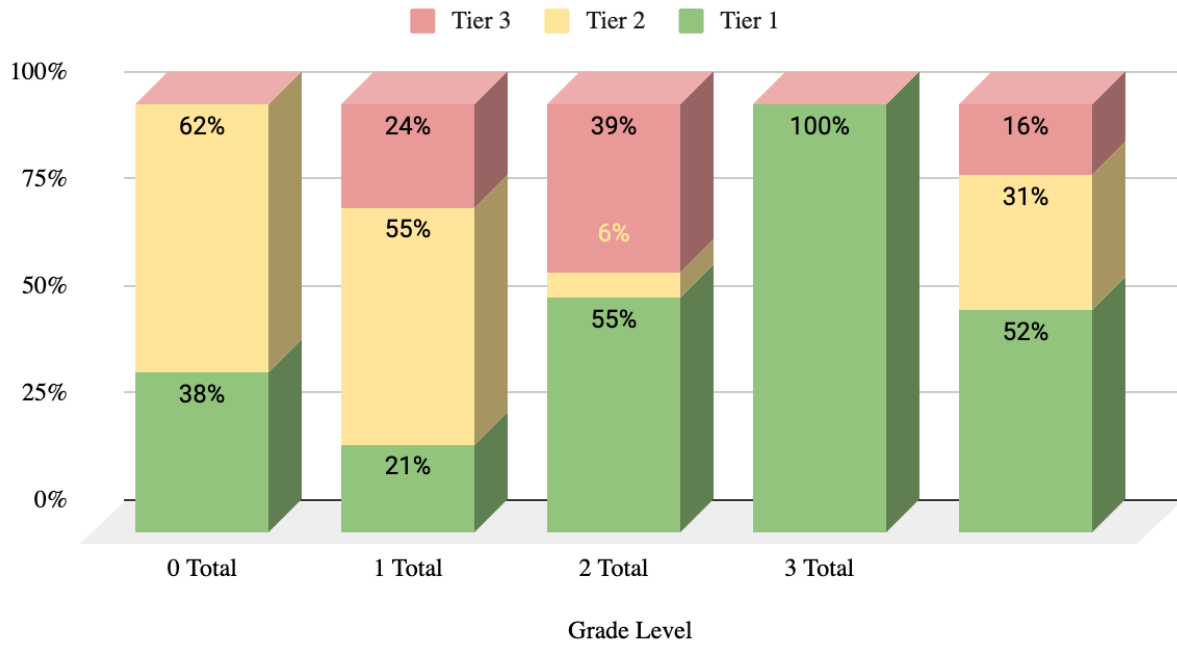
Phonological Awareness - EOs By Grade Level



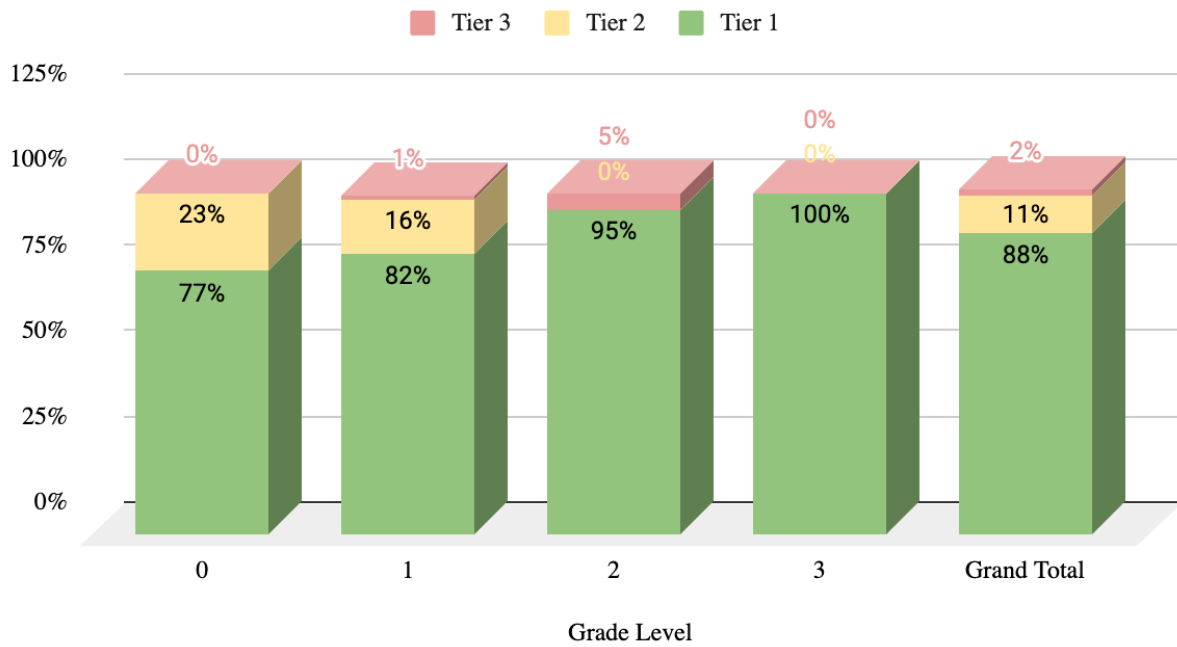
Phonological Awareness - RFEPs By Grade Level



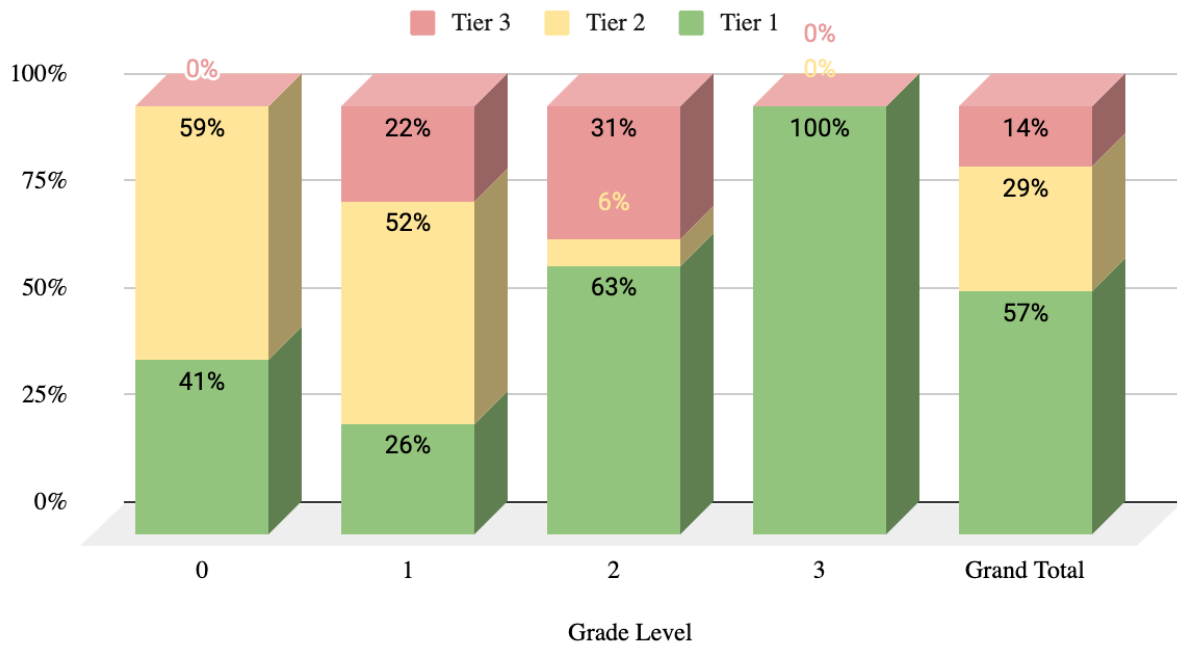
Phonological Awareness - SED By Grade Level



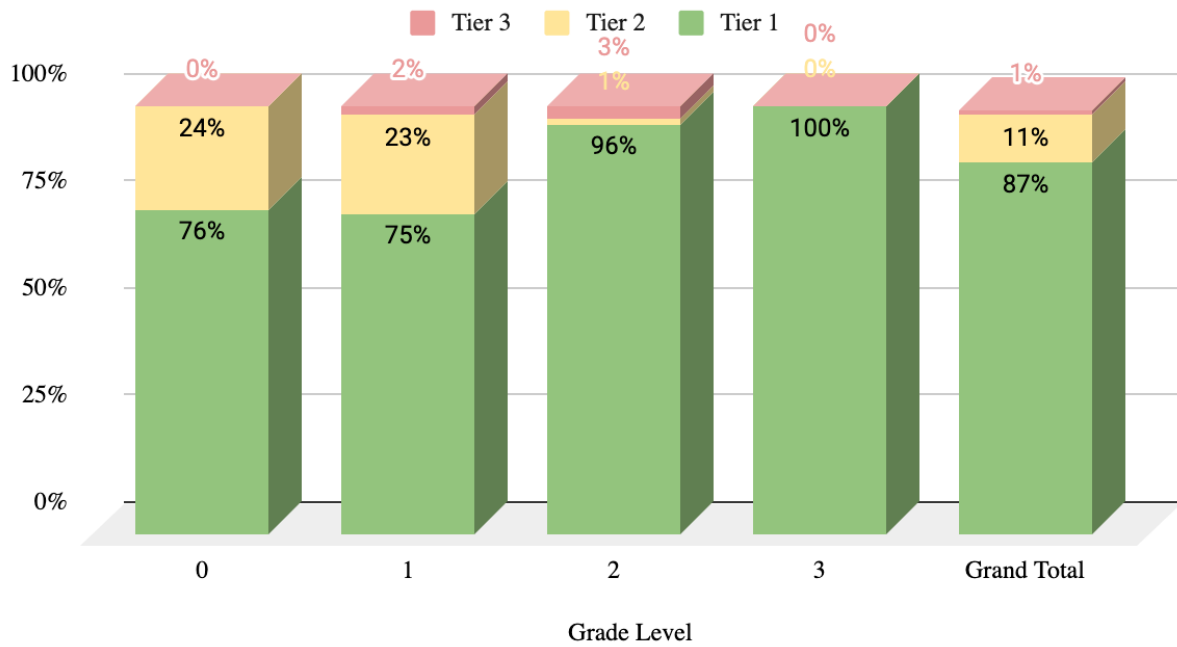
Phonological Awareness - By Ethnicity - Asian



Phonological Awareness - By Ethnicity - Hispanic/Latino

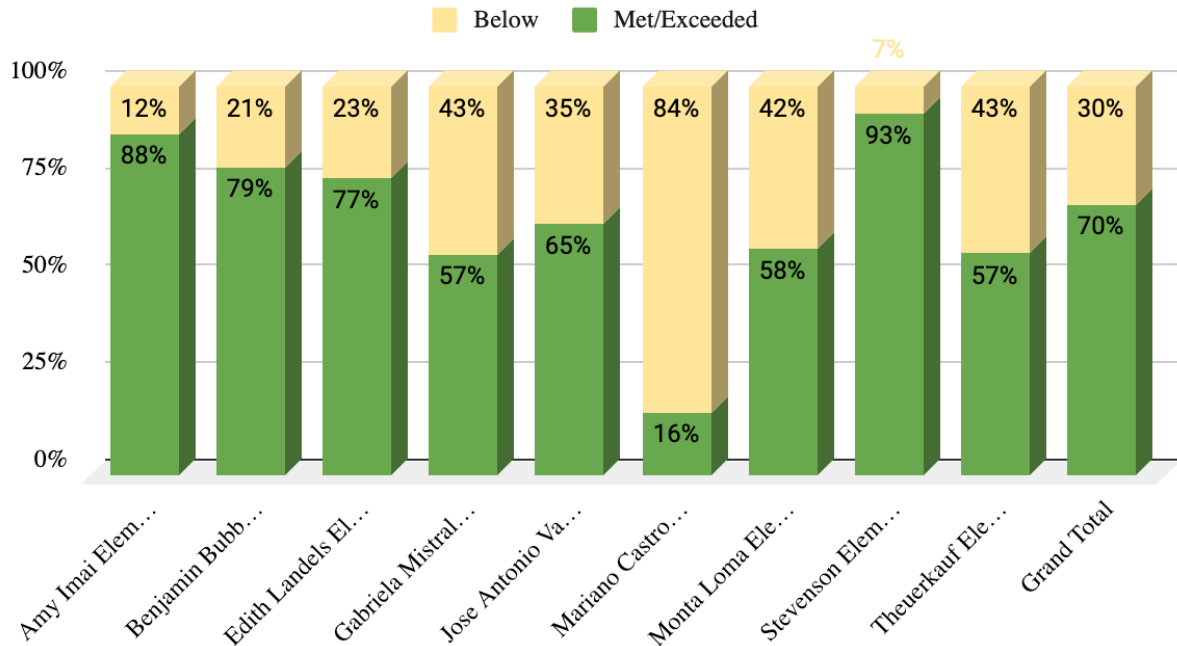


Phonological Awareness - By Ethnicity - White

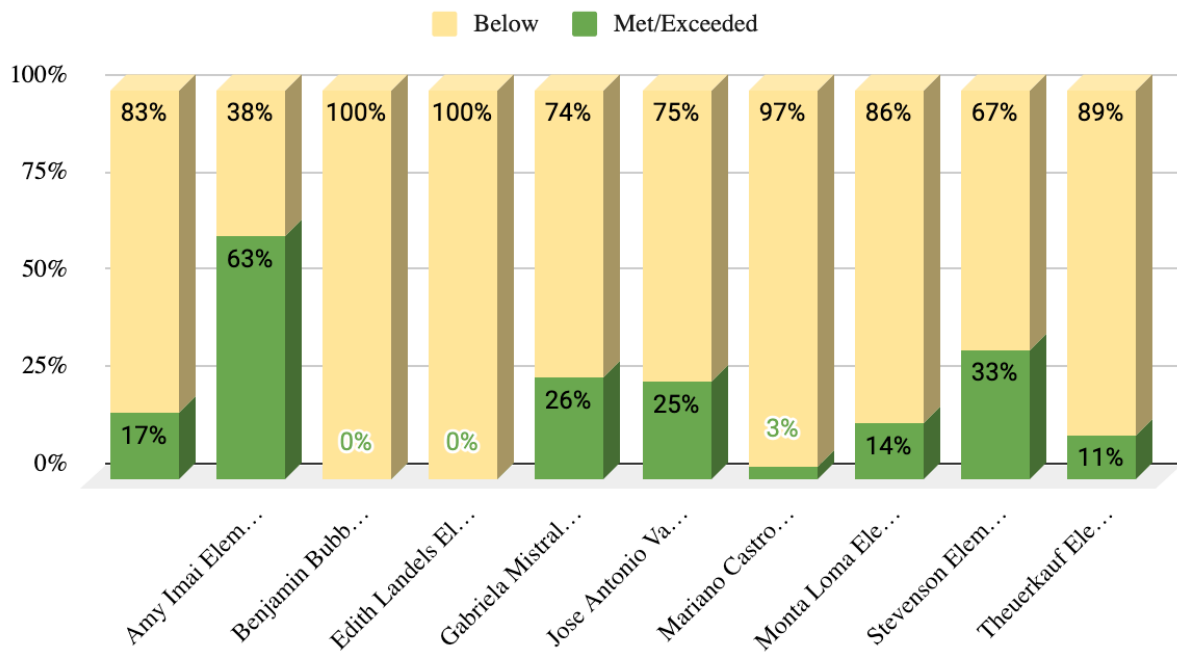


When looking at data sets, we would be remiss if we didn't look at the end of year CAASPP Assessment for Grade 3. The charts below reflect Grade 3 CAASPP- English Language Arts data from Spring 2023.

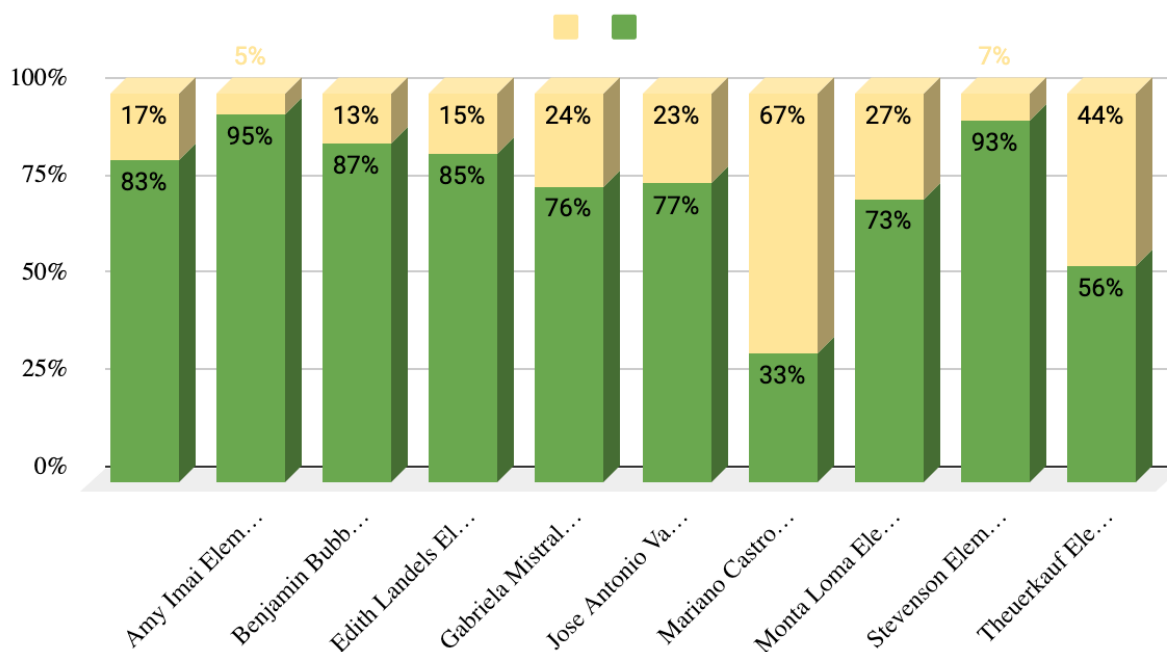
CAASPP - English Language Arts- Grade 3



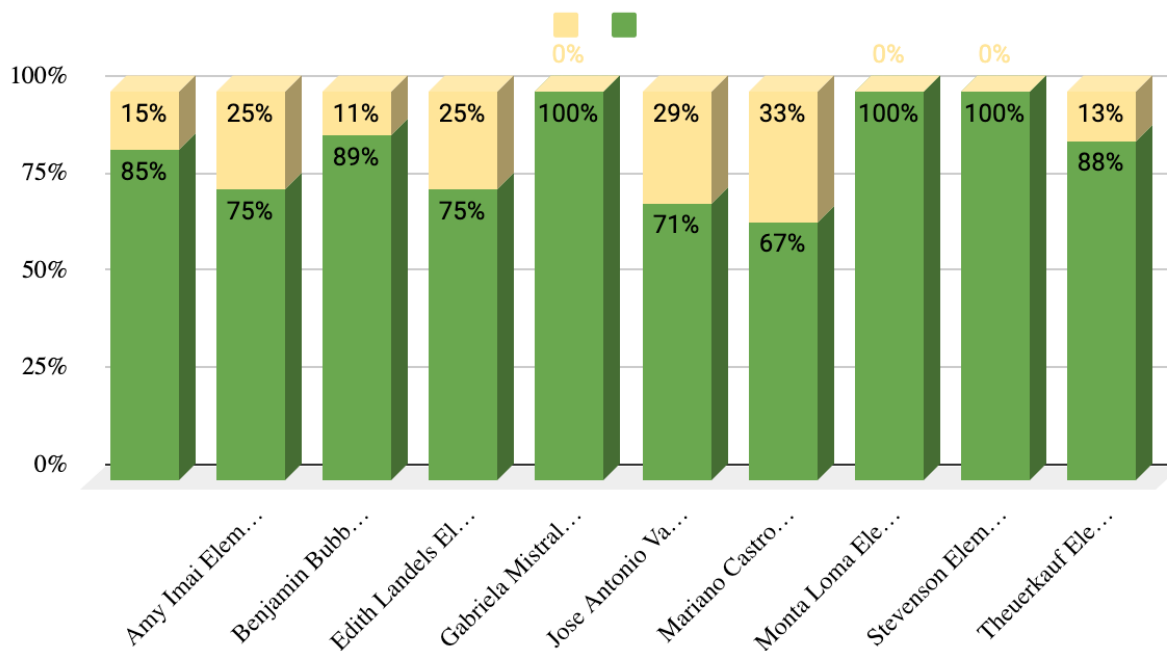
English Language Arts - 3rd Grade - ELs by School



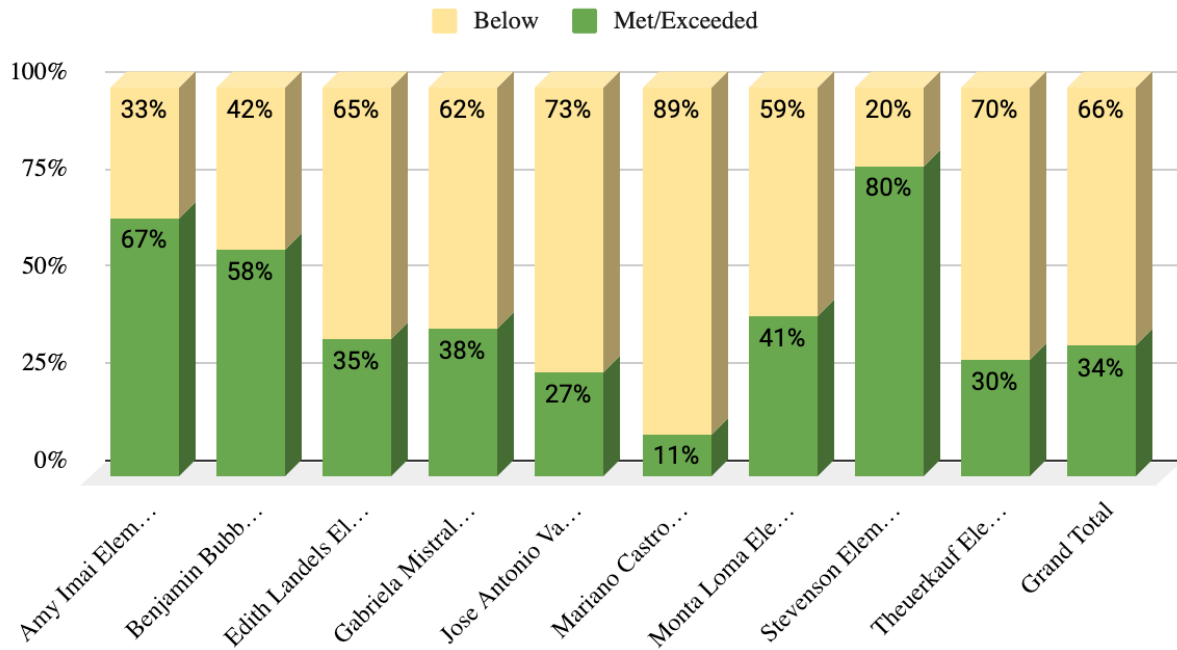
English Language Arts - Grade 3 - EOs



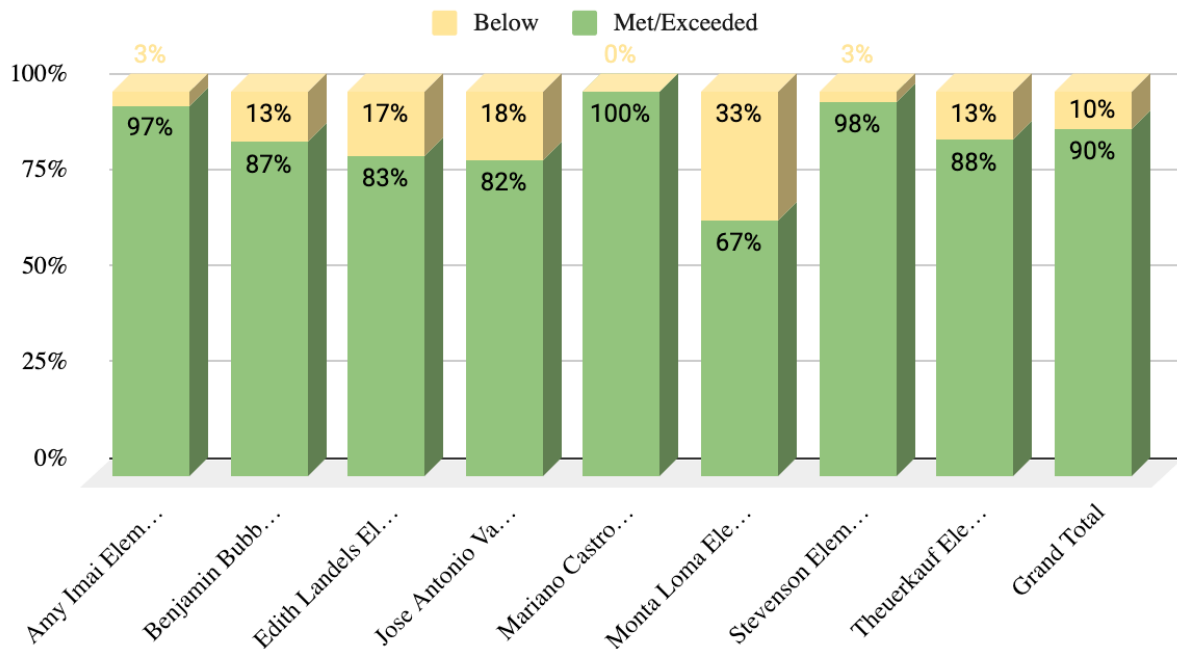
English Language Arts - Grade 3 - RFEPs By School



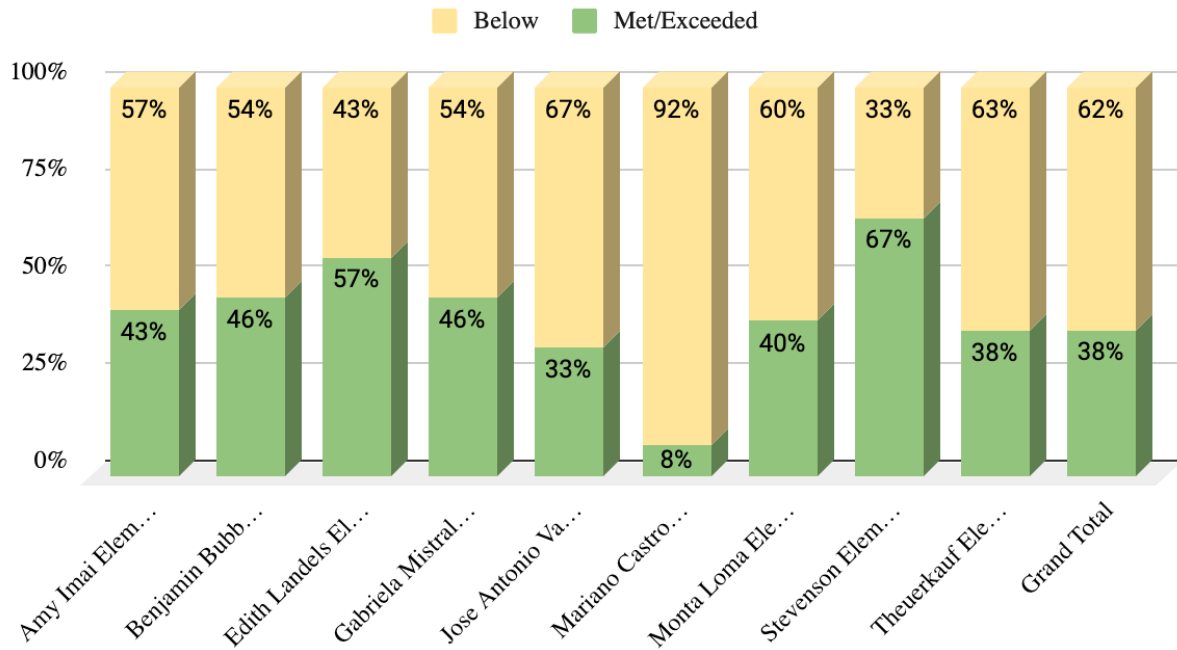
English Language Arts - Grade 3 - SED By School



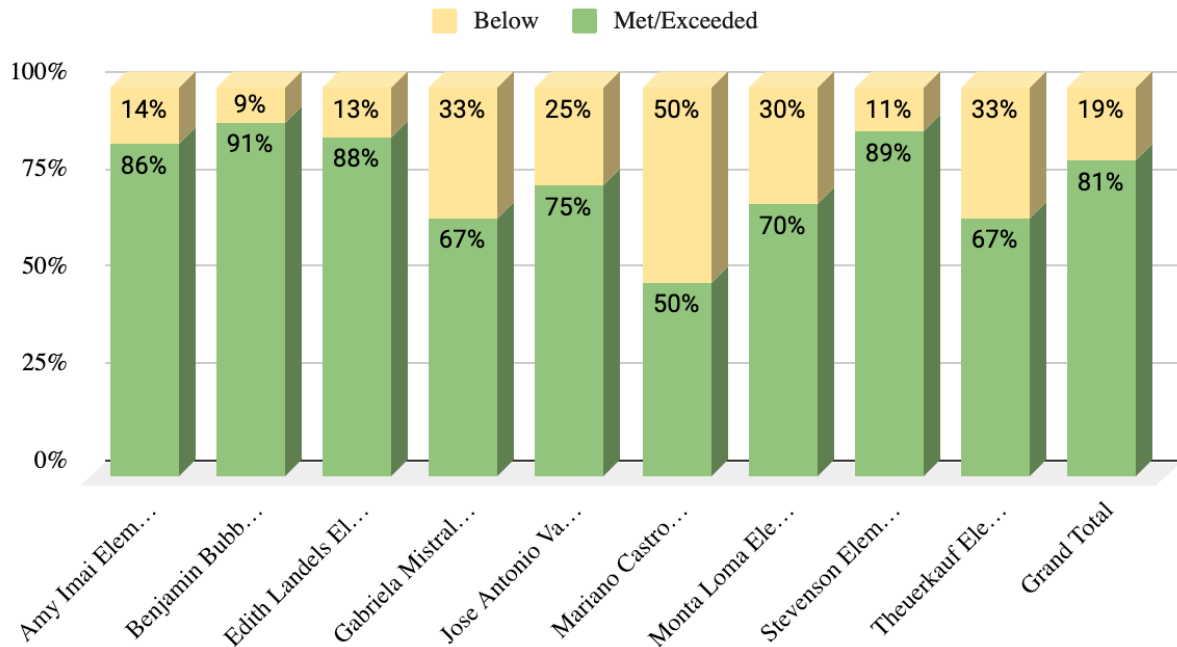
English Language Arts - Grade 3 - By Ethnicity - Asian



English Language Arts - Grade 3- By Ethnicity - Hispanic/Latino



English Language Arts - Grade 3 - By Ethnicity - White



i-Ready Dyslexia Screener Data Summary

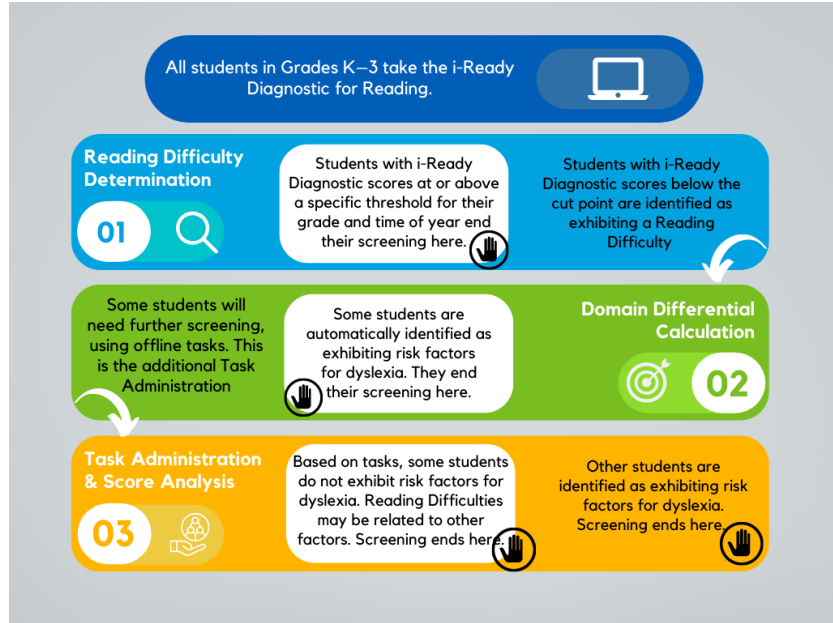
MVWSD researched screening options and selected universal screening options for administration in grades Kindergarten through Third during the 2022-23 school year. District staff selected the i-Ready Dyslexia screener to administer in grades K-3, and also participated in a research study on universal screening through UC San Francisco in grades K-1.

The i-Ready Dyslexia screener is a two part process that includes the i-Ready Diagnostic itself and a short paper-pencil assessment. First, i-Ready takes information from the diagnostic to determine students who demonstrate reading difficulties and then recommends students for additional paper-pencil assessments when more information on their skills is needed. Students' scores are categorized according to the i-Ready score thresholds in order to determine next steps. Categories include: meeting grade level and time of year threshold, demonstrating reading difficulties, and/or at-risk for dyslexia. It is important to note that the screener does not identify or diagnose reading disabilities or dyslexia, but rather lets staff know that additional steps may be necessary to support student reading development.

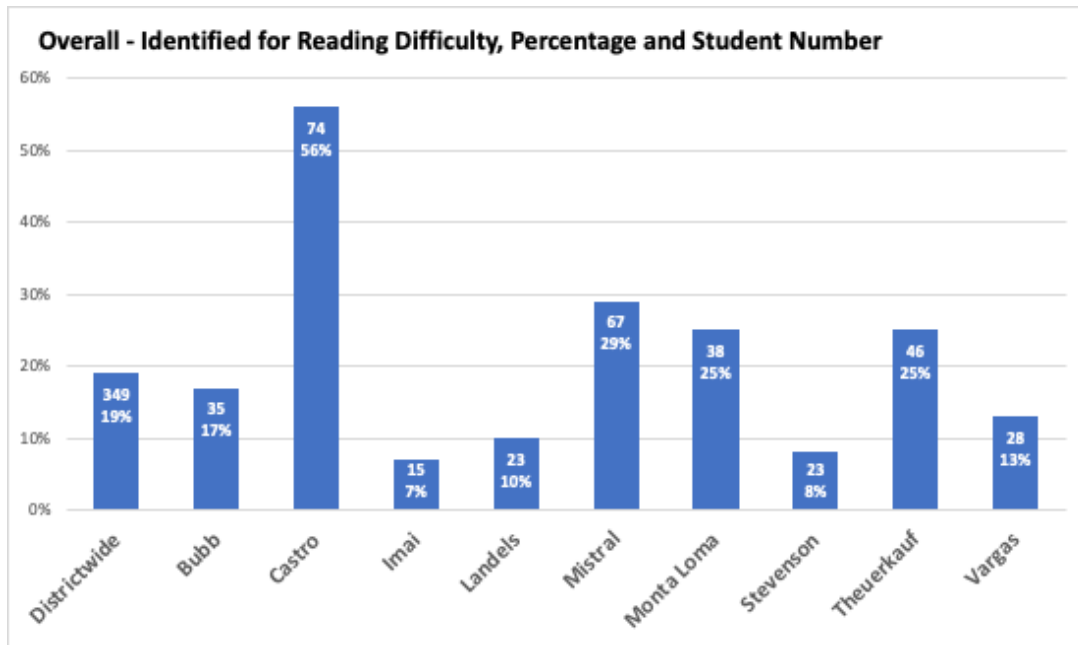
MVWSD selected the i-Ready screener as a part of its efforts to explore universal screener options. Considering the district is already a regular i-Ready user, it made sense to include this screener in the exploration process. Additionally, district staff used the Academic Screening Tools Chart from the National Center on Intensive Intervention at the American Institutes of Research to verify evidence of efficacy. The Academic Screening Tools Chart provides information in 3 categories: Classification Accuracy, Technical Standards, and Usability Features, that has been compiled from available bodies of research and provides a summary of that research to the public. Each tool receives a classification which includes: *Data Unavailable*, *Unconvincing Evidence*, *Partially Convincing Evidence*, or *Convincing Evidence*.

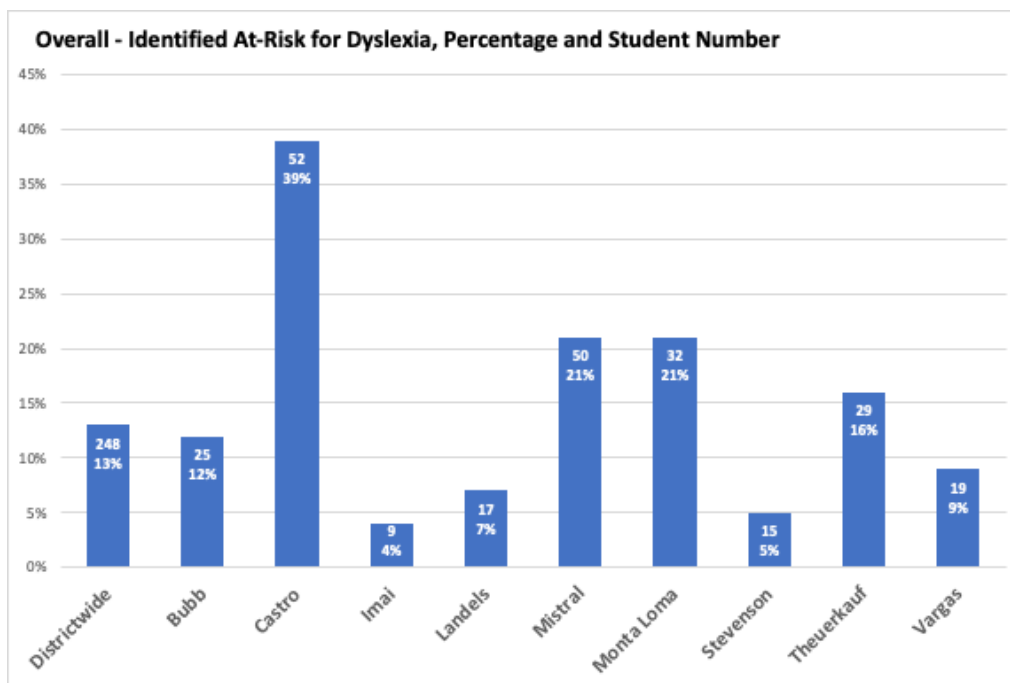
The i-Ready Diagnostic tool's Classification Accuracy is *Convincing Evidence* in Grades Kinder through Third grades for the Winter window, which is when MVWSD administered the tool. This classification considered answers to three questions: was an appropriate external measure of academic performance used as an outcome, was risk adequately defined within an RTI approach to screening, and were the classification analyses and cut-points adequately performed. The tool's Technical Standards are *Convincing Evidence* for all four grades in its Reliability and *Partially Convincing Evidence* to *Convincing Evidence* in its Validity.

See the image below for more information on the process MVWSD followed to administer the i-Ready Screener.

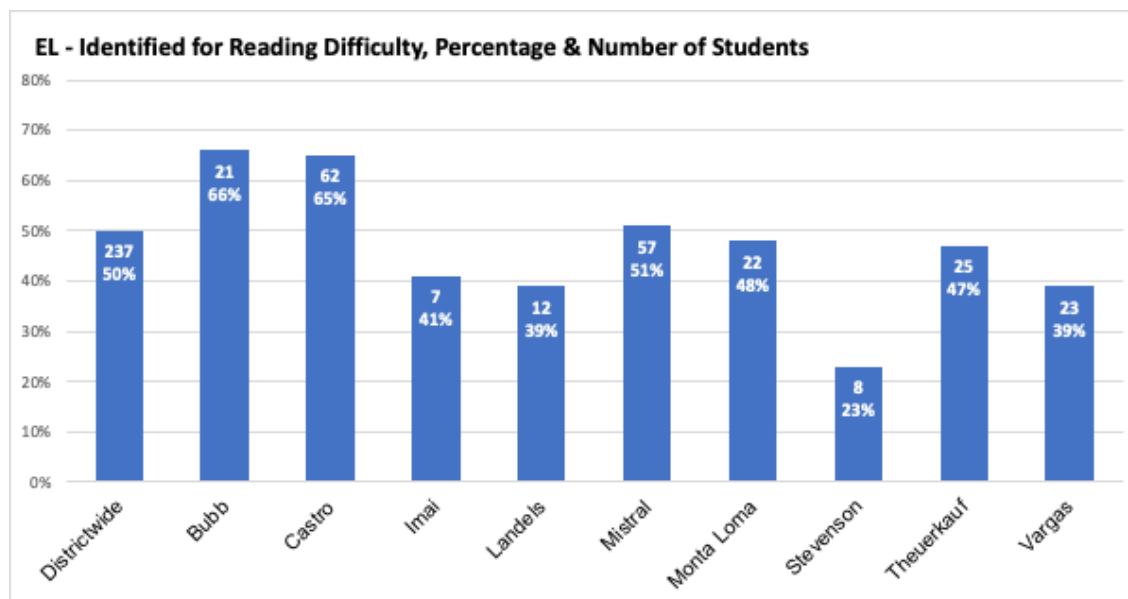


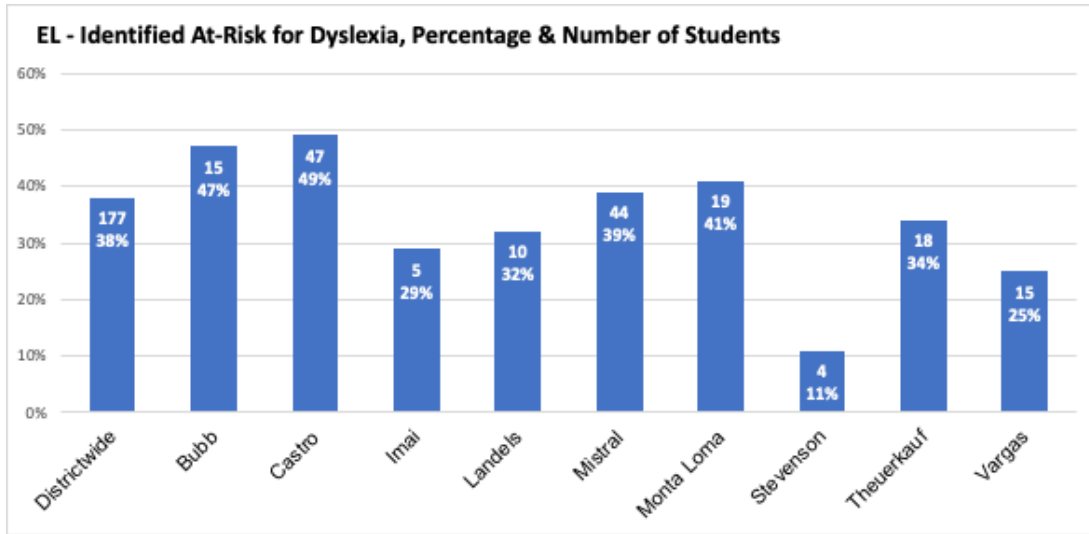
The following set of charts display the results of the i-Ready Dyslexia screening results, conducted at all elementary sites - grades Kindergarten through Third grade at the time of Diagnostic 2 testing, November through early December 2022. Figures are reported by percentage and number of students, and show districtwide results along with site based results.



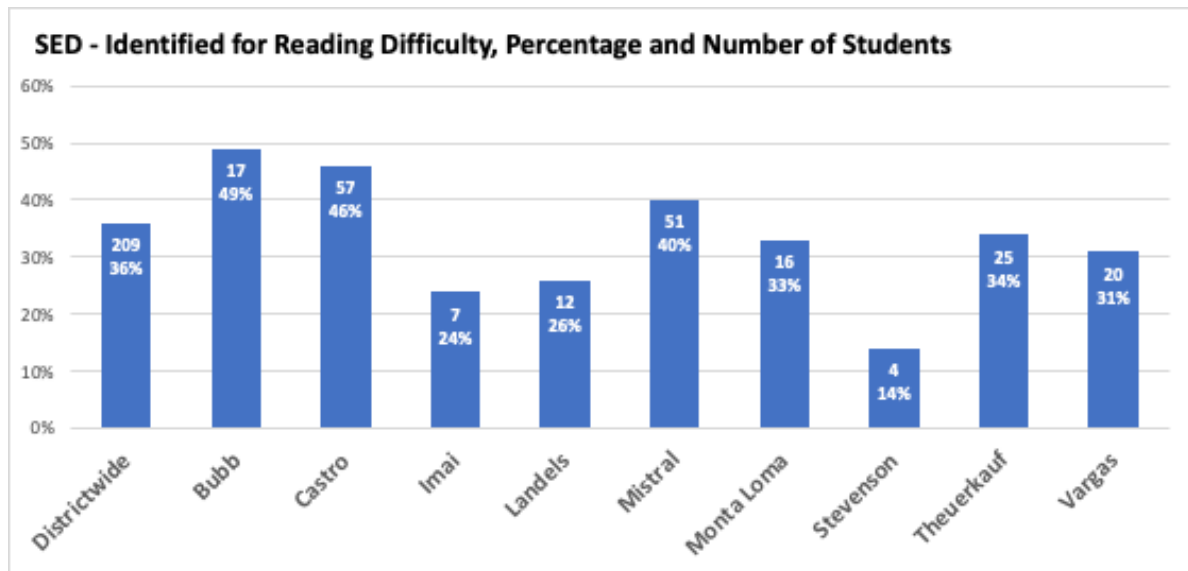


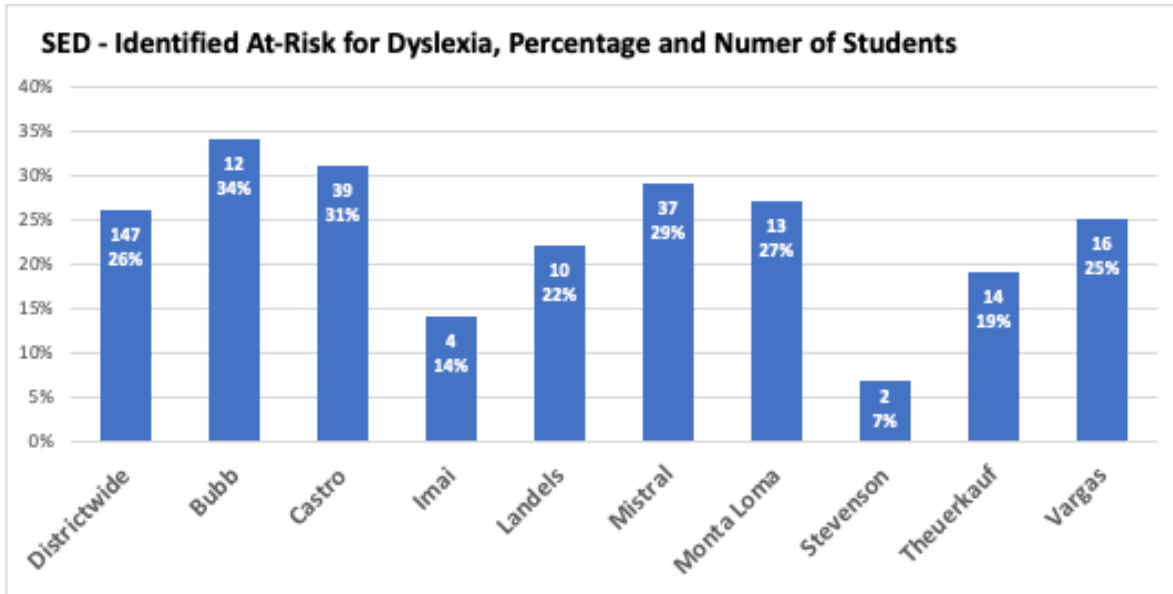
The following two charts show results for English Learners identified for reading difficulty and those at-risk for dyslexia.



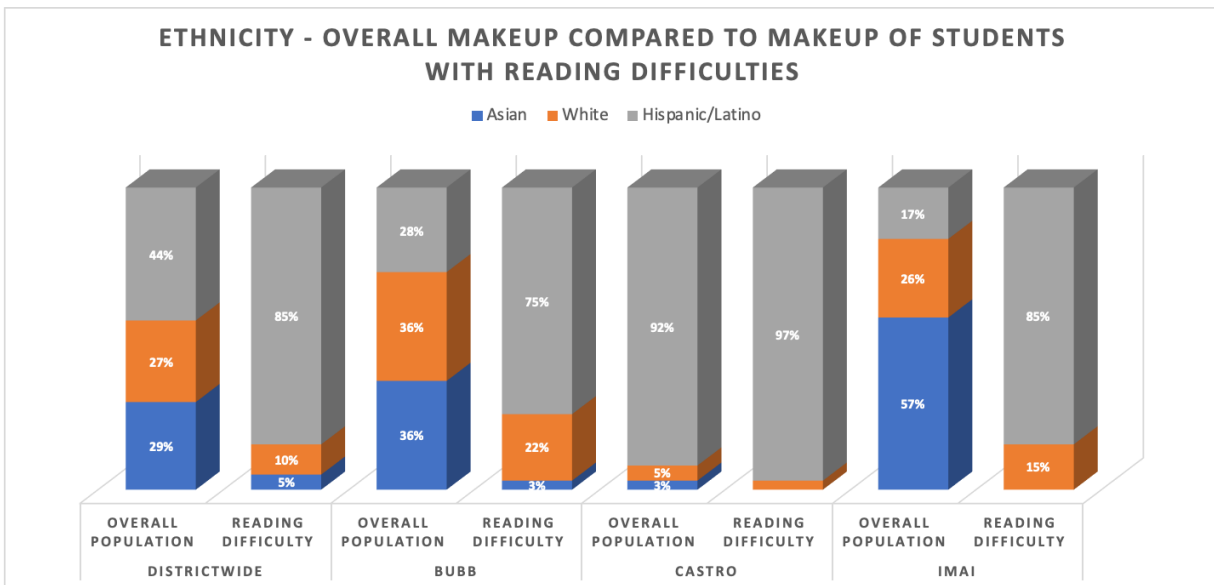


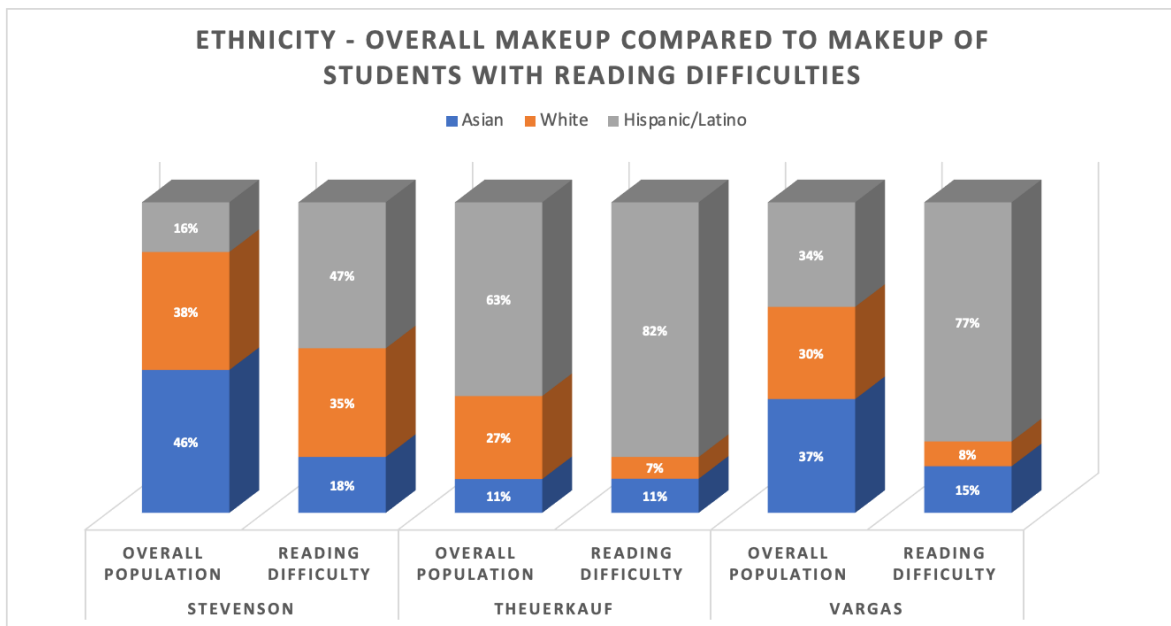
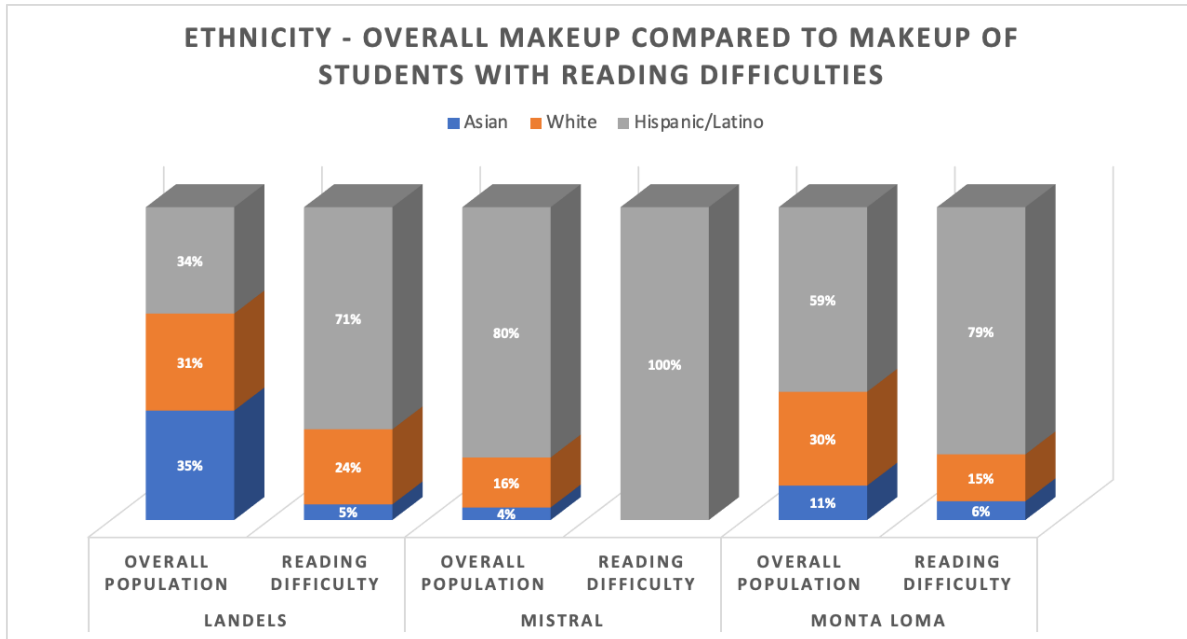
The following two charts show results for students who are socio-economically disadvantaged identified for reading difficulty and those at-risk for dyslexia.



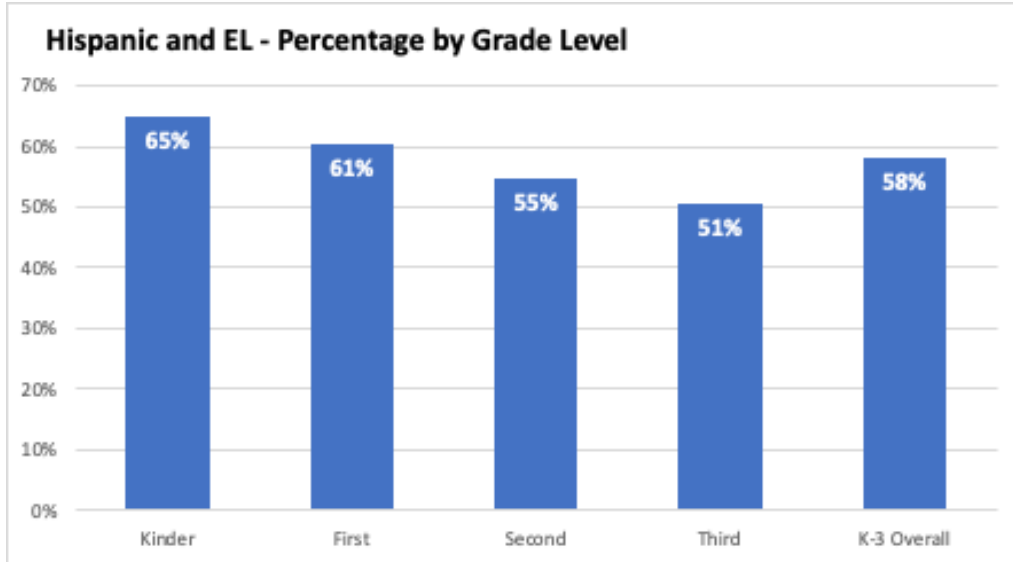


The next three charts depict a comparison of the ethnicity makeup of the overall population with the ethnicity makeup of students identified for reading difficulties on the i-Ready screener. The charts help to depict the differences in performance amongst ethnic groups. Ultimately, we'd expect to see the makeup of the ethnicity makeup for students with reading difficulties more aligned to the makeup of the overall population.

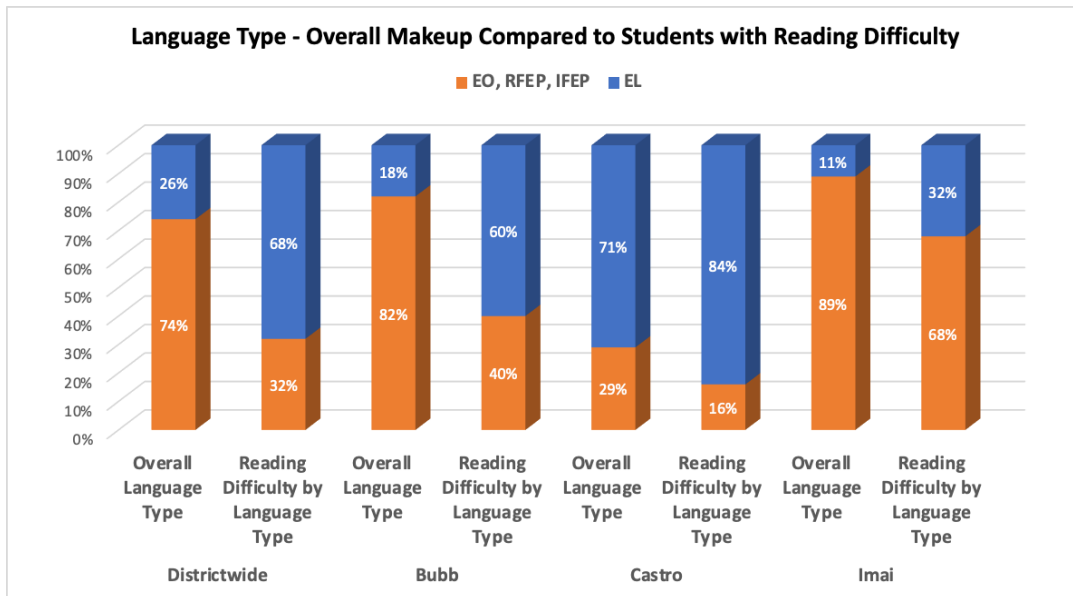


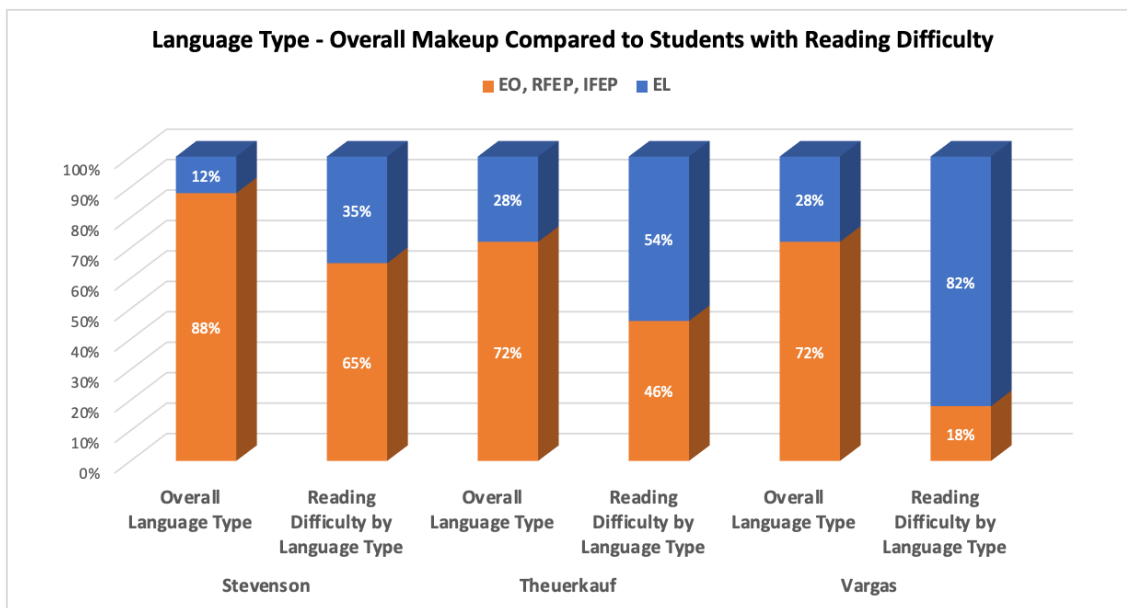
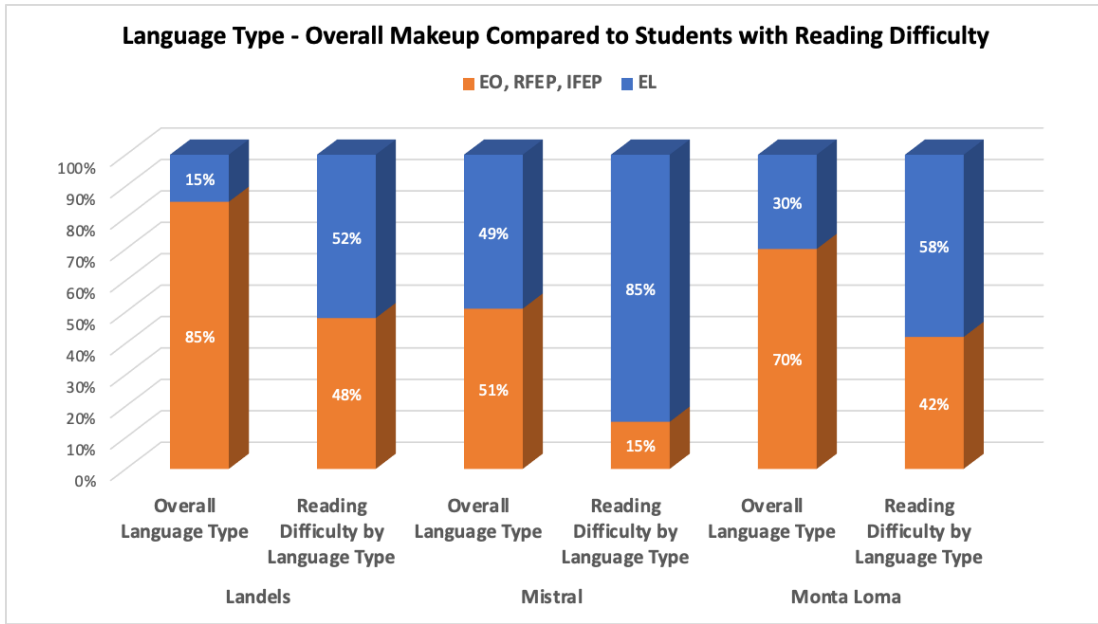


For context purposes, it's important to note the percentage of students who are both Hispanic/Latino and English Learners. This information is important when interpreting the above information. While there should be no academic achievement differences among ethnic groups, educators might expect to see those differences among students fluent in English and those still learning English. The next chart shows the current percentages of students who are both Hispanic and English Learners, which helps to put the graphs on ethnicity into perspective.



The following three charts depict a comparison of language type - overall population compared to the language type makeup of students with reading difficulties. We would not expect the two groups to perform equally, as it is expected that students learning English would not be as proficient readers of English as those fluent in English.





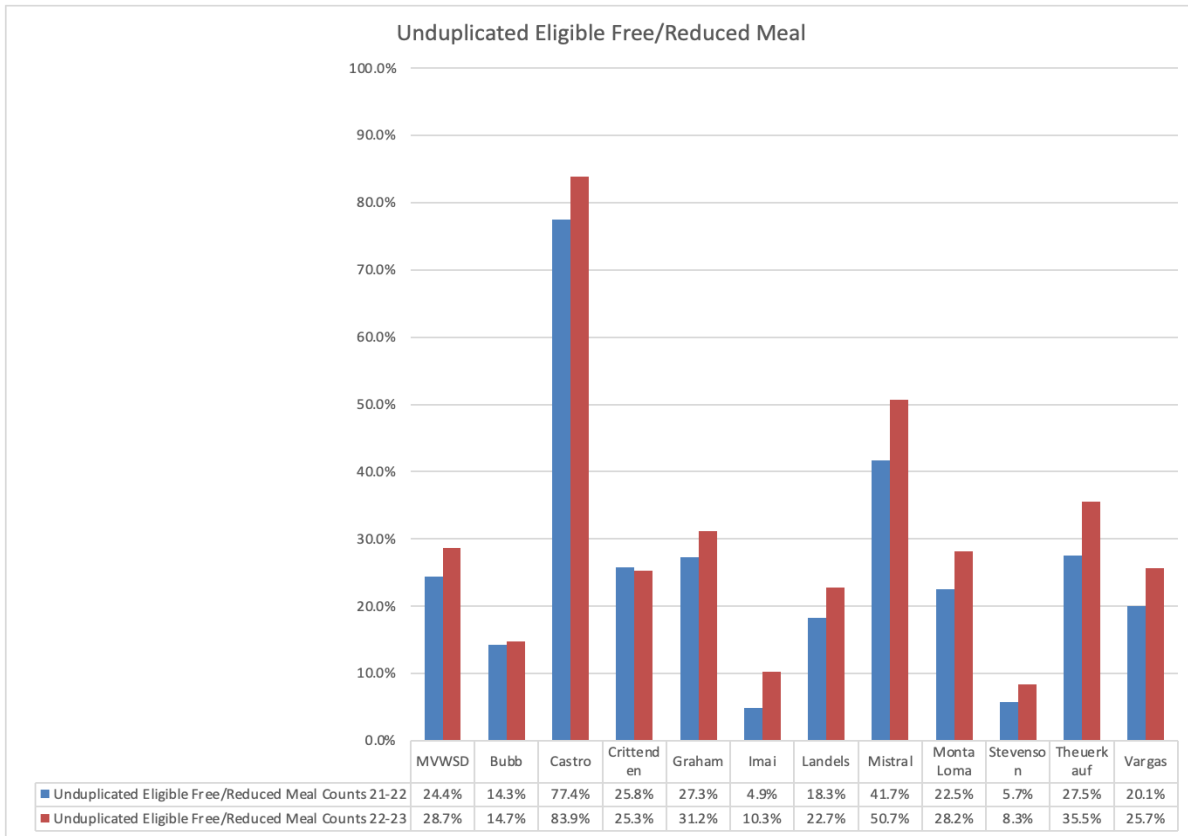
Chronic Absenteeism

The following table displays California dashboard data on Chronic Absenteeism.

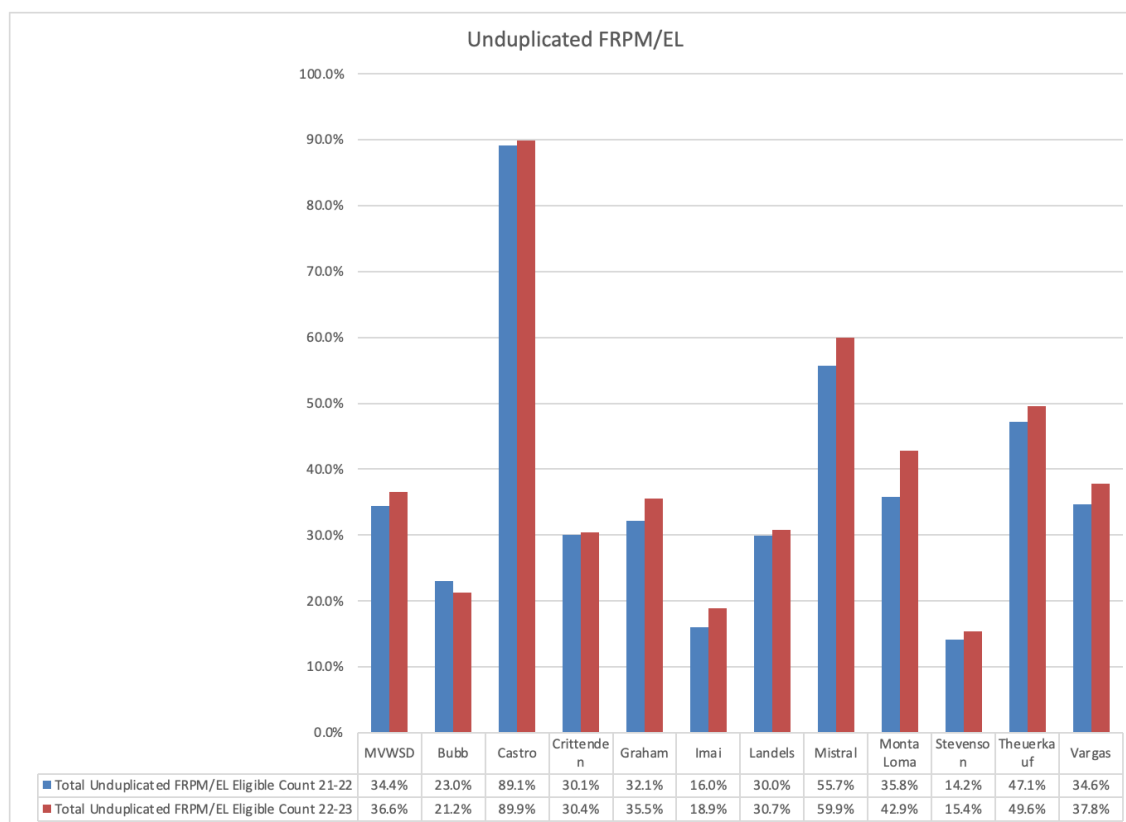
Year	Districtwide	Asian	White	Hispanic/Latino	EL	SED
2022	High	Medium	High	Very High	Very High	Very High
2019	Yellow	Blue	Green	Green	Orange	Yellow
2018	Green	Blue	Green	Yellow	Yellow	Green

Demographic Shifts

The graph below shows a yearly comparison of unduplicated students that are eligible for Free or Reduced Meal program across schools.



The graph below shows the total unduplicated students that are eligible for Free or Reduced Meal program that are also English Learners (ELs).



Data Analysis

Reading data from i-Ready Diagnostic 2 shows that overall in Reading Comprehension, Kindergarteners and 3rd graders are most proficient. As we look deeper into the subgroup data, 1st graders who are Socioeconomically Disadvantaged are least proficient while Hispanic/Latino Kindergartners are most proficient. Vocabulary and Phonics scores across schools show that Castro, Mistral, Monta Loma, and Theuerkauf have lower scores across grade levels. Our English Learner data shows 75% of 3rd graders are two or more grade levels below in Vocabulary. RFEP students across domains are either in Tier 1 (On/Above grade level or Tier 2 (one grade level below). There are no RFEP students that are in Tier 3 (two or more grade levels below) across domains. In comparison, ELs are experiencing difficulty across domains and 50% of ELs in 2nd grade are in Tier 3 (two or more grade levels below) in High Frequency words. Similarly, when looking at Phonics, over 80% of ELs in 3rd grade are below grade level. Phonological Awareness data shows that it is a stronger domain across schools with 75% of students proficient overall district wide and ELs in 3rd grade being 100% proficient.

Grade 3 CAASPP- English Language Arts data shows that ELs at Bubb, Imai, and Castro are struggling the most. District wide, we have 17% ELs that were proficient and Imai has 63% ELs proficient in CAASPP - English Language Arts. RFEP students in 3rd grade are successful across schools with Mistral, Monta Loma, and Stevenson showing 100% proficiency. When looking at 3rd grade Socio-Economically Disadvantaged or Hispanic/Latino students, we see wider discrepancy in performance in comparison to other subgroups.

Universal Screening data from the i-Ready Dyslexia screener shows that specific subgroups of students are experiencing difficulty in reading, specifically students who are Hispanic/Latino, EL, and/or SED.

Analyzing the discrepancy in performance between subgroups, a comparison between Hispanic/Latino, EL, or SED with White and Asian, reveals that these results are more likely explained by factors related to instruction and gaps in instruction due to the pandemic and/or chronic absenteeism rather than the presence of dyslexia. Keeping in mind that approximately 5-20% of people have dyslexia and that there is no evidence suggesting a difference in those rates amongst ethnic and socioeconomic backgrounds, this also confirms that the universal screening data suggests improvements to instruction and interventions are needed, rather than a disproportionate rate of students with dyslexia; as well as steps to address chronic absenteeism with those at-risk subgroups.

Root Cause Analysis

Several hypotheses exist regarding the root causes of the above scores. Each of these hypotheses are analyzed and explained below.

- Lack of structured literacy instruction
 - Currently, MVWSD follows a balanced literacy approach. While this approach may work for some students, it is not a proven approach to literacy instruction that works for all students. The lack of a structured literacy approach may be one root cause for the current achievement scores.
- Lack of districtwide MTSS
 - The district is in its first year of implementation of parts of the MTSS plan. Because MVWSD has not implemented MTSS prior, gaps and inconsistencies existed in the approach to addressing students' learning needs. Essentially, the district did not have a systematic way of addressing students' learning needs across all sites. This has also led to inconsistent uses of interventions by site.
- Inconsistent use of data to drive instruction
 - MVWSD acknowledges that inconsistencies exist in the use and prioritization of data to drive instruction. Work has been done to address this through the rollout of MTSS and the Universal Data Cycle process, but further training, coaching, and data focus is needed to address these inconsistencies in practice.
- Student attendance or chronic absenteeism
 - Chronic absenteeism has increased among subgroups and is currently 'very high' among the most at-risk subgroups of students. The amount of missed school will also greatly impact students' acquisition of necessary literacy skills. The district is working as a whole to address chronic absenteeism.
- Impact of the COVID-19 pandemic
 - The impacts of the pandemic have been challenging for many students, families, and staff and because of this, has impacted student achievement.
- Shift in select subgroups at specific schools
 - Even though the percentage of students who are learning English has stayed similar over the years, all schools (except Bubb and Crittenden) saw an increase in the number of unduplicated students that access free and reduced lunch. Some schools also have an increase in the number of newcomer students.

Plan of Action

Work to Date

Multi-Tiered System of Supports (MTSS)

MVWSD district level and site leaders have worked to create and begin initial implementation of the district's MTSS. This comprehensive system focuses on supporting the *whole child*, including academics, social-emotional, and behavioral needs. The district's MTSS includes processes to identify student needs and to support students at increasing intensity (where applicable) through a tiered approach. This includes Assessment & Universal Screening, Data Analysis, Universal Supports for all students, Targeted supports for some students (where applicable), and Intensive supports for a few students (where applicable). Teams are expected to collaborate and collectively analyze student data to create an action plan that addresses student needs through the district's data analysis protocol, Universal Data Cycle (UDC) process.

MVWSD's MTSS also includes a process to use at the site level when teachers need help to support students, the Coordination of Services Team (COST), as well as a process to use when students do not respond to intervention efforts, Student Study Team (SST).

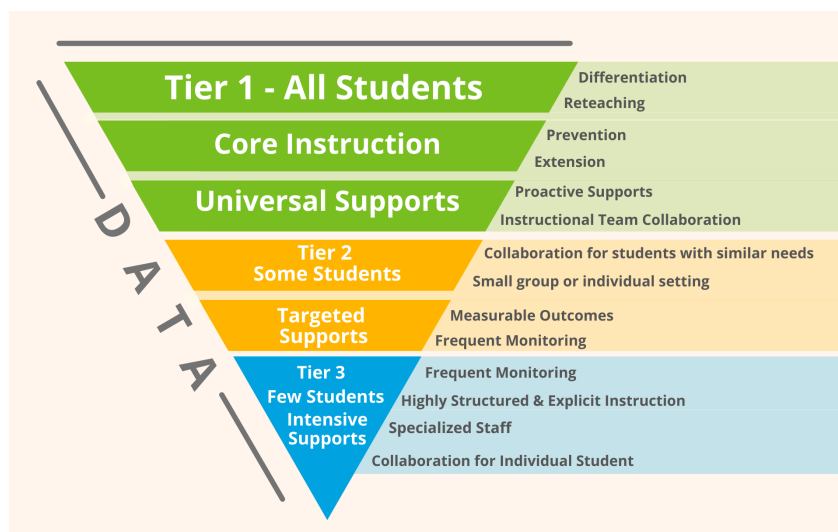
Supporting students' reading needs will be directly tied to the district's MTSS' processes.

District leaders developed the UDC process and protocol in the Spring and Summer of the 2021-22 school year. Site leaders were trained on the UDC process and protocol in July, 2022 for implementation at all sites during the 2022-23 school year.

District leaders developed the COST process and protocol in the 2022-23 school year. Site leaders were trained on the process in the Spring of 2023 for site implementation during the 2023-24 school year.

District leaders developed the SST process and protocol in the 2022-23 school year. Site leaders will be trained on the process at the start of the 2023-24 school year for future implementation.

The following image depicts the tiered approach introduced to leaders and site staff during the 2022-23 school year



- Reading Action Plans at the Site Level
 - As a part of the MTSS and the UDC process, sites engaged in the process of developing cyclical action plans at multiple levels, classroom, grade level/department level, and sitewide. A focus early on in this process included literacy and action planning to address and support students' reading needs. This included the process of understanding and analyzing student data to drive the creation of action plans. District leadership led principals through a process of creating action plans with literacy in mind, including work at the core instruction level, identifying interventions and staff to implement those interventions, and maximizing RTI and other instructional and times to support literacy development.

- Universal Screening

i-Ready

MVWSD engaged in universal screening for students in grades Kindergarten through Third for the first time during the 2022-23 school year. This step is important to an effective MTSS, to identify students' needs and match them to necessary resources.

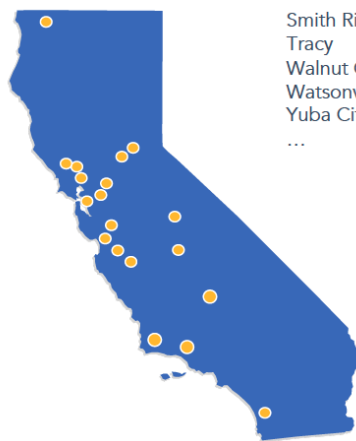
UCSF - Multitudes

In addition to i-Ready Dyslexia screener administration in the 22-23 school year, MVWSD partnered with UCSF's Dyslexia Center to test a dyslexia screener currently in development, Multitudes, that will eventually be available throughout California. MVWSD is one of many school districts participating in the research study to perfect the Multitudes Screener.

MVWSD engaged in the testing phase specifically for students who are native Spanish speakers at both Mistral Elementary and Castro Elementary. Though we will not receive specific data on this student population's performance, the district's participation in this research helps to perfect the tool's accuracy. Additionally, the district participated as the first beta tester of the English tool at Castro Elementary.

Multitudes Participating Regions:

Antelope	Las Lomas	Smith River
Aptos	Los Angeles	Tracy
Buttonwillow	Mammoth Lakes	Walnut Creek
Carson	Marin City	Watsonville
Compton	Mill Valley	Yuba City
Concord	Monterey	...
Crescent City	Morgan Hill	
Cupertino	Mountain View	
Fairfax	Planada	
Fallbrook	Pleasant Hill	
Freedom	Sacramento	
Fresno	San Anselmo	
Hollister	San Ardo	
Kingsburg	San Francisco	
Klamath	San Martin	
Lake Tahoe	Sausalito	



Multitudes

The Multitudes Core Values are:

- Basis in Latest Neuroscience of Learning | Multitudes translates the latest findings into useful tools for educators
- Effectiveness for Multilingual Learners | All CA Kindergarten and 1st graders can learn to read in the languages of their choice
- Cultural Affirmation | Multitudes embraces the many variations in dialect, culture, and region that enrich our state
- Free for all CA Public Schools | Every student in CA Public Schools can expect the best in early literacy screening for risk of dyslexia

Literacy Instruction and Intervention

- Response to Instruction (RTI)
 - Targeted Response to Instruction continues at all elementary schools with STEAM/RTI teachers. At the middle schools, in the 2022-23 school year, there has been a shift towards increased small group instruction during class time.
 - Implementing the Universal Data Cycles has provided avenues for intentionality around use of student data for RTI and small group instruction as well as frequent student progress monitoring.

- Supplemental Instruction & Reading Intervention -
 - Supplemental Instruction & Intervention to Core Instruction
 - All schools continue to have access to Reading A to Z for leveled reading support
 - In the 2022-23 school year, some schools started the introduction to structured literacy interventions using Sounds Sensible and SPIRE for students that may be at risk for reading.
 - Special Education Specific Interventions
 - Over the past few years, the district has worked to expand its ‘Literacy Toolbox’ to support students by including more structured literacy tools. In 2019, the district’s special education department trialed two structured literacy programs, SPIRE and SONDAY and eventually purchased SPIRE intervention kits for every Education Specialist at the elementary level.
 - The district provided a Sounds Sensible kit to every site to address the phonemic awareness and phonics needs of students. Sounds Sensible is also a structured literacy program.
 - Both middle schools began using the Read Naturally Live reading intervention program in their Special Education programs.

- Preschool Family Literacy Program Pilot
 - This year, the district’s preschool program piloted *Fun with Literacy at Home!*, a family engagement course focused on early literacy under the direction of Director Terri Kemper. The course, designed internally by staff, included instruction and materials for parents to support their children’s literacy at home. Topics included letter recognition, phonological awareness, and other aspects of language and literacy. Parents were provided with take home kits, which included Square Panda playsets, bilingual books, magnetic letters, etc.

Professional Development

MVWSD staff has engaged in a variety of learning opportunities to better understand literacy development and reading disabilities. Over the past few years, staff and leaders have received curricula and resource specific training, including training to use SPIRE, Sounds Sensible, and Learning Ally. Additionally, teachers, coaches, and site leaders at the elementary level have engaged in Learning Ally's Introduction to Dyslexia Awareness training to better understand how students with dyslexia learn and engaged in a dyslexia simulation. Site leaders also attended Learning Ally's Spotlight on Dyslexia conference, a learning opportunity to help educators become literacy leaders.

Accommodations and Assistive Technology

The district recognizes the importance of assistive technology in supporting students who may have difficulties reading or a disability that makes reading more challenging. To support students' literacy advancement, the district has purchased human read audiobook access through Learning Ally districtwide. This means that this tool is available to any student who needs access due to a reading difficulty. Additionally, students have access to Google Read & Write which provides both speech-to-text and text-to-speech support for students who have difficulty reading and writing.

Future Work

MTSS

The district and site level teams will continue implementing MTSS and will also work to expand its reach. Teams will continue efforts and growth with the use of Universal Data Cycles and will fully implement the Coordination of Services Team process during the 2023-24 school year. Additionally, site staff will be trained on the updated Student Study Team process in the fall of the 2023-24 school year. Sites will also expand their knowledge and understanding of Universal, Targeted, and Intensive supports in order to best support students. The district MTSS team will also review current RTI practices to determine where and how we can expand or improve these efforts to improve outcomes for students. Additionally, MVWSD will add an MTSS Coordinator to support development and implementation of the district's MTSS.

- Train site leaders and staff on the SST Process in the fall of 2023
- Implement a tiered approach to support students needs at the start of the 2023-24 school year, using tools and resources provided to sites during the 2022-23 school year (described in *Work to Date*)
- Universal Screening
 - The district will continue its use of universal screening to better understand students' reading needs, in addition to regular benchmark testing and classroom assessments. The i-Ready Dyslexia Screener will continue to be used in 2023-24 school year, similar to Palo Alto Unified School District. Additionally, this will allow the district to analyze multiyear data and determine any possible trends to inform next steps. Districts are also awaiting the potential release of a list of approved screeners from the state level now that universal screening will be required.
 - District leaders will continue to review and consider available screeners for level of accuracy and ease of administration in order to gather information for any potential changes in the future, including the possibility of implementing a layered screening

approach that will reveal specific areas of reading where students would require intervention beyond what is identified in the initial Universal Screening method.

- MVWSD will also continue participating in the UCSF Multitudes screener research project and will receive student data in return.

Literacy Instruction and Intervention

- Elementary - English Language Arts/Early Literacy Curriculum Adoption
 - MVWSD will engage in a process of adopting a new English Language Arts curriculum that is rooted in Science of Reading and evidence-based literacy instruction practices, and aligned to the Common Core State Standards. The goal is to present the recommendations in May of 2024 and implement in Fall 2025.
- Literacy Team
 - MVWSD staff recognizes the importance of a holistic approach to address the needs of emerging readers. Starting next school year, a team will continue and expand on literacy work with a focus on early literacy. The Director will train and supervise a team of intervention teachers and instructional assistants who will work with students and staff at sites that demonstrate lower student achievement for emerging readers (K-2). The Director of Literacy will provide instructional leadership, vision, and strategic direction for curriculum, instruction, assessment, and professional development, ensuring MVWSD schools have outstanding literacy achievement and growth across all grades. The Reading Intervention teachers are planned to support emerging readers at Castro, Mistral, Monta Loma, and Theuerkauf.
- Response to Instruction
 - Our District will continue implementing Response to Instruction (RTI) as an approach to use small-group instruction to support all students whether they need remediation or enrichment. Every student has set-aside RTI instruction periods multiple times weekly at both the elementary and middle-school levels. It is designed to identify and support students with multi-tiered instruction, ongoing student monitoring and assessment, and teacher collaboration. As teacher teams develop action plans for their Universal Data Cycles, targeted action steps for focus students and/or student groups will be included. An essential component of RTI is progress monitoring. Students will be frequently assessed to determine effectiveness and impact of RTI supports, and not merely rely on i-Ready Diagnostic Assessments three times a year. Adjustments will be made to a student's instruction based on their individual response to an intervention, not the response of the whole class or even a small group.
- Supplemental Instruction & Reading Intervention
 - Continued implementation of Learning A to Z for all students, both through general education and special education
 - Sounds Sensible kits were provided to all sites through the 2022-23 school year and all sites will continue implementation of this intervention for the first full year during 2023-24.

- Special Education Department will continue implementation of Sounds Sensible, SPIRE, and Read Naturally (middle schools). These supplemental curricula will continue to be used by Special Education teachers and Education Specialists.

Professional Development

District level leaders will continue work on exploring and selecting learning opportunities for leaders and teachers on literacy development and instruction, as well, instruction for students with reading difficulties and/or disabilities. MVWSD leaders will attend Learning Ally's Spotlight on Dyslexia Conference in the summer of 2023, where the district will be honored for its work in making advancements in aligning to the Science of Reading, understanding the *whole child* and literacy development, and effectively using Learning Ally in our classrooms.

Additionally, district leaders will research and identify professional development opportunities for evidence-based foundational reading instruction rooted in SOR for site leaders, Instructional Coaches, Reading Intervention TOSAs, and teachers in conjunction with the curriculum adoption and implementation. Instructional coaches will be able to provide support for teachers for successful implementation of evidence based literacy instruction rooted in the Science of Reading.

District and site leaders will also participate in Learning Ally's Community of Practice. Learning Ally's master facilitators will work with cohorts to build a community of learning where leaders and educators are empowered to share, learn, and grow with one another as they develop a successful learning environment and enrich the learning experience for students with dyslexia. Cohorts will focus on "Problems of Practice" including: Systems of support for students with dyslexia, practices and processes to monitor students using indicators of dyslexia, building intervention practices to support students with dyslexia, leveraging structured literacy to strengthen literacy support, building cultural and environmental accommodations to support learning.

Accommodations & Assistive Technology

MVWSD will continue providing assistive technology to students to support their success and achievement. Learning Ally human-read audiobooks will continue for the third year of a 3-year implementation plan. District leaders will continue working with staff to increase usage and provide access to any student who needs this tool. Additionally, the district will continue implementation of Google Read & Write to offer text to speech and speech to text for students who need this support. District leaders will also explore the possible addition of the tool Grammarly to support students in writing.

Section 504 and Special Education Evaluation Process

The district will also update its process for assessment and identification for the Section 504 process.

When it has been determined through the MTSS process that students are not responding to interventions for their specific needs, a referral to Special Education is made. Within a Special Education evaluation process, teams determine the particular assessment needs following comprehensive information provided by SST teams. Evaluation for eligibility can include a comprehensive psychoeducational evaluation, speech and language evaluation, and/or assess other areas of concern identified by the referring team.

As well, when a student is referred for Special Education evaluation, the team is careful to consider the child's language development. When a multilingual language learner is referred for special education, assessment teams will consider whether the student's needs are language acquisition based or signify the presence of a disability.

Beginning in August 2023, assessment teams will engage in professional development with Dr. Sam Ortiz's the Picture Vocabulary Acquisition Test (PVAT), a tool teams will utilize to evaluate an individual from any language background, determine whether an individual's English vocabulary performance follows expected patterns (as either a native English speaker or an English learner), or rather, is suggestive of a language problem or disorder. This addition to the District's assessment repertoire is intended to help address our current significant disproportionality.

Systematic Shifts in Reading Instruction

Based on data analysis and understanding of evidence-based practice in literacy, MVWSD recognizes that shifts are needed in its approach to literacy instruction, specifically, moving from a balanced approach to a structured approach. This includes rooting instructional practices in the Science of Reading, increasing focus on early literacy, and targeting supports for students at the district's most impacted schools. Additionally, shifts towards complete and holistic understanding of supporting students from the *whole child* perspective through MTSS will occur to meet the needs of all students, academically, behaviorally, and socially-emotionally.

Vision of MVWSD's Literacy Plan to support all students

The goal of the district's literacy plan is to have all MVWSD students reading by the 3rd grade, in alignment with the state of California's literacy initiative.

To that end, the following actions will support this goal over the next several years:

- Adopt an English Language Arts curriculum based on Science of Reading
- Provide Science of Reading training for all elementary teachers, including continued opportunities for new teachers
- Identify, purchase, and implement structured reading intervention programs and/or materials
- Implement the California Dyslexia Guidelines recommendations

Next Steps

To continue its initial work in the area of literacy, the district will continue Universal Screening for students in grades K-3, as well as expand its work with UCSF on the Multitudes project during the 2023-24 school year.

Additionally, the new district Literacy Team, led by the Director of Literacy, will support the needs of K-2 students at Castro, Mistral, Monta Loma, and Theuerkauf to improve their literacy growth and development.

- Literacy Team teachers attended a 30-hour Orton Gillingham reading institute from the Institute for Multi-Sensory Education (IMSE) and will complete an additional 3 hours during the school

year. Literacy Team instructional assistants will be trained in multi-sensory approaches in August.

- Following MVWSD's Universal Data Cycles, students will be identified for reading intervention support. Literacy Team teachers and instructional assistants will provide systematic, evidence-based reading intervention. Groups will meet 4 times a week, twice during RTI and twice during the grade level's small group ELA block, in order to avoid missing core instruction.
- Progress will be monitored frequently. Students will exit and enter reading intervention with the start of each new Universal Data Cycle.
- The Literacy Team will work closely with school sites with progress monitoring through Universal Data Cycles, COST, and SST.

The district will convene a curriculum adoption committee to explore and pilot elementary ELA curricula options for adoption in the 2024-25 school year.

Continued professional development will be provided to both principals and school staff to support all students' literacy development.

Lastly, the district office team will continue to develop the timeline for actions identified in this plan based on input and feedback regarding the needs at the site level, as well as any updates at the state level.

Flowchart

Identifying & Supporting Students' Literacy Needs

Including identification of reading difficulties and risk for dyslexia

