



Mountain View
Whisman
School District

Early Literacy Update

February 29, 2024





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Alignment

Alignment to Strategic Plan 2027

- **Goal Area #1:** Effective and consistent instructional practices that meet the needs of all students

Why Early Literacy

- Shift in emphasis from learning to read to reading to learn from 2nd to 3rd grade
- By the end of last year:
 - 67% of 2nd graders were reading at grade level
 - 14% of 2nd graders were reading at the Kindergarten level
- Need to align our instruction across the district to evidence-based instruction and the Science of Reading

Formation of an Early Literacy Team

- 1 Director, 5 Reading Intervention Teachers, and 5 Instructional Assistants
- Supporting foundational reading skills development through:
 - Reading intervention
 - Professional development
 - Family education and engagement
- Supporting the shift to structured literacy and the Science of Reading through:
 - Collaboration with principal and coach teams
 - Professional development for leaders and teachers

The Science of Reading

- Consensus from many related disciplines (developmental psychology, educational psychology, cognitive science, neuroscience, and reading education) about
 - how our brains learn to read,
 - why some people have difficulty learning how to read, and
 - the type of instruction that works the best for the most students.
- Based on thousands of studies over the last five decades, supported by hundreds of millions of research dollars, conducted across the world in many languages.

Visual Representation of Skilled Reading: Scarborough's Rope

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

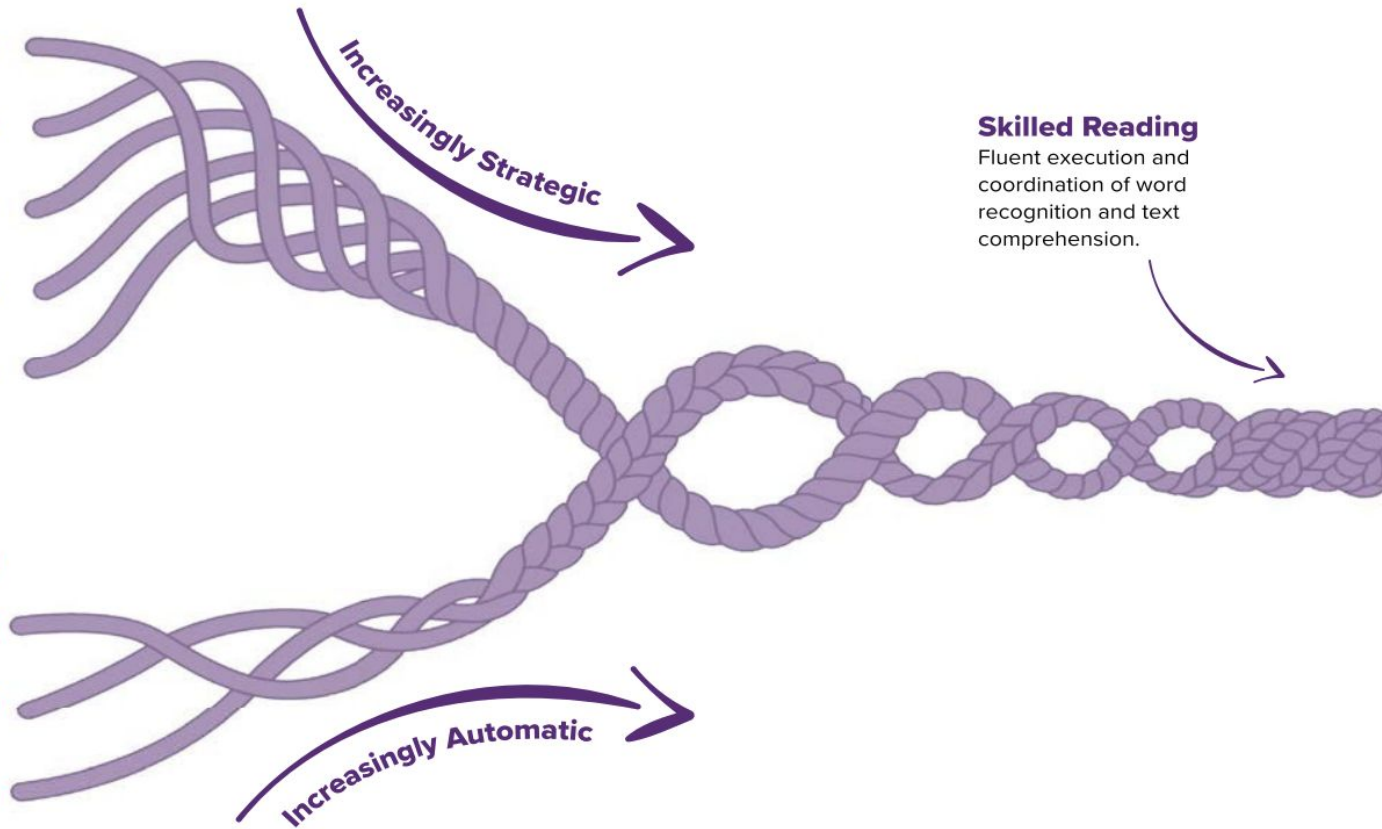
Literacy Knowledge
(print concepts, genres, etc.)

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)



Skilled Reading
Fluent execution and
coordination of word
recognition and text
comprehension.



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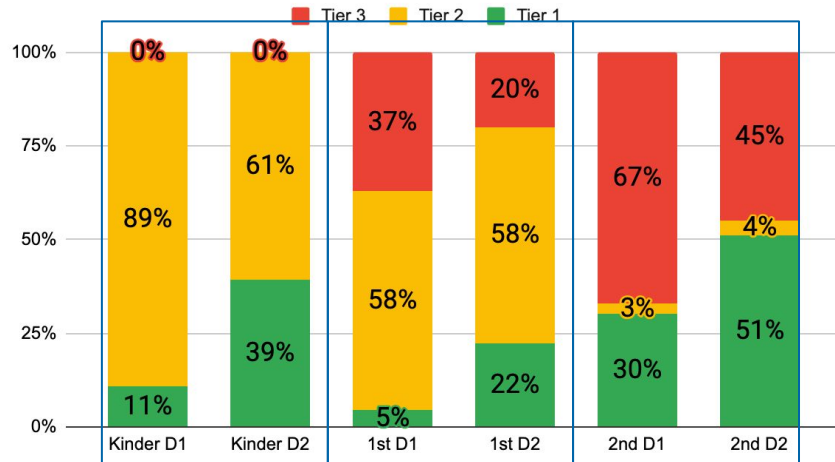
Reading Intervention Work to Date

Reading Intervention Approach

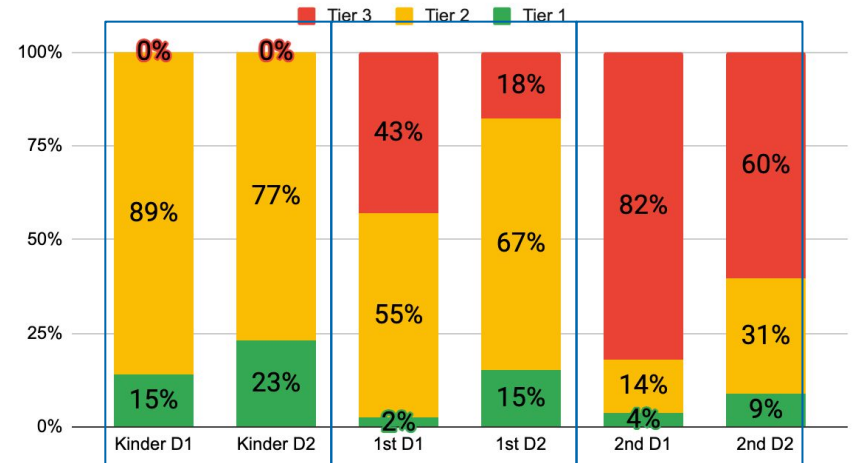
- Data-driven tiered support
 - Follow our district's Universal Data Cycle calendar
 - Flexible groupings that adjust with each UDC
 - Data sources include iReady, reading difficulty screeners, early literacy assessments
- Systematic, evidence-based multimodal approach for teaching, reteaching, practicing, and reinforcing foundational skills

Reading Intervention iReady Data (CA, MI, ML, TH)

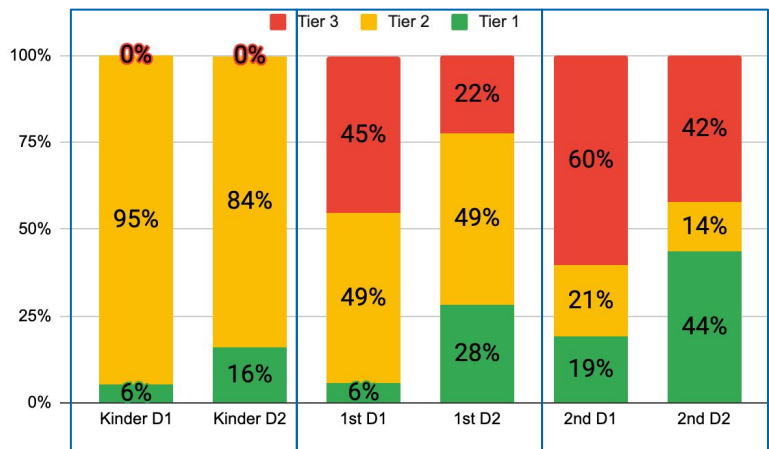
Phonological Awareness



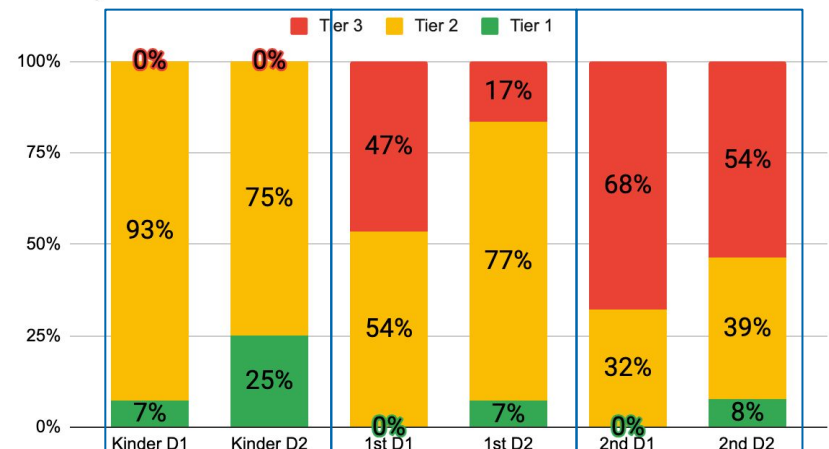
Phonics



High Frequency Words



iReady Overall



Reading Intervention Students (CA, MI, ML, TH)

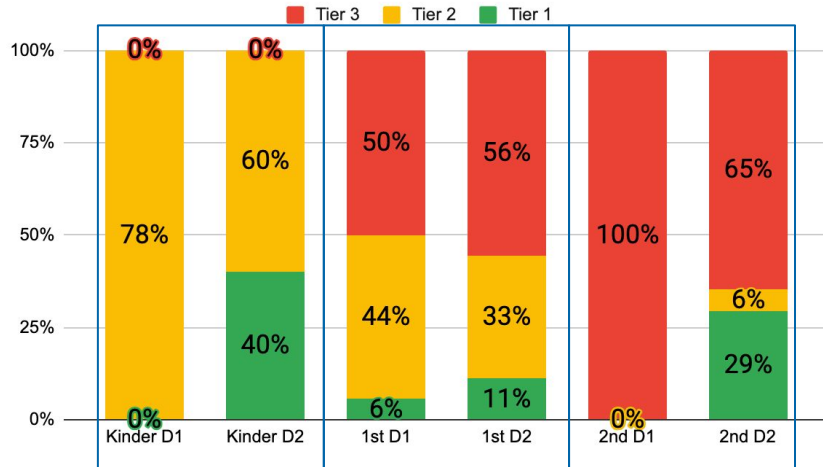
	Kinder	1st	2nd
# of students flagged for reading difficulty (Winter dyslexia screener)	27	44	72
# of students receiving reading intervention from RI teacher	53	80	72
% of students receiving RI from RI teacher*	30%	45%	41%
# of students exiting RI	20	19	11
English Learners	36	57	51
Hispanic/Latino	42	65	66
Socioeconomically disadvantaged	35	59	56
Students with disabilities	16	10	18

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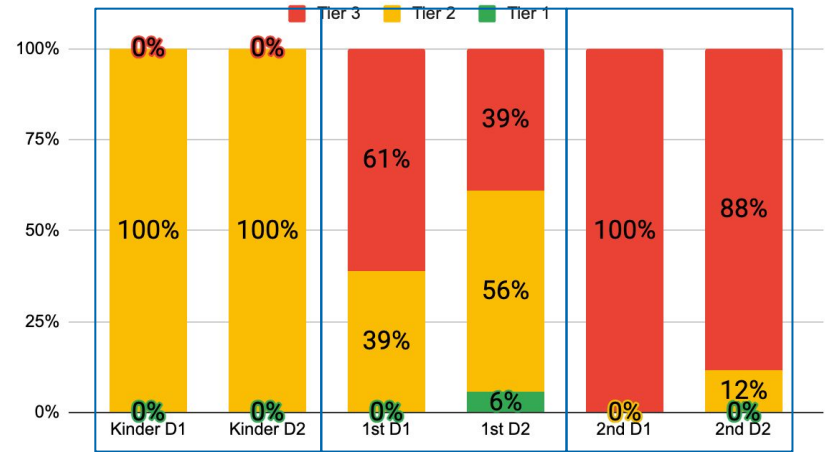
*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

Castro Reading Intervention iReady Data

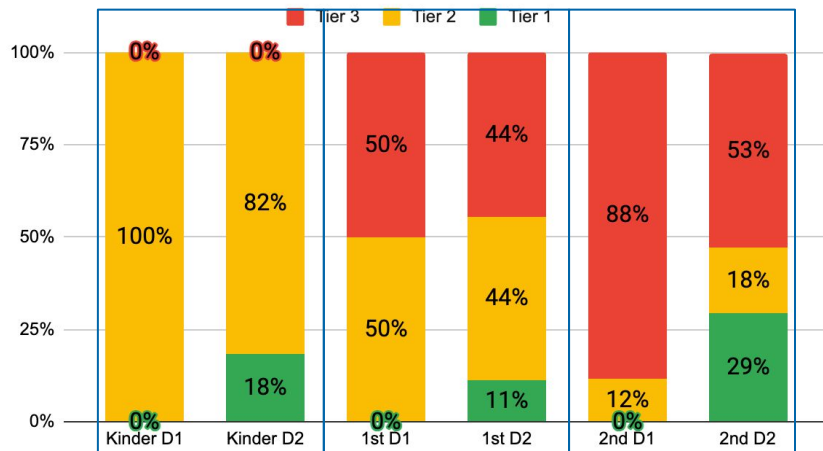
Phonological Awareness



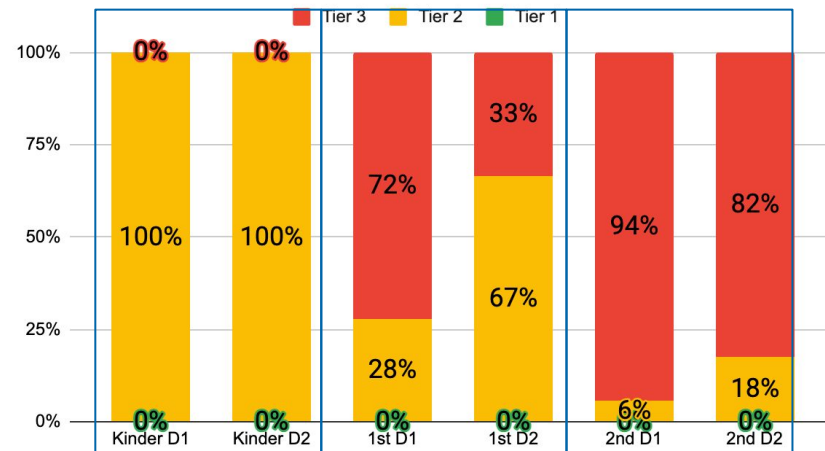
Phonics



High Frequency Words



iReady Overall



Castro Reading Intervention Students

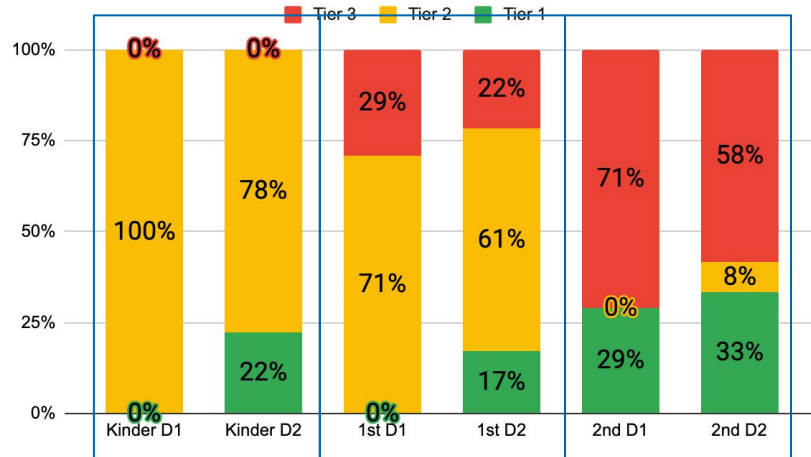
	Kinder	1st	2nd
# of students flagged for reading difficulty (Winter dyslexia screener)	3	18	22
# of students receiving reading intervention from RI teacher*	11	18	18
% of students receiving RI from RI teacher	41%	49%	47%
# of students exiting RI	6	4	2
English Learners	11	16	15
Hispanic/Latino	11	18	16
Socioeconomically disadvantaged	10	15	15
Students with disabilities	8	4	4

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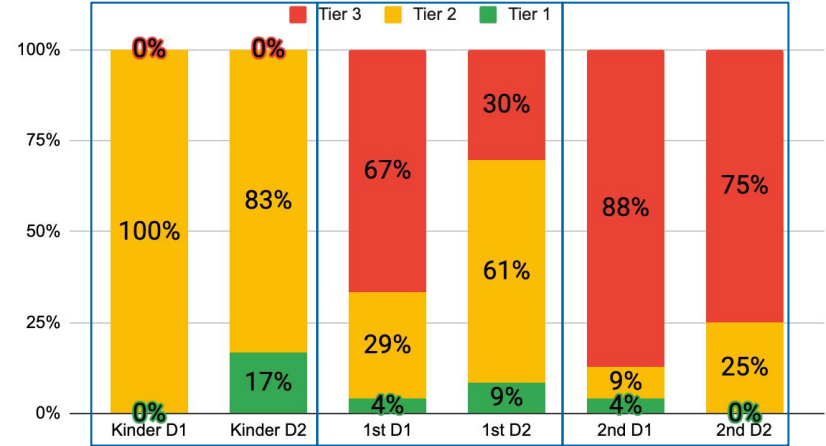
*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

Mistral Reading Intervention iReady Data

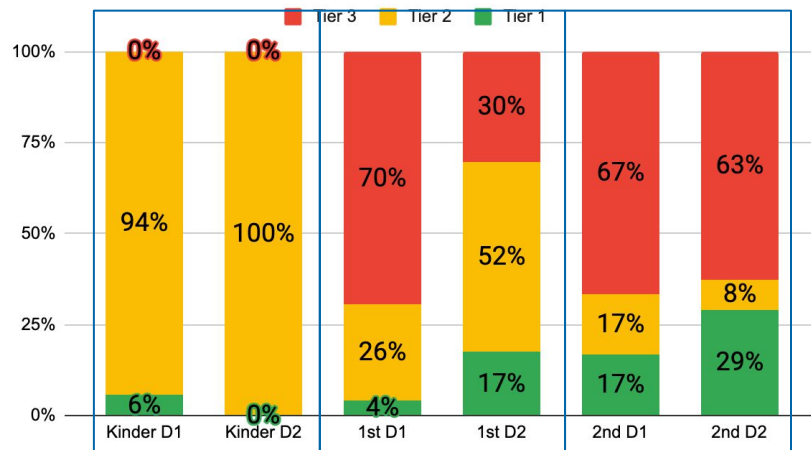
Phonological Awareness



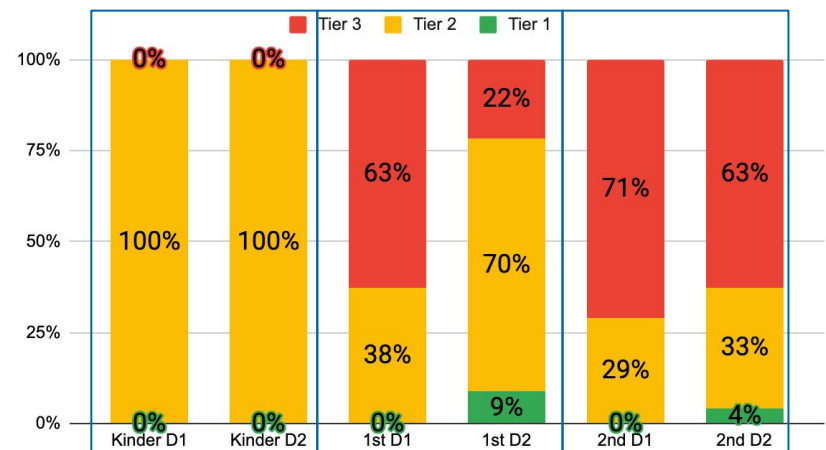
Phonics



High Frequency Words



iReady Overall



Mistral Reading Intervention Students

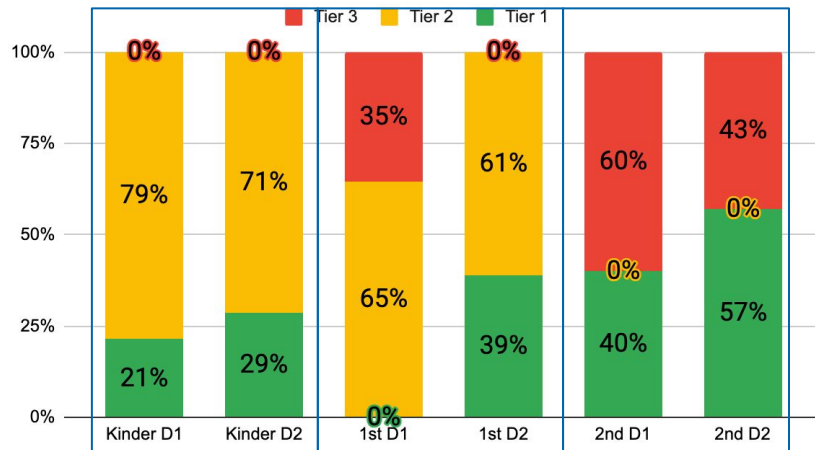
	Kinder	1st	2nd
# of students flagged for reading difficulty (Winter dyslexia screener)	19	15	27
# of students receiving reading intervention from RI teacher	18	24	24
% of students receiving RI from RI teacher*	26%	35%	38%
# of students exiting RI	8	9	6
English Learners	17	19	20
Hispanic/Latino	18	19	21
Socioeconomically disadvantaged	15	17	19
Students with disabilities	5	1	7

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*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

Monta Loma Reading Intervention iReady Data

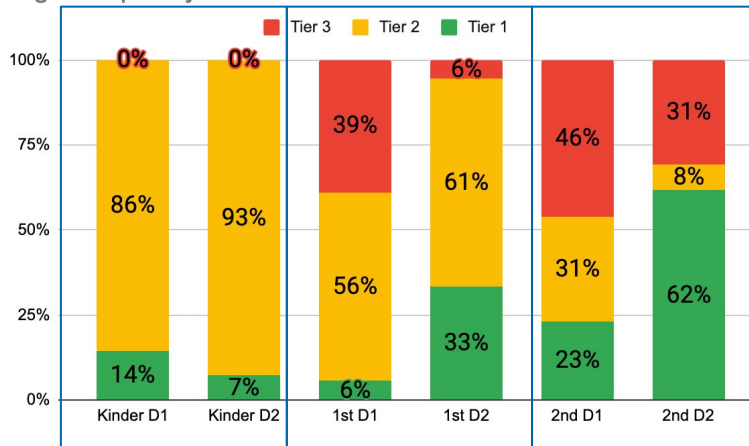
Phonological Awareness



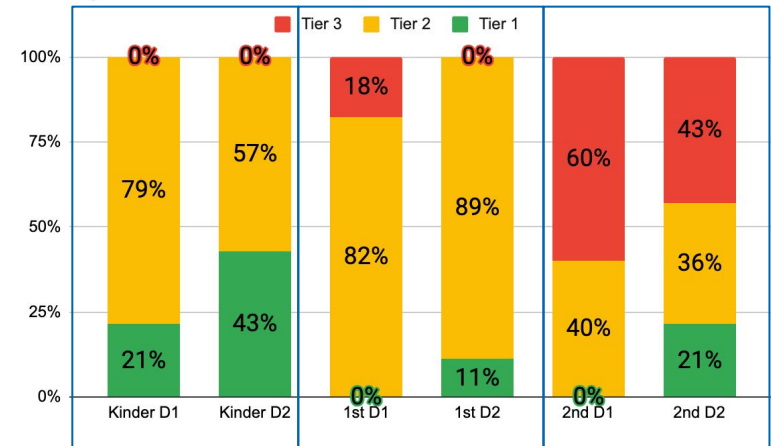
Phonics



High Frequency Words



iReady Overall



Monta Loma Reading Intervention Students

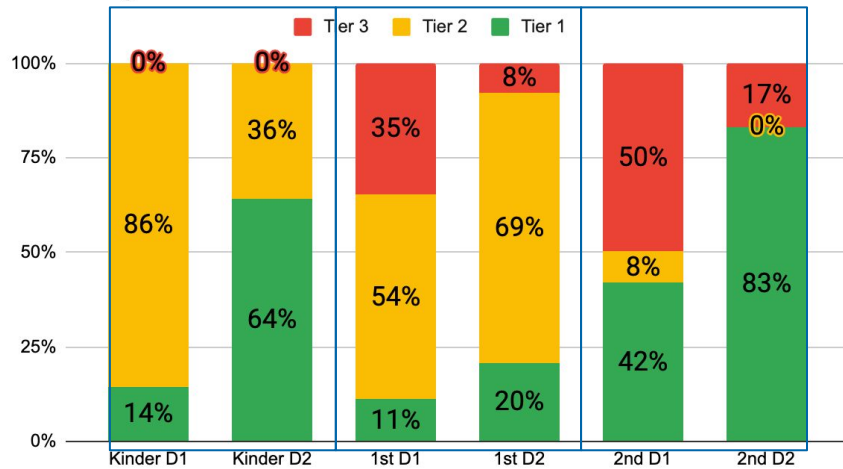
	Kinder	1st	2nd
# of students flagged for reading difficulty (Winter dyslexia screener)	1	4	10
# of students receiving reading intervention from RI teacher	10	17	10
% of students receiving RI from RI teacher*	30%	48%	29%
# of students exiting RI	4	3	3
English Learners	5	8	4
Hispanic/Latino	9	11	10
Socioeconomically disadvantaged	6	10	5
Students with disabilities	2	2	2

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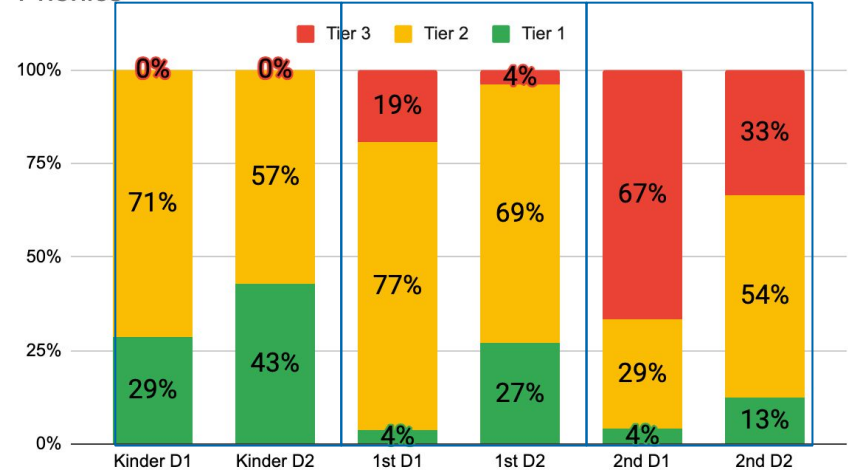
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Theuerkauf Reading Intervention iReady Data

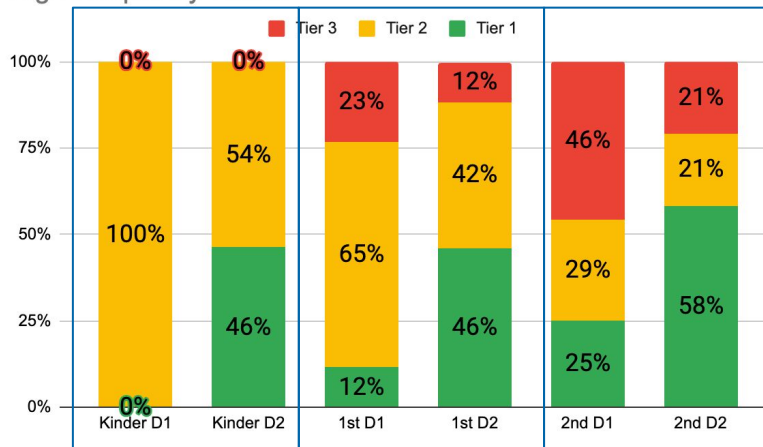
Phonological Awareness



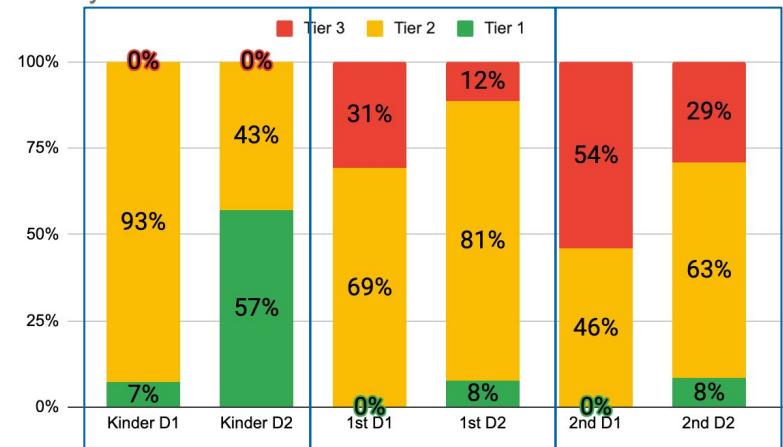
Phonics



High Frequency Words



iReady Overall



Theuerkauf Reading Intervention Students

	Kinder	1st	2nd
# of students flagged for reading difficulty (Winter dyslexia screener)	4	7	13
# of students receiving reading intervention from RI teacher	14	21	20
% of students receiving RI from RI teacher*	30%	51%	48%
# of students exiting RI	2	3	0
English Learners	3	14	12
Hispanic/Latino	4	17	19
Socioeconomically disadvantaged	4	17	17
Students with disabilities	1	3	5

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*The remainder of the students receive intervention or enrichment from their classroom teacher during the RI block.

Reading Intervention Data

- Reduced students in Tier 3:
 - 2nd grade phonological awareness: -22%
 - 1st grade phonics: -36%
 - 1st grade high frequency words: -23%
 - 1st grade overall: -30%
- Increased students in Tier 1:
 - Kinder phonological awareness: + 28%
 - 1st grade high frequency words: + 22%
 - 2nd grade high frequency words: +25%

Reading Intervention Data

- Exited 50 students from RI
 - At or near proficiency in phonological awareness and phonics
 - Replaced with additional students
- Consolidated some RI groups at ML
 - Redeployed staff to support CA part time
- Staff also running four 3rd/4th grade groups
 - 4- 3rd graders at CA/MI
 - 10- 4th graders at CA/MI
 - 7- 3rd graders at ML



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Additional Early Literacy Work to Date

Science of Reading Professional Development: Leadership

- Professional development on the SOR and instructional shifts
 - 4 sessions for entire instructional Leadership Team
 - 2 sessions for instructional coaches
- Collaboration with each site team to plan for site-based SOR PD in spring 2024
 - Differentiated based on current practices and systems at each site
 - In preparation for elementary ELA curriculum adoption fall 2024

Science of Reading Professional Development: Teachers

- Differentiated, site based PD for all elementary schools
- PD on first teaching of foundational skills during core instruction for early literacy sites (CA, MI, ML, TH)
 - Collaboration and observations of RI teachers
- After school PD series on evidence-based instructional strategies
 - Elementary and middle school RTI
 - Over 20 teachers at each session
- Vocabulary (morphology) at Crittenden
- SOR in early childhood for PK/TK staff

Family Education and Engagement

- Family Reading Club pilot program at Theuerkauf for RI 1st & 2nd graders and their families
- Monthly meetings:
 - Build community
 - Practice an at-home activity to support literacy
 - Receive a set of personalized take-home decodable books that provide video support in English and Spanish on phonics target skill
- 15 families attend regularly
- Session topics include working memory development through games, irregular word practice, sounds in the English language, fluency



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Considerations

Early Literacy Considerations

- Reading intervention is to fill gaps so that students can more fully access the general education curriculum
- The success of RI is contingent on the strength of core, first teaching
- RI is focused on one strand of reading, not the whole process
- The focus of this year's SOR PD is to support the transition to new curriculum built from the SOR
 - PD at early literacy sites and after school PD series for teachers to implement strategies this year



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Next Steps

Next Steps

- Continue progress monitoring and providing reading intervention at the early literacy sites
- Support the shift to SOR and evidence based practices through PD and site collaboration
- Collaborate with PK/TK and K-5 ELA adoption committee to plan for successful transition and implementation of new curriculum
- Provide input on early literacy to the Reimagining Castro Educational Roundtable
- Next Early Literacy update at 6/13 Board meeting