

Mountain View Whisman School District

Agenda Item for Board Meeting of February 29, 2024

Agenda Category: Consent Agenda

Agenda Item Title: Literacy Instruction & Dyslexia Support Plan Update

Person Responsible: Swati Dagar, Director of Curriculum, Instruction, and Assessment
Acantha Ellard, Multi-Tiered Systems of Support (MTSS) Coordinator

Background

This report is a follow-up to the previous presentation in September 2023 and is intended to provide an update on previously identified actions and universal screening data to support student literacy.

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.

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

Data Summary & Analysis

We started our data review by reviewing how student data has changed since the previous Board update in September 2023.

The following table shows student demographics across schools for Kindergarten through Grade 3. This data table represents all students who took i-Ready Diagnostic 2 in December 2023.

Demographic Data (K-3) - Students that took i-Ready Diagnostic 2 - December 2023:

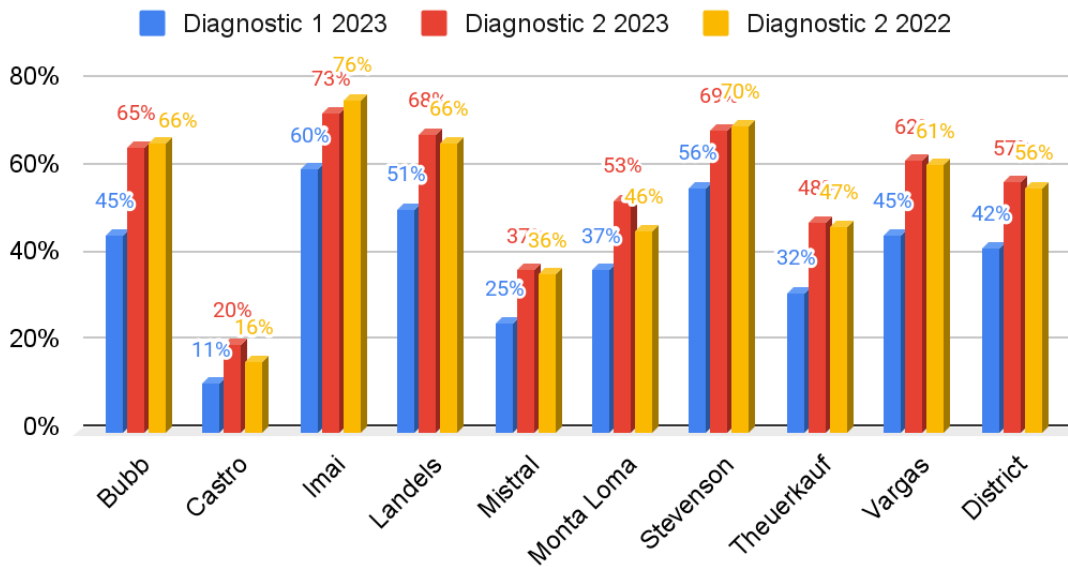
	ELs	EOs	RFEPs	SED	Asian	Hispanic/ Latino	White
Bubb	40	123	6	43	66	46	51
Castro	108	25	2	114	7	124	8
Imai	43	102	21	29	106	36	52
Landels	51	136	17	48	81	66	69
Mistral	138	73	10	139	9	194	25
Monta Loma	39	72	8	45	11	67	35
Stevenson	46	148	24	26	109	33	74
Theuerkauf	61	88	15	81	26	92	39
Vargas	73	108	24	60	73	78	52
District	599	875	127	585	488	736	405

i-Ready Data Summary

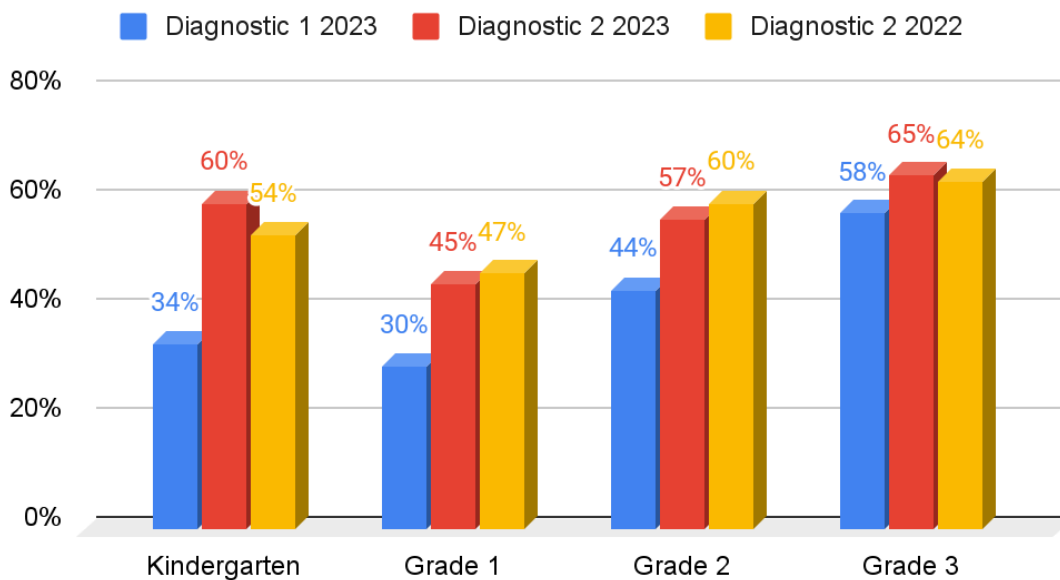
Kindergarten-3rd Grade

The following charts display results from the i-Ready Diagnostic assessment administration for reading overall and by i-Ready Reading domains for major student groups in grades Kindergarten, 1st, 2nd, and 3rd. The charts compare data from the beginning of the school year Diagnostic 1 administered in Fall 2023, from Diagnostic 2 administered in Winter 2023, and from Diagnostic 2 administered last school year in Winter 2022.

Overall Reading Proficiency - By School



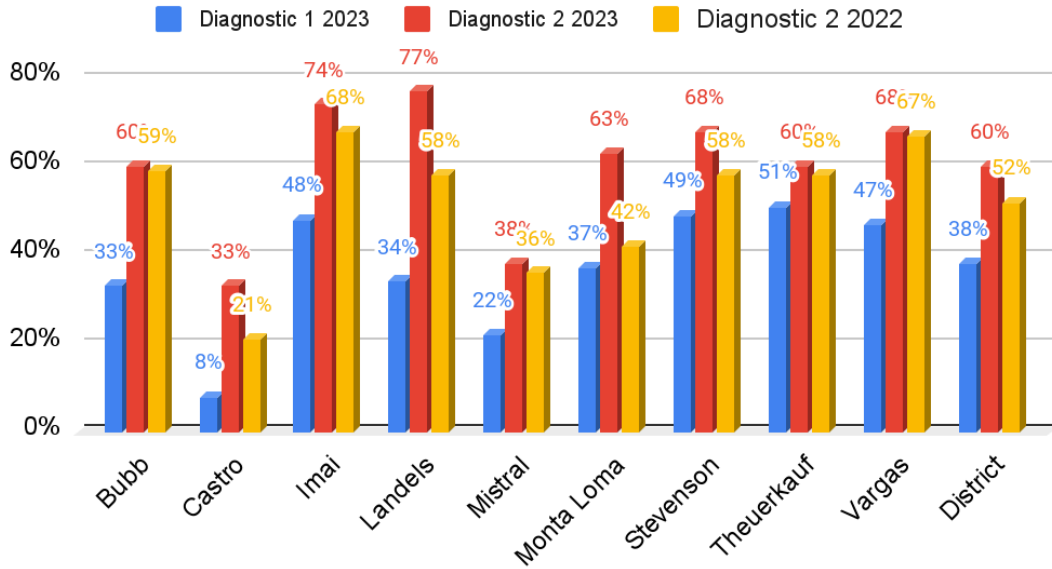
Overall Reading Proficiency - By Grade level



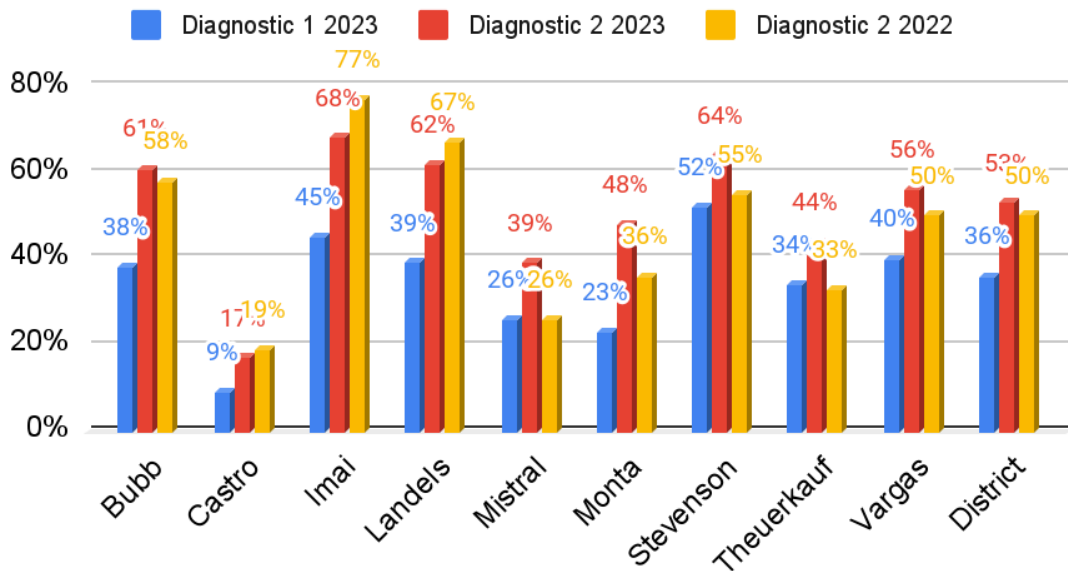
The overall Reading proficiency data shows that most schools across the district have similar or higher overall Reading proficiency for students in Grades K-3rd compared to last year at this time. In comparing Diagnostic 2 this year with last year's data, we see 1st and 2nd graders are slightly below in their proficiency levels.

The following sets of graphs display the results of i-Ready Diagnostic assessment in the Phonics domain by grade level and by student group.

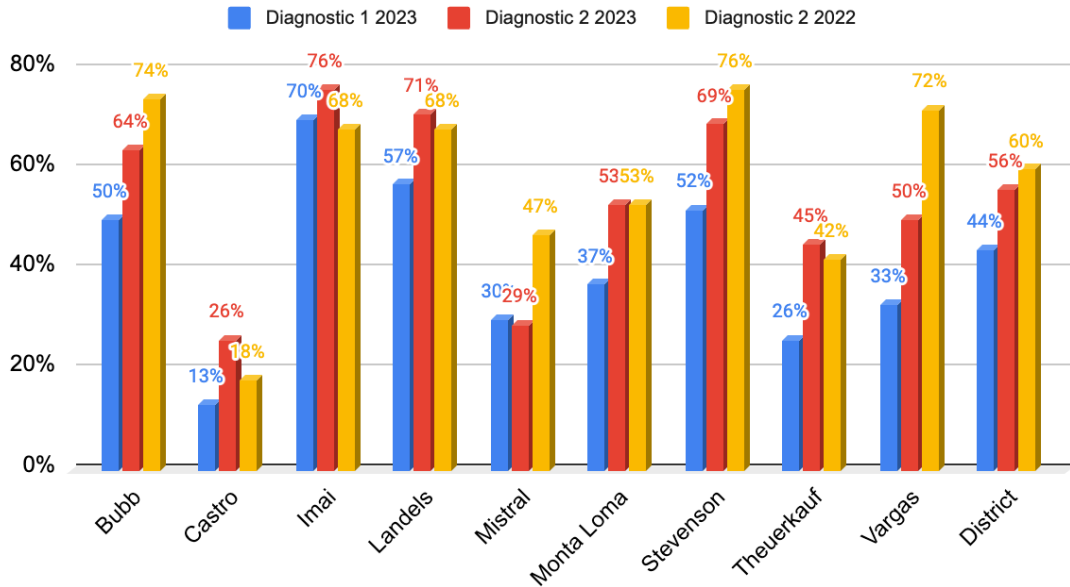
Phonics Proficiency - Kindergarten



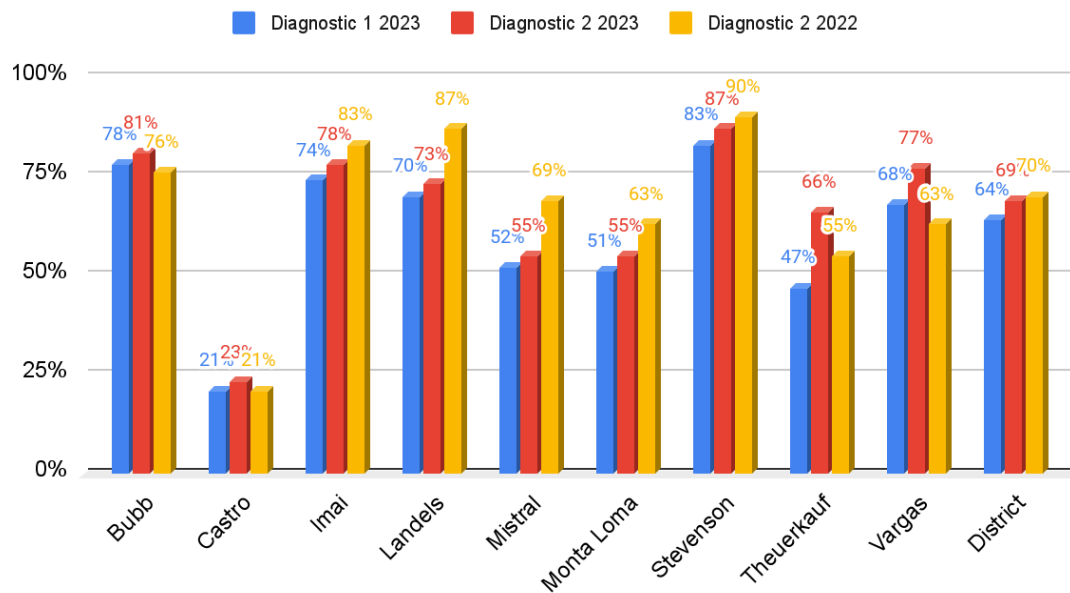
Phonics Proficiency - Grade 1



Phonics Proficiency - Grade 2



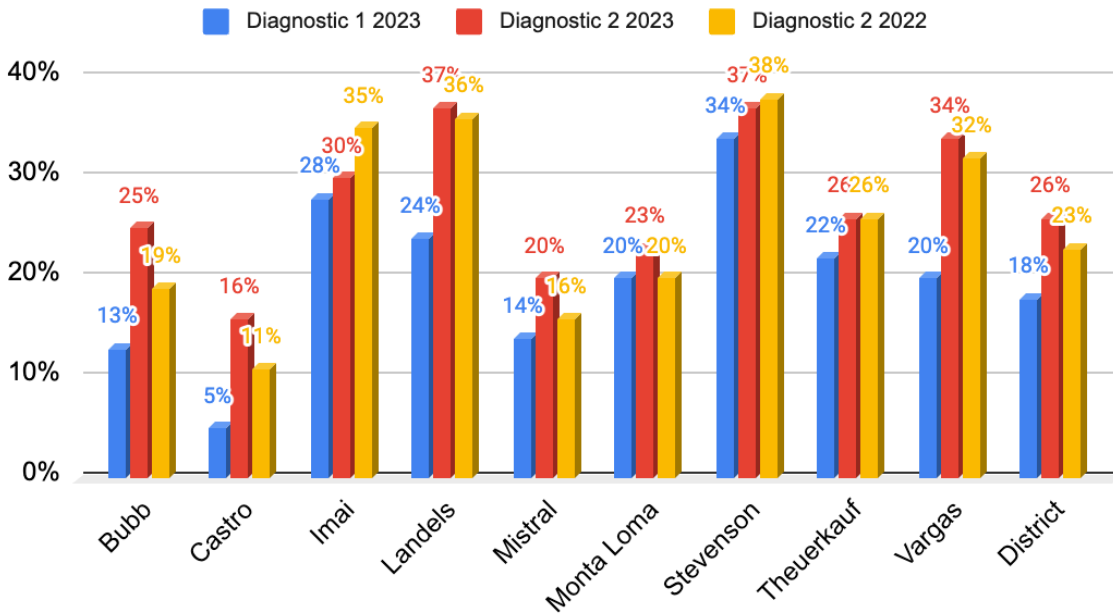
Phonics Proficiency - Grade 3



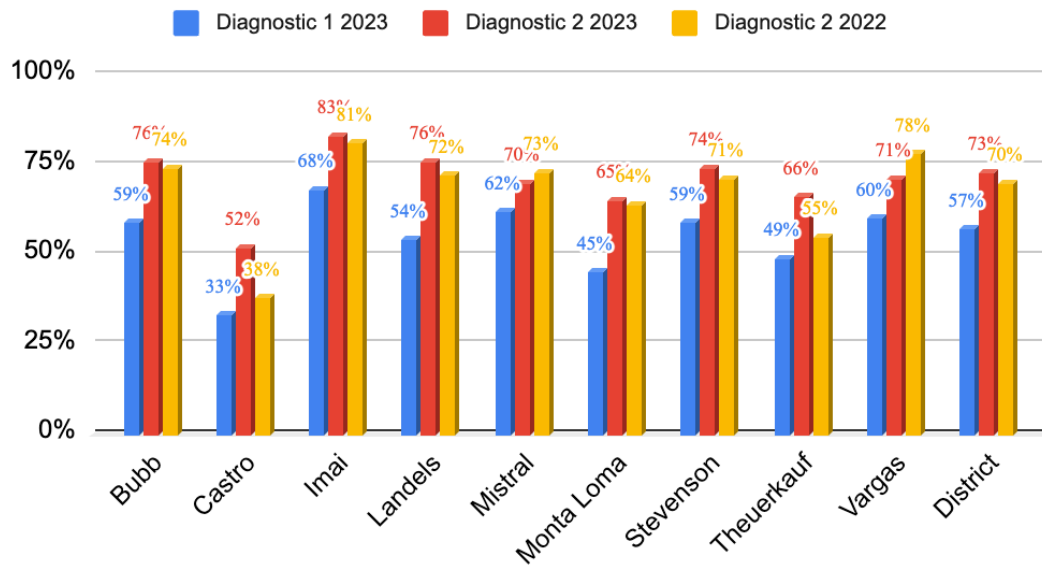
Phonics domain level students data shows that more Kindergartners were proficient on Diagnostic 2 this year as compared to last year at this time. More 1st graders at Imai, Castro, and Landels were proficient last year in comparison to this year. Similarly, more 2nd graders were proficient overall in Phonics last year as compared to Diagnostic 2 this year. 2nd graders at Mistral were 18 percentage points higher last year and at Vargas, 2nd graders were 22 percentage points higher last year as compared to Diagnostic 2

this year. Similar to 2nd grade, 3rd graders at six school sites had higher proficiency in phonics last year in comparison to Diagnostic 2 this year.

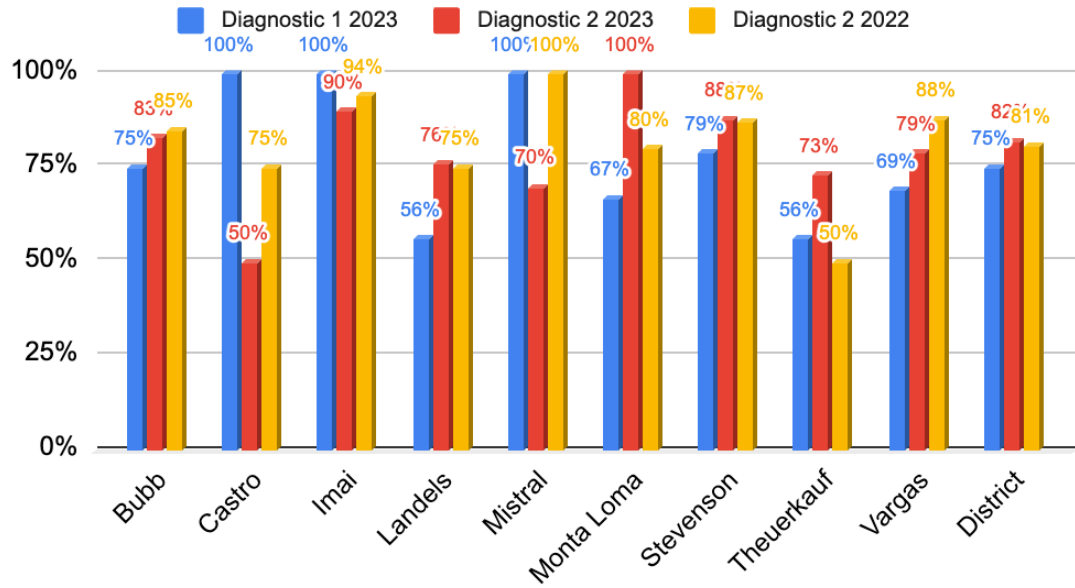
Phonics Proficiency - ELs By School



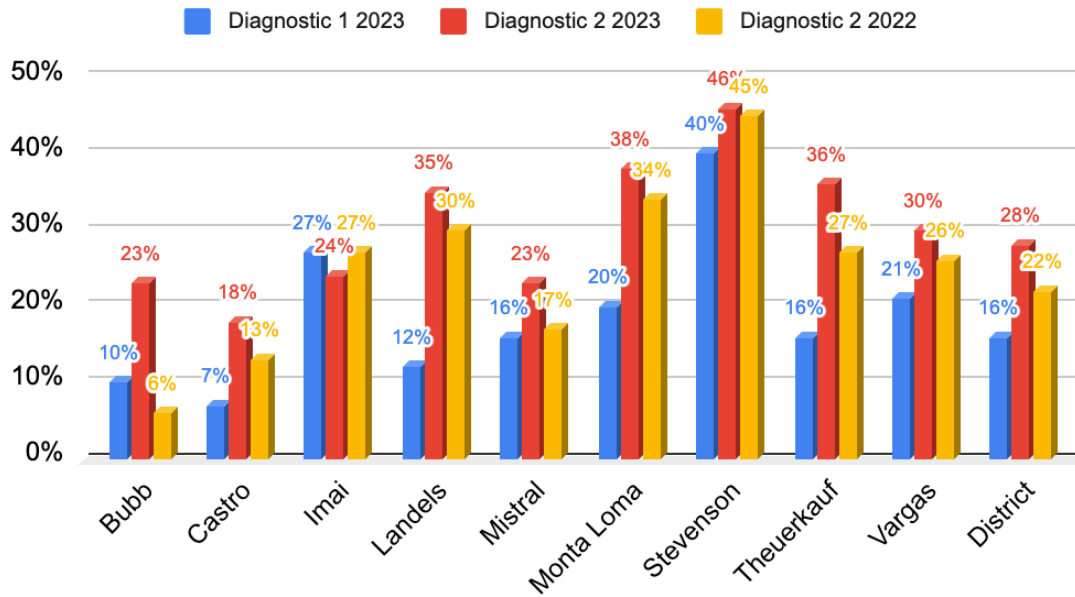
Phonics Proficiency - EOs By School



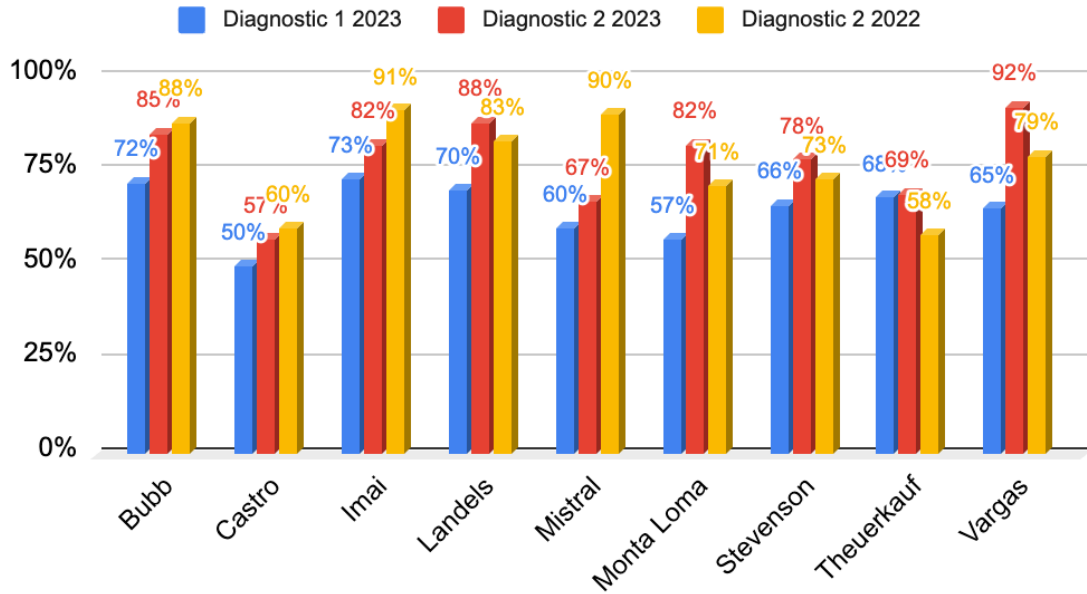
Phonics Proficiency - RFEPs By School



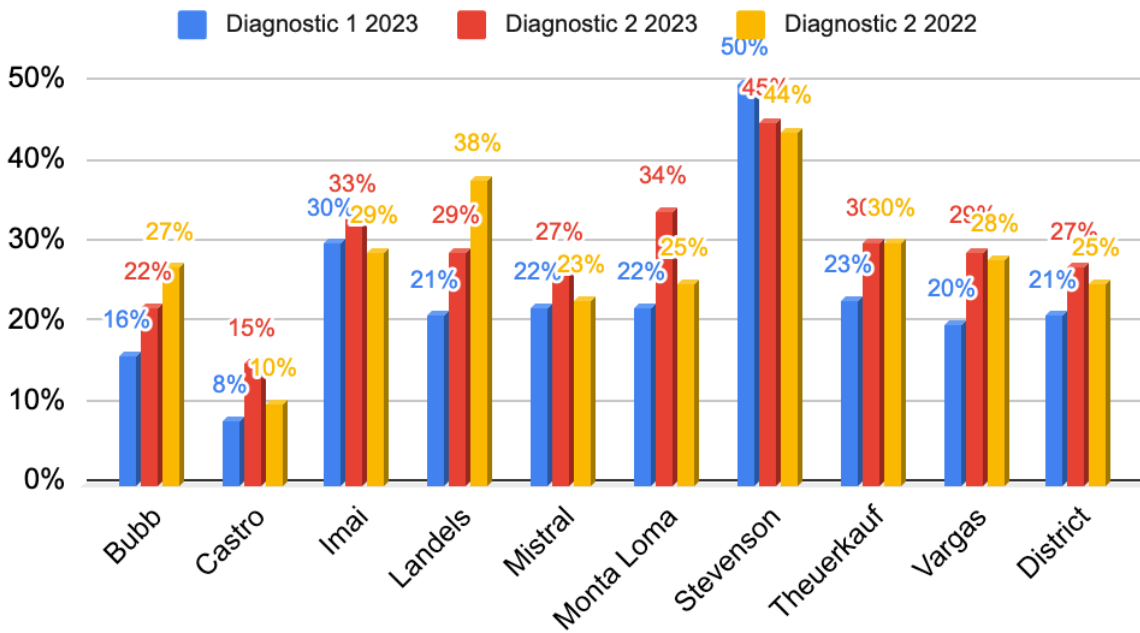
Phonics Proficiency - SED By School



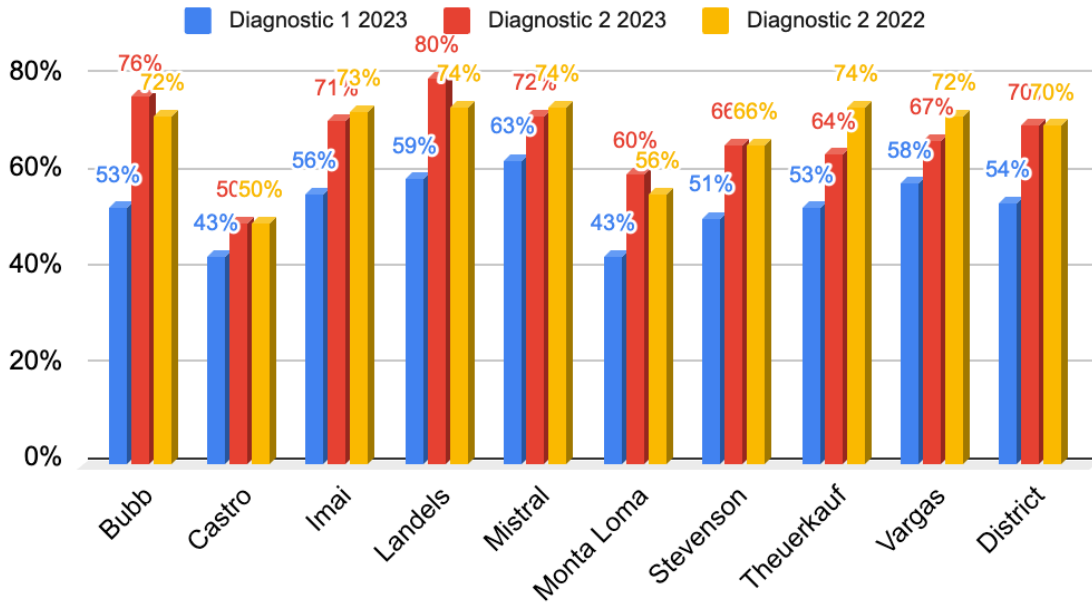
Phonics Proficiency - Asian By School



Phonics Proficiency - Hispanic/Latino By School



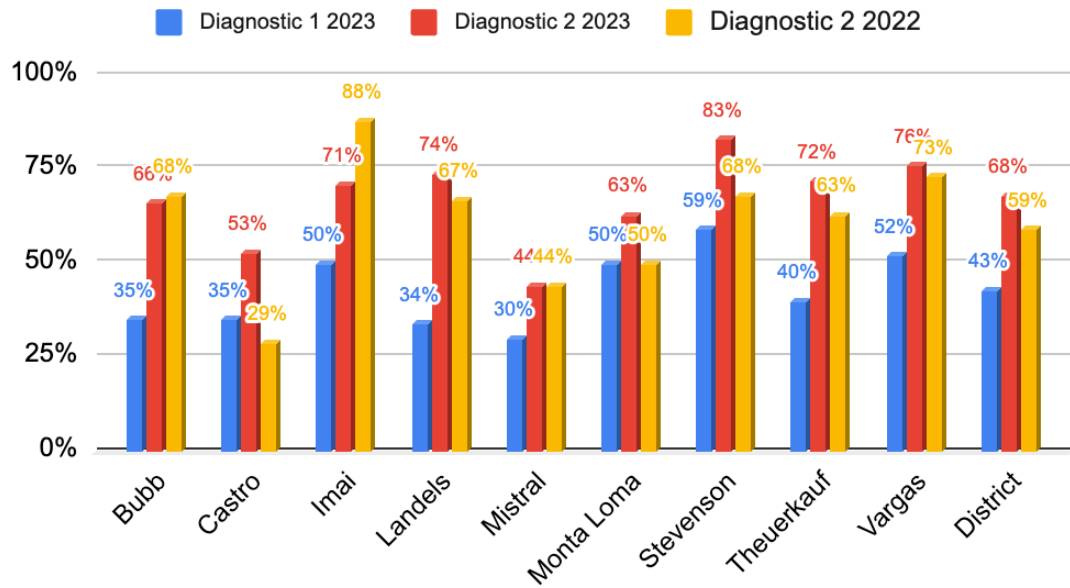
Phonics Proficiency - White By School



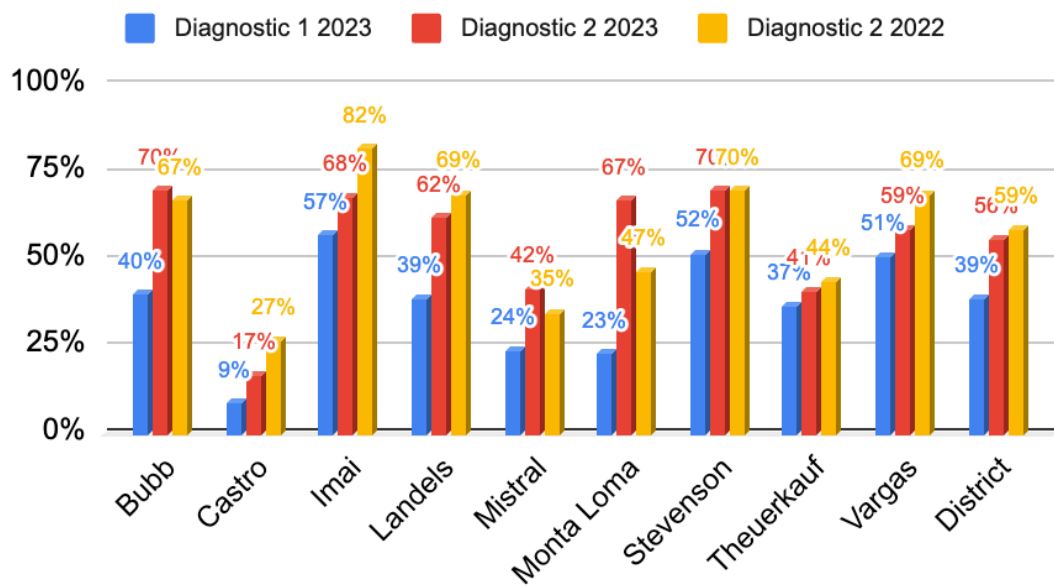
Overall, more English Learners (ELs) were proficient in Phonics this year in comparison to Diagnostic 2 this year except at Imai and at Stevenson. We also see a decline in Phonics proficiency for RFEPs (Reclassified Fluent English Proficient) students at Landels, Imai, Mistral from the beginning of this school year (Diagnostic 1 to Diagnostic 2). We keep in consideration that since the beginning of the year, more students have been reclassified and are now a part of the RFEP student group. Similarly, more Socio-economically Disadvantaged (SED) students were proficient in Phonics this year in comparison to Diagnostic 2 this year except at Imai. More Hispanic/ Latino students in K-3 were proficient in Phonics across schools this school year except at Bubb and Landels.

The following sets of graphs display the results of i-Ready Diagnostic assessment in the Phonological Awareness domain by grade level and by student group.

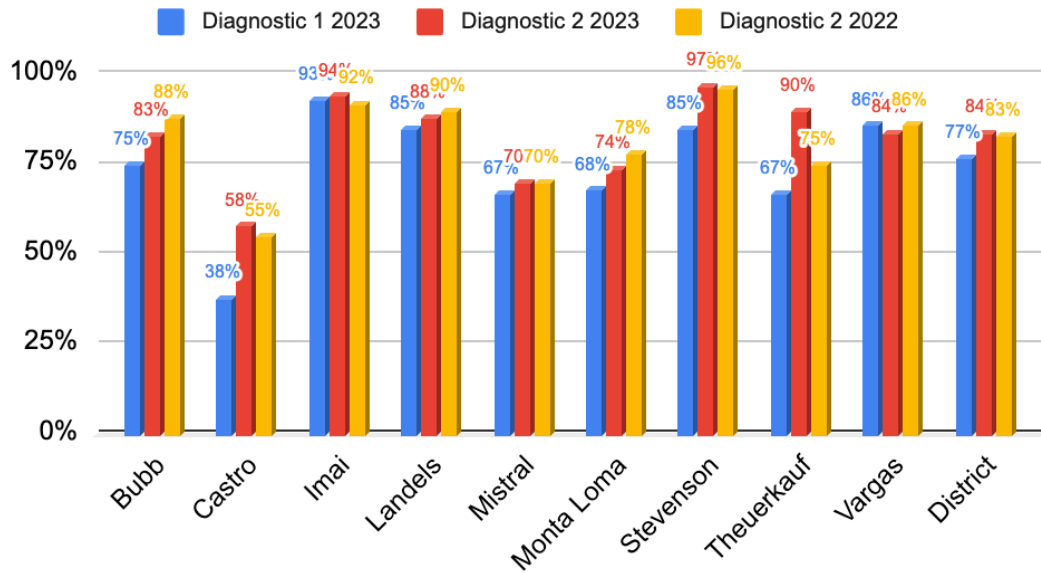
Phonological Awareness Proficiency - Kindergarten



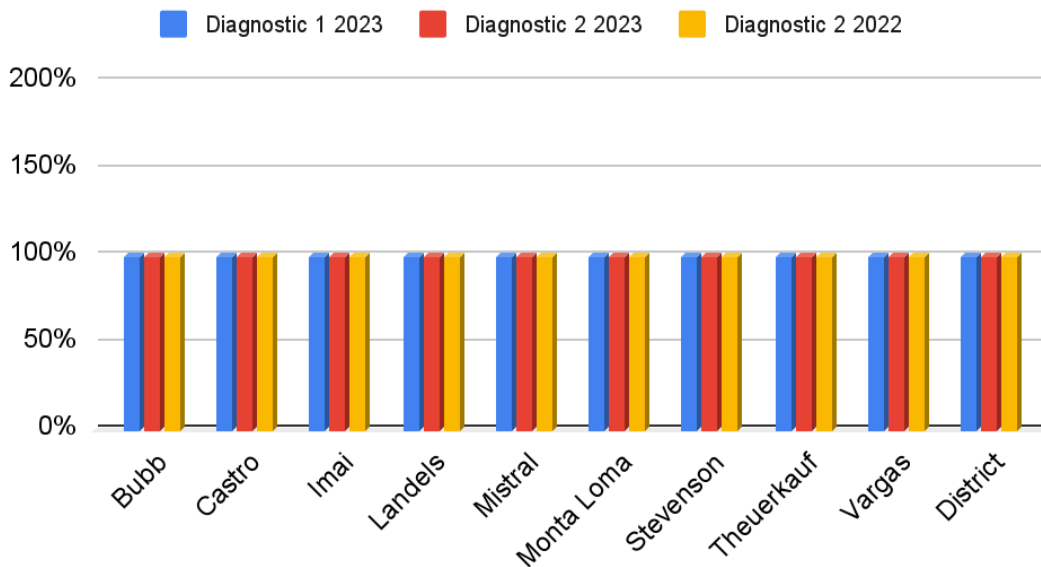
Phonological Awareness Proficiency - Grade 1



Phonological Awareness Proficiency - Grade 2



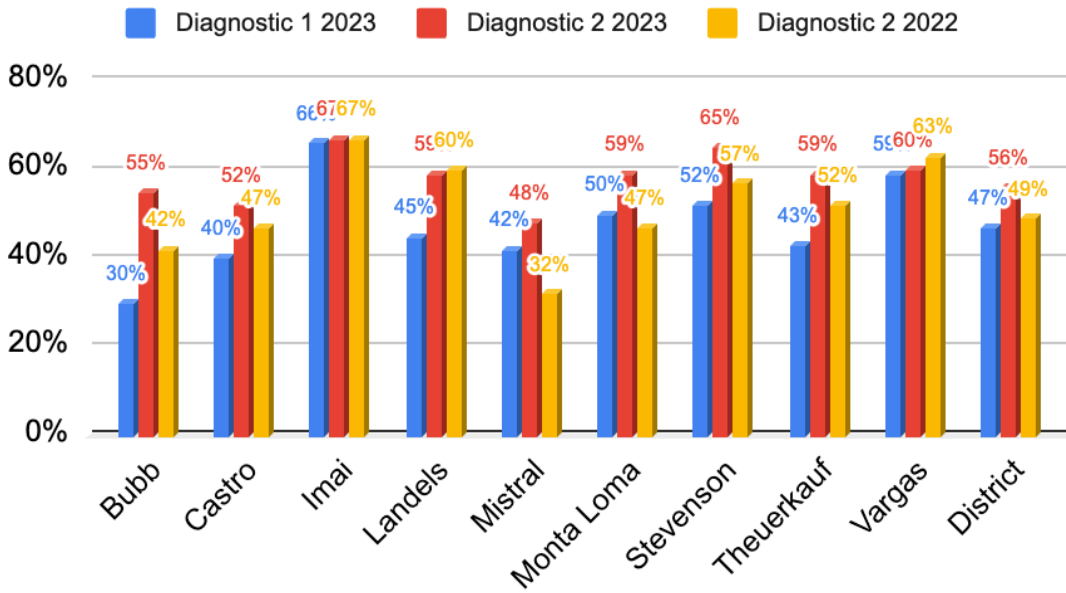
Phonological Awareness Proficiency - Grade 3



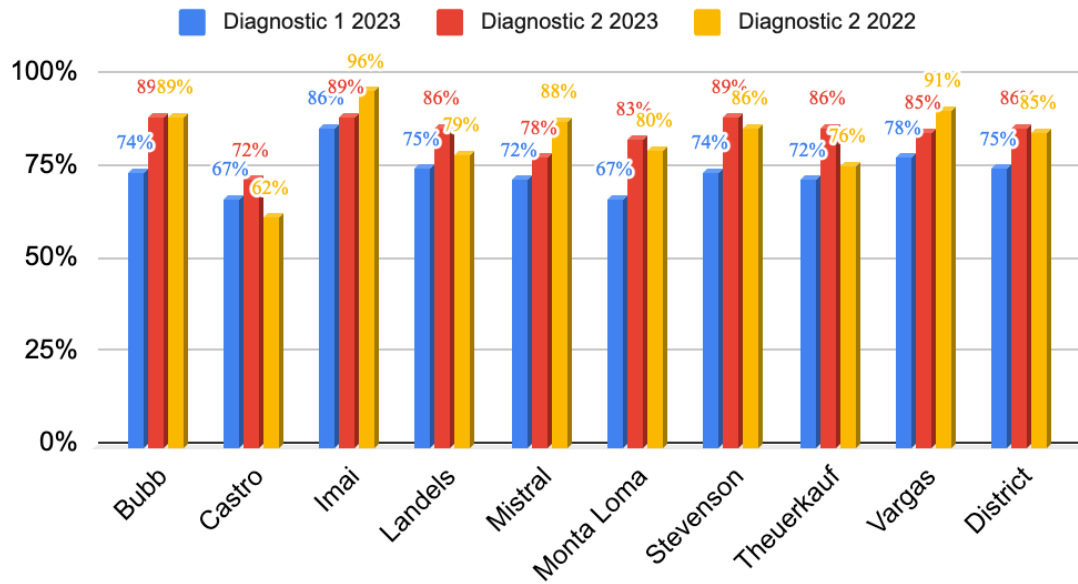
Phonological Awareness domain level students data shows that more Kindergartners and 1st graders were proficient on Diagnostic 2 this year as compared to last year at this time across schools except Kindergartners at Imai and 1st graders at Imai and Landels. Kindergartners at Castro were 24 percentage points higher than Diagnostic 2 last year. When looking at Grade 3 Phonological Awareness data, it is important to note that students in this grade level may not always see questions in the Phonological

Awareness domain as they may have ‘tested out’ of the domain.

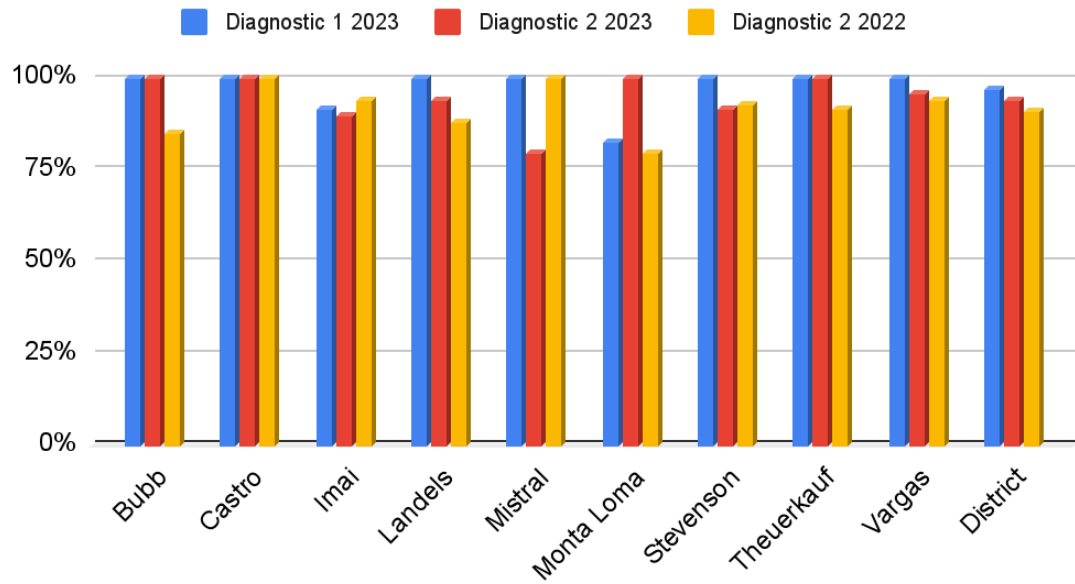
Phonological Awareness Proficiency - ELs By School



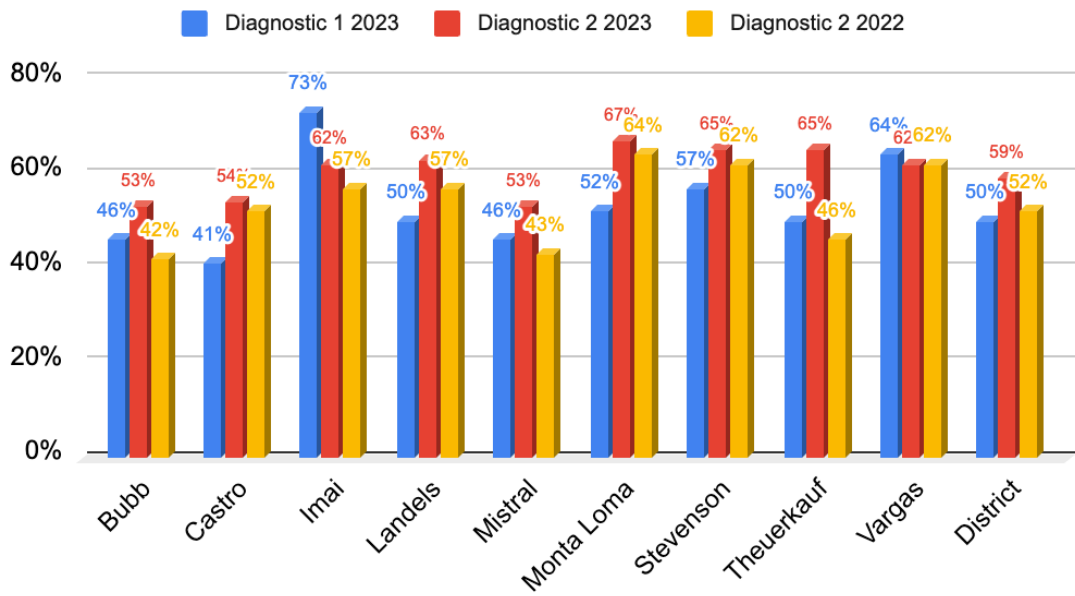
Phonological Awareness Proficiency - EOs By School



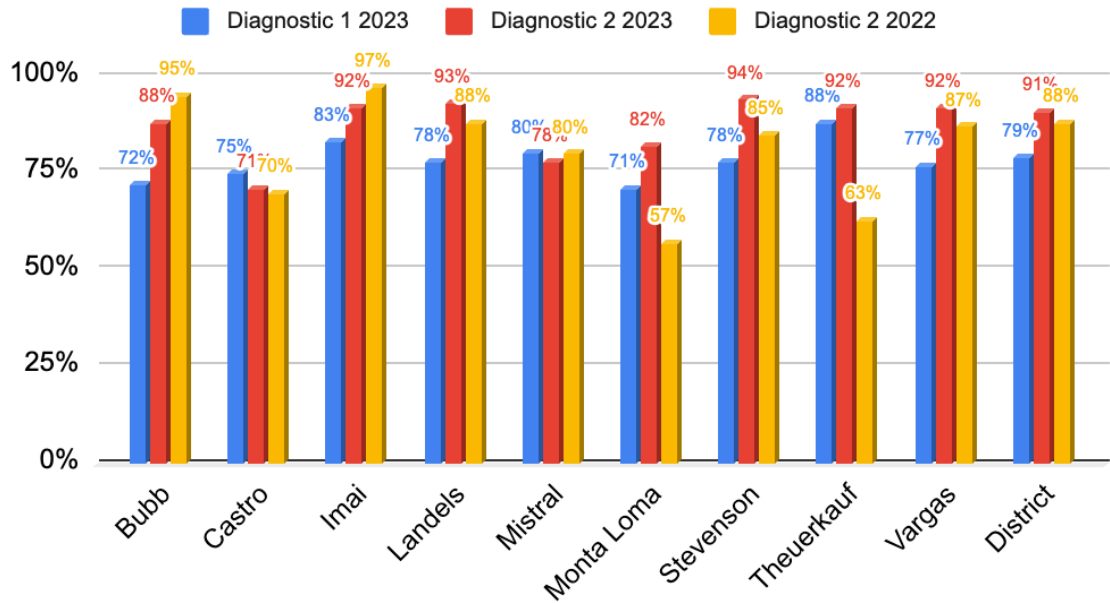
Phonological Awareness Proficiency - RFEPs By School



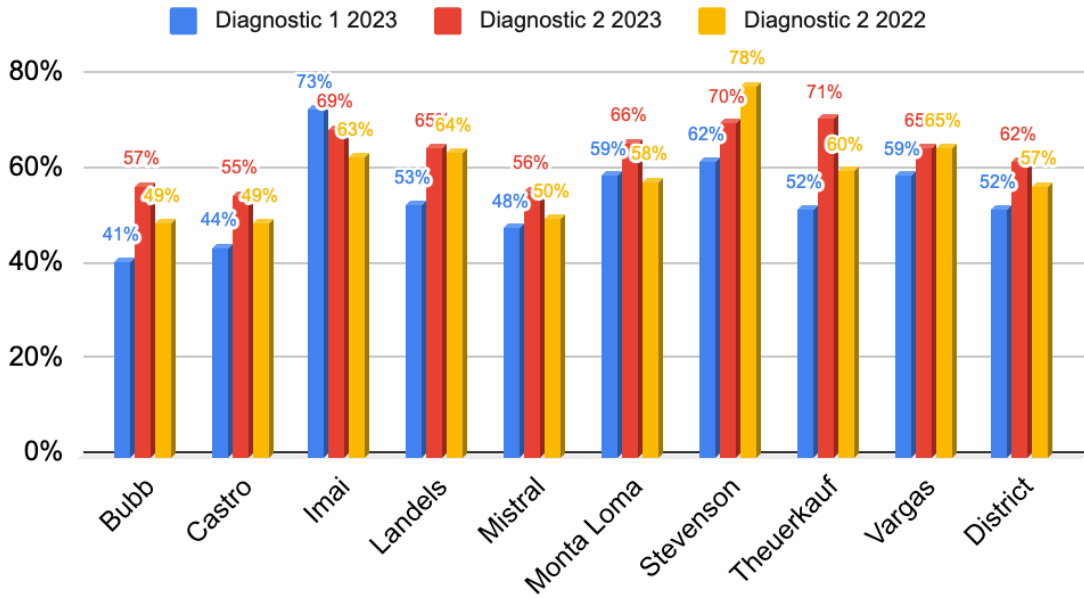
Phonological Awareness Proficiency - SED By School



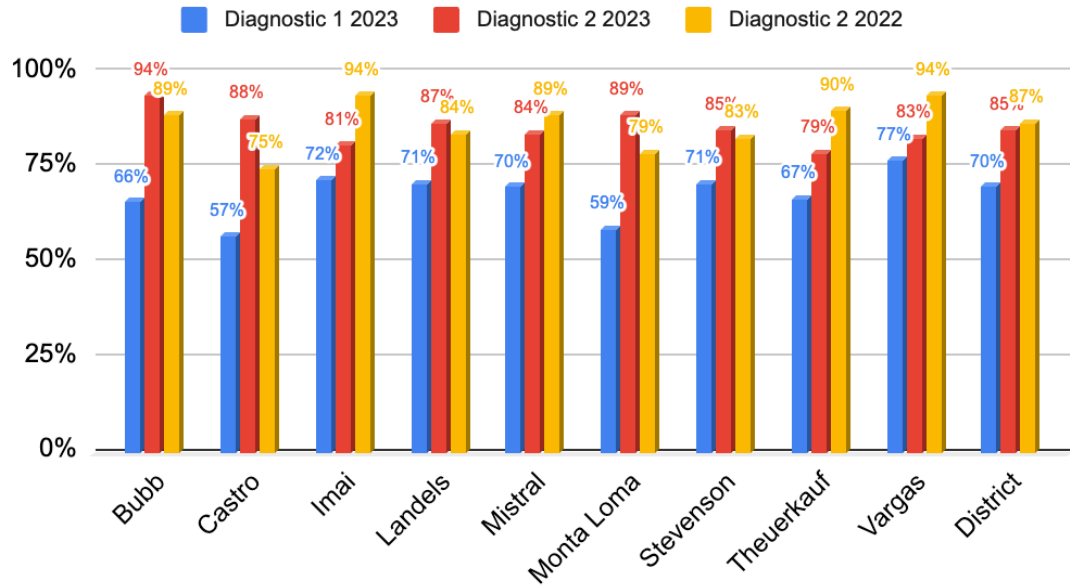
Phonological Awareness Proficiency - Asian By School



Phonological Awareness Proficiency - Hispanic/Latino By School



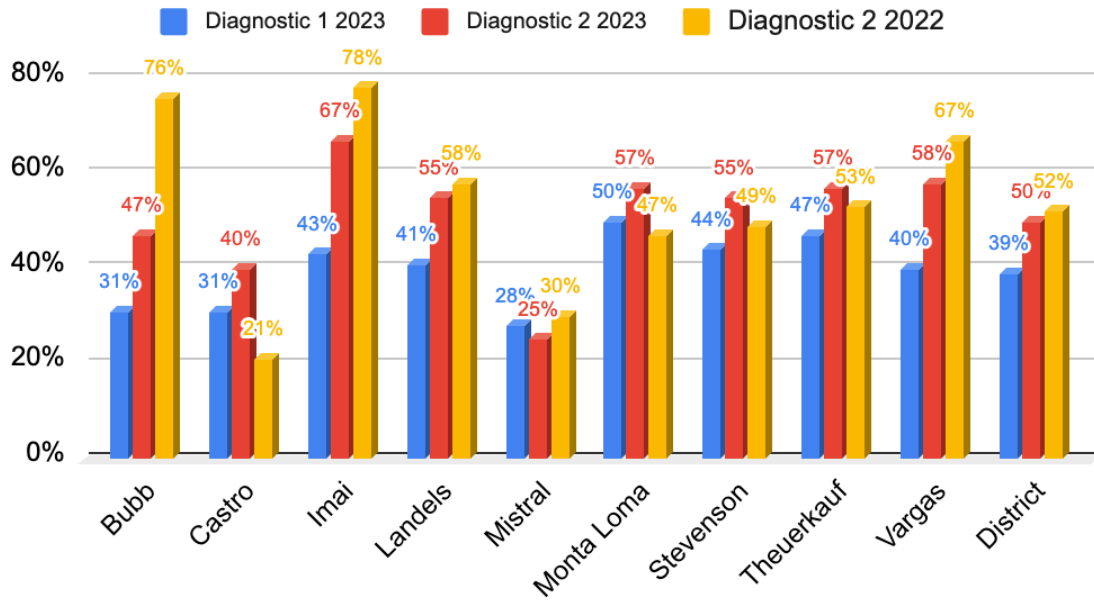
Phonological Awareness Proficiency - White By School



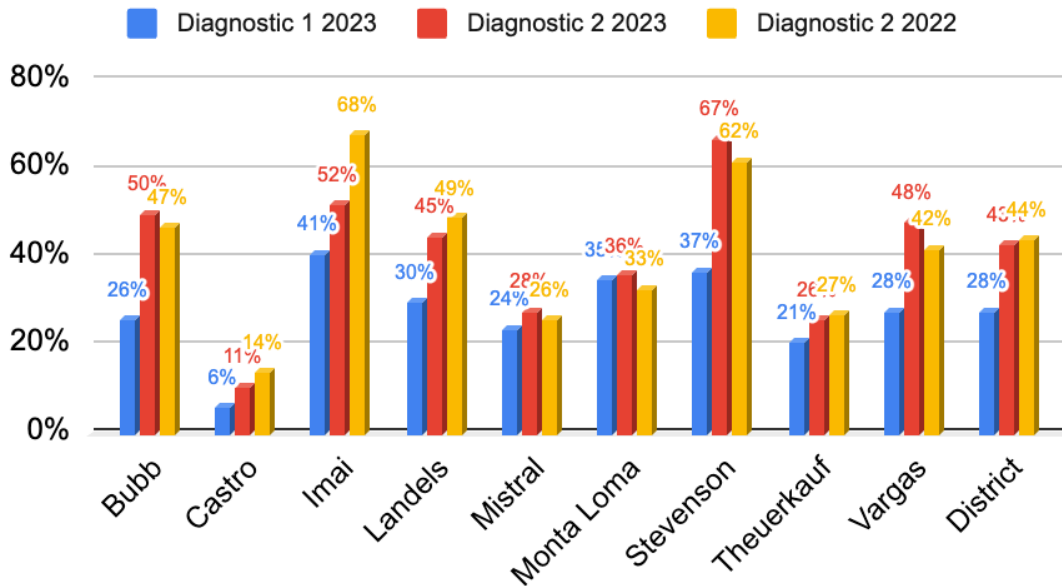
Student data shows that more ELs (English Learners) were proficient in Phonological Awareness than in Phonics on Diagnostic 2 this year. We see a decline in RFEP student group proficiency from the beginning of the school year at Imnai, Landels, Mistral, Stevenson, Theuerkauf, Vargas, and overall as a district. More SED (Socio-Economically Disadvantaged) students were proficient in Phonological Awareness across all schools on Diagnostic 2 this year in comparison to last year.

The following sets of graphs display the results of i-Ready Diagnostic assessment in the Vocabulary domain by grade level and by student group.

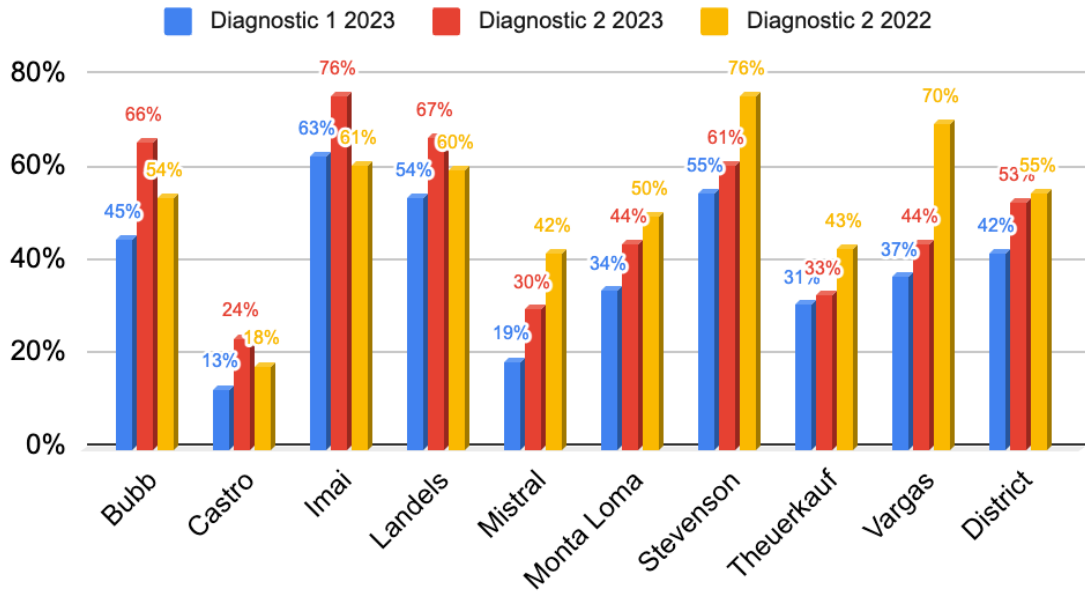
Vocabulary Proficiency - Kindergarten



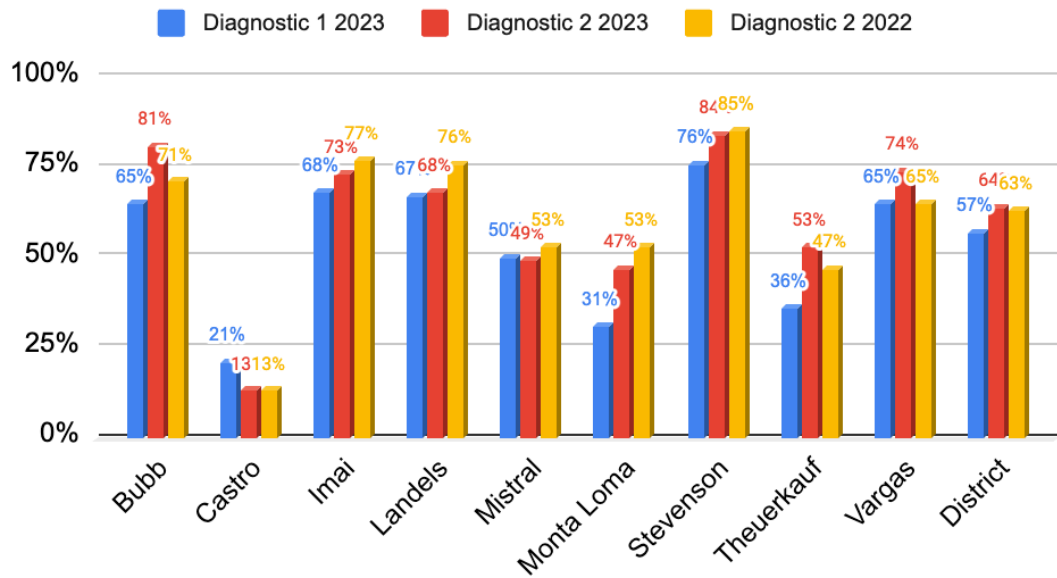
Vocabulary Proficiency - Grade 1



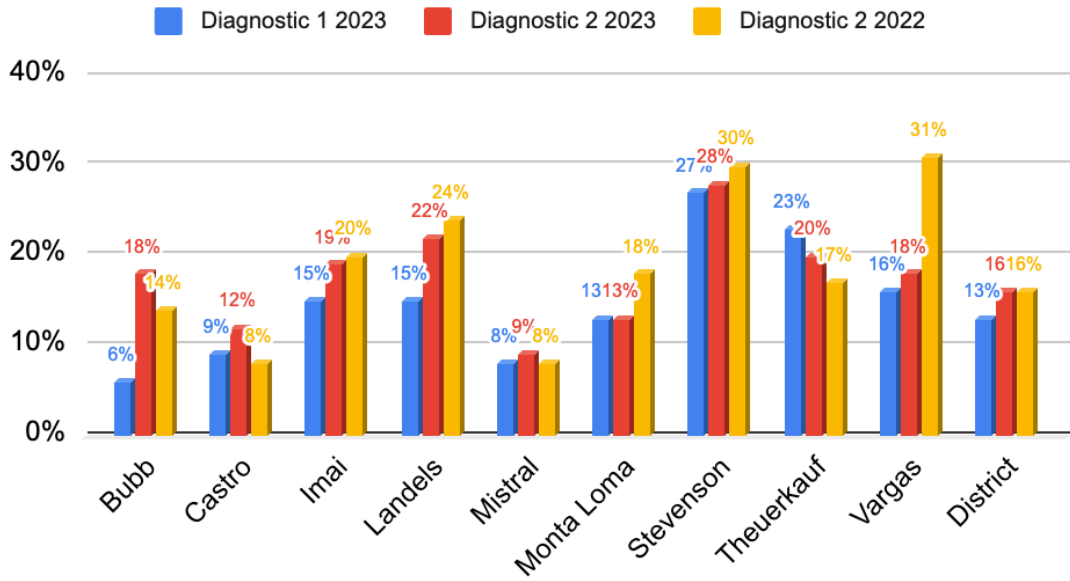
Vocabulary Proficiency - Grade 2



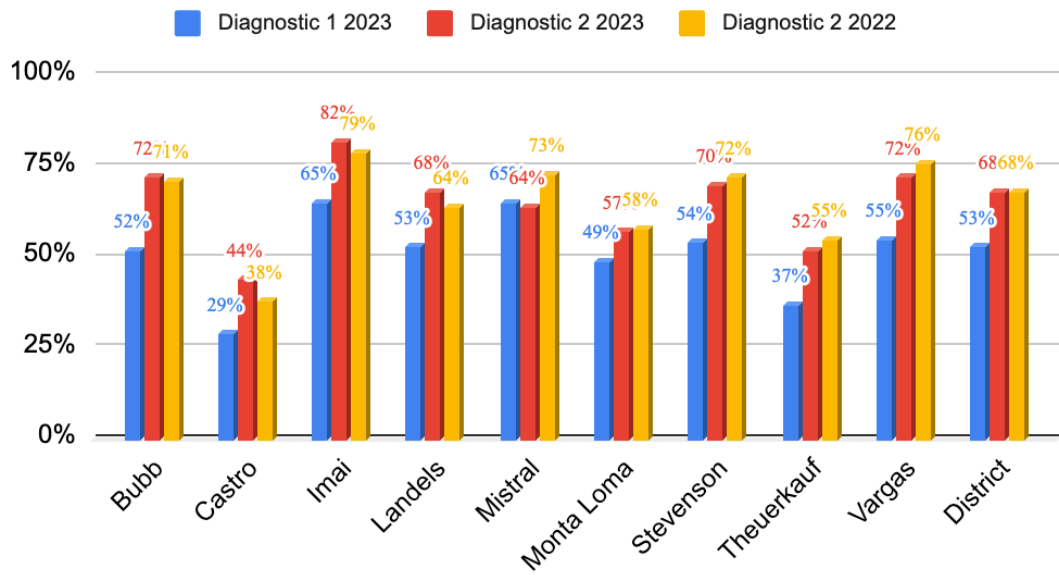
Vocabulary Proficiency - Grade 3



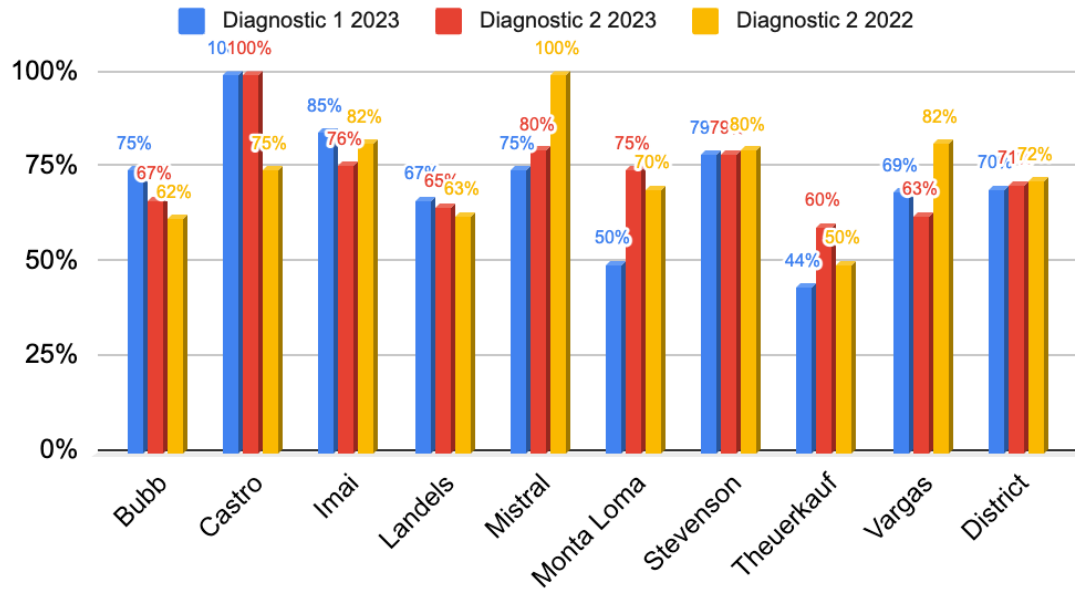
Vocabulary Proficiency - ELs By School



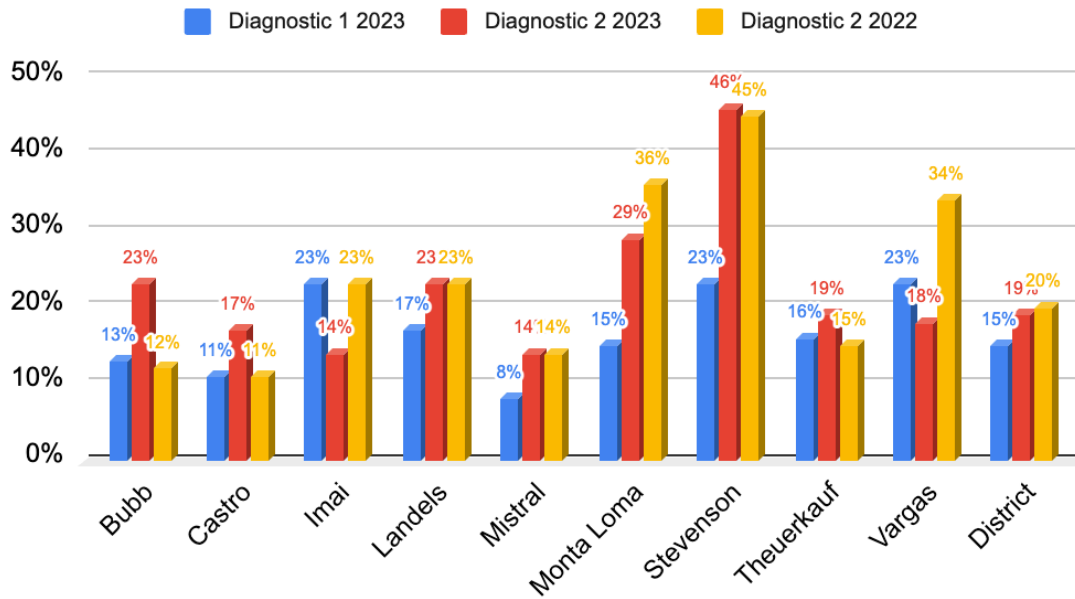
Vocabulary Proficiency - EOs By School



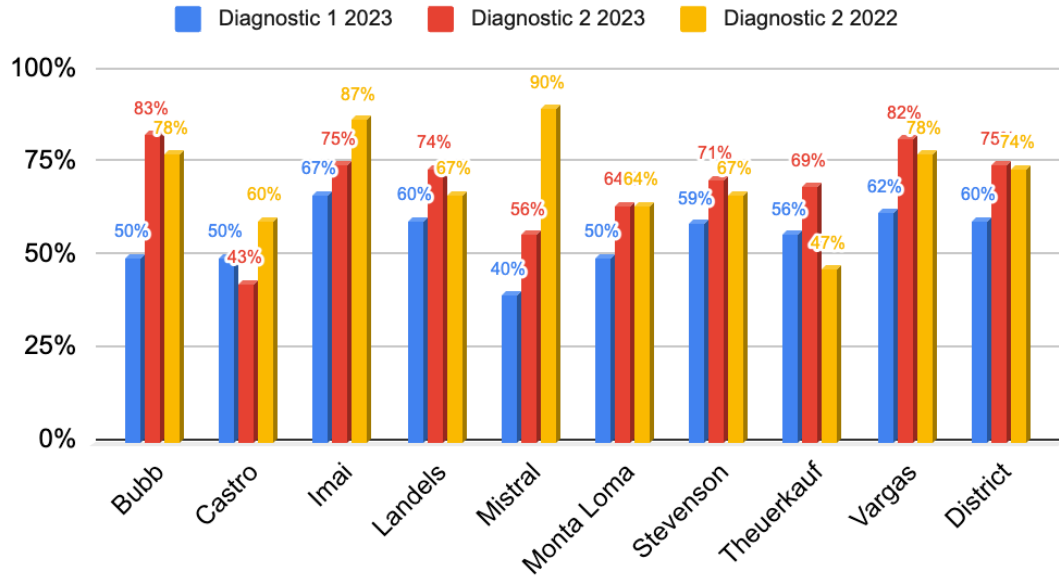
Vocabulary Proficiency - RFEPs By School



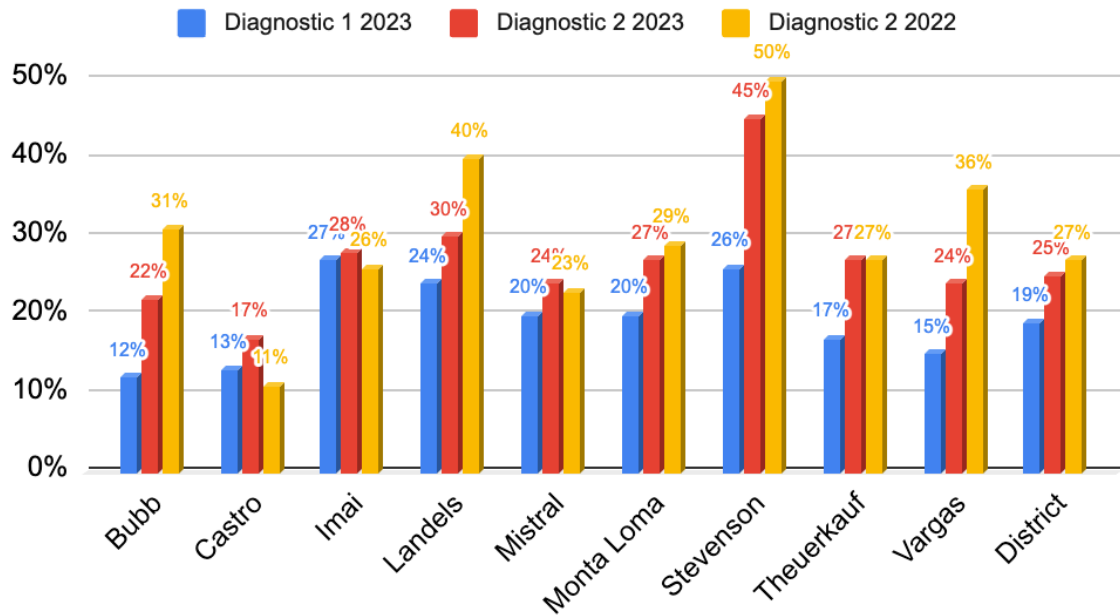
Vocabulary Proficiency - SED By School



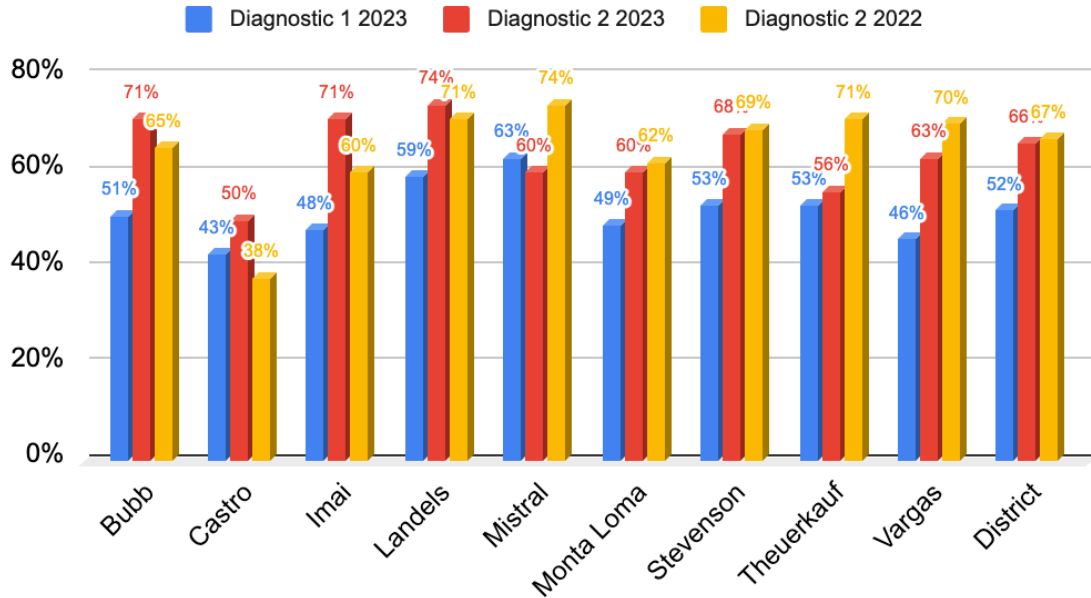
Vocabulary Proficiency - Asian By School



Vocabulary Proficiency - Hispanic/Latino By School



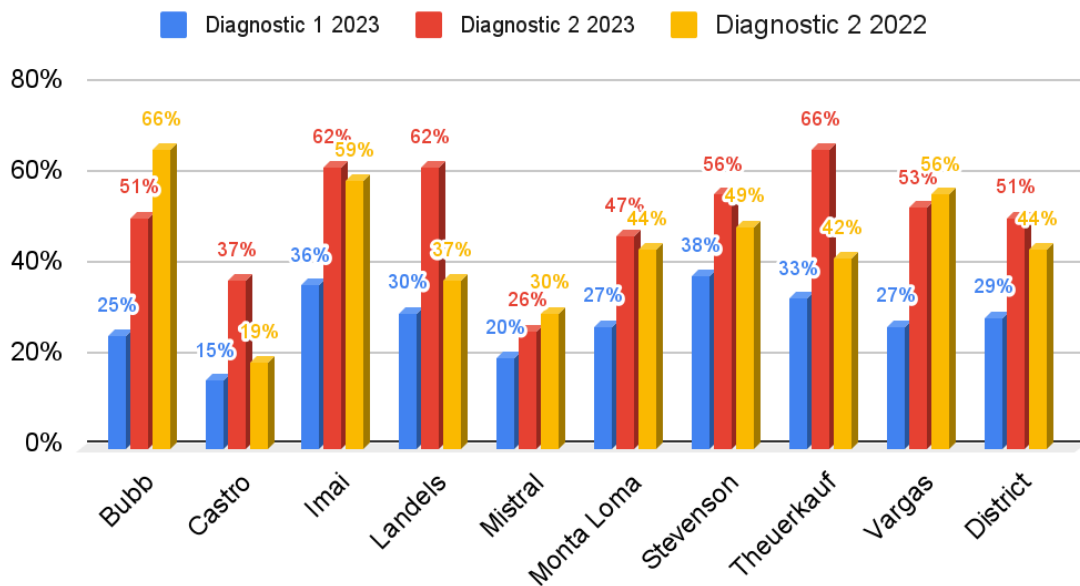
Vocabulary Proficiency - White By School



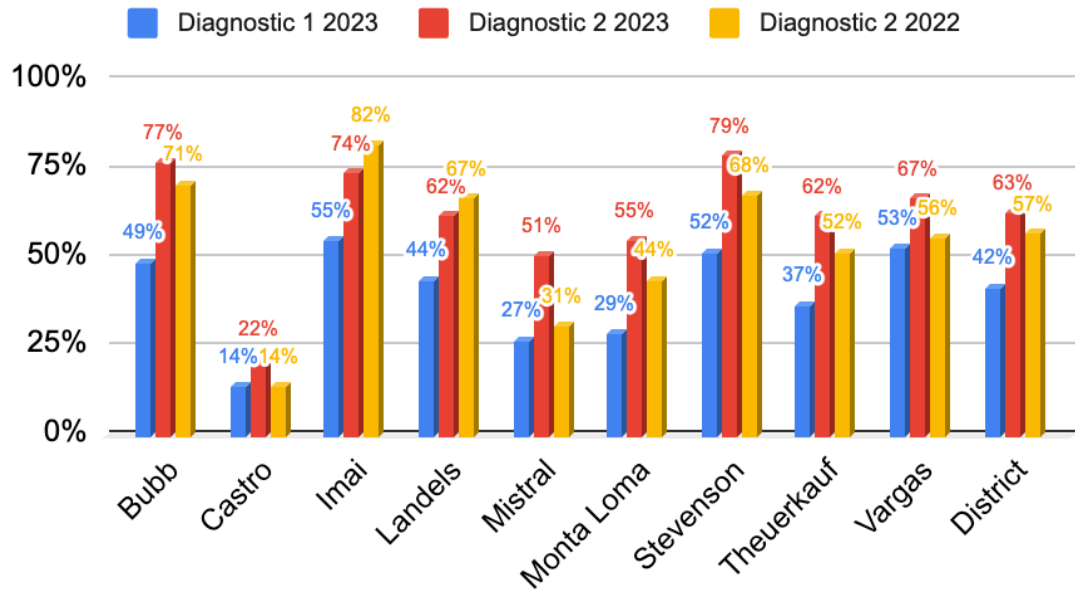
Vocabulary domain level data shows that across schools, across grade levels, and across student groups, Vocabulary continues to be an area of focus. More students were proficient in this domain in December 2022 as compared to this school year.

The following sets of graphs display the results of i-Ready Diagnostic assessment in the High Frequency Words domain by grade level and by student group.

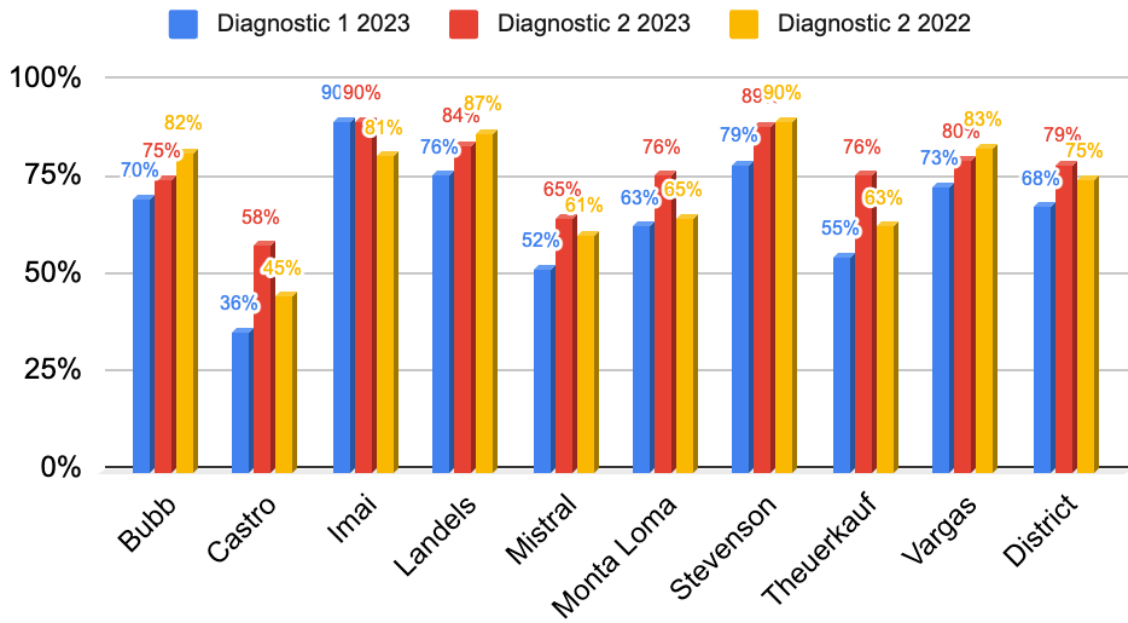
High Frequency Words Proficiency - Kindergarten



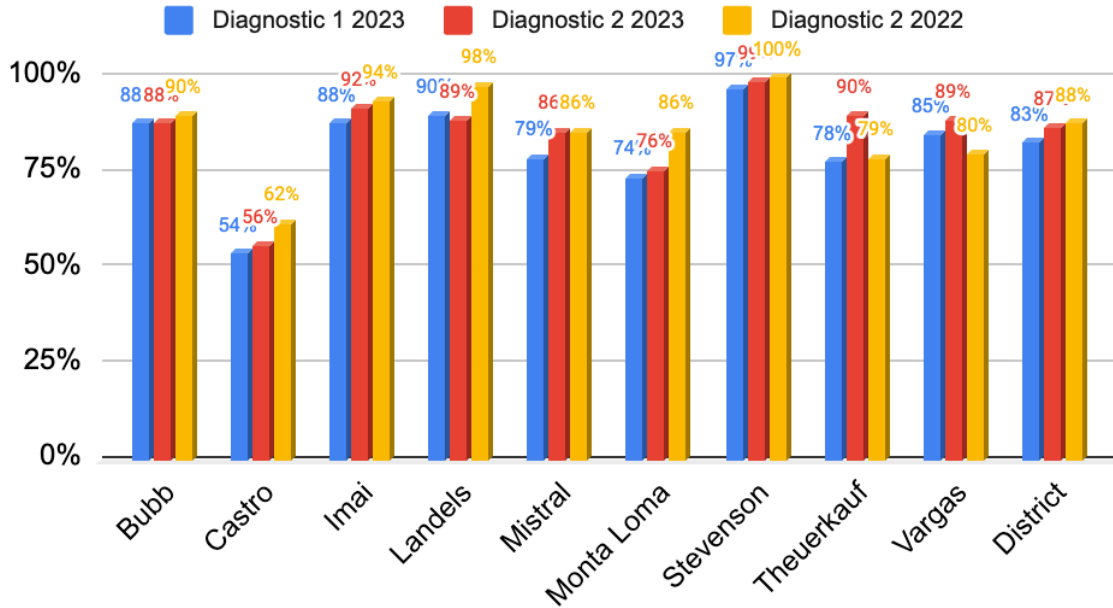
High Frequency Words Proficiency - Grade 1



High Frequency Words Proficiency - Grade 2

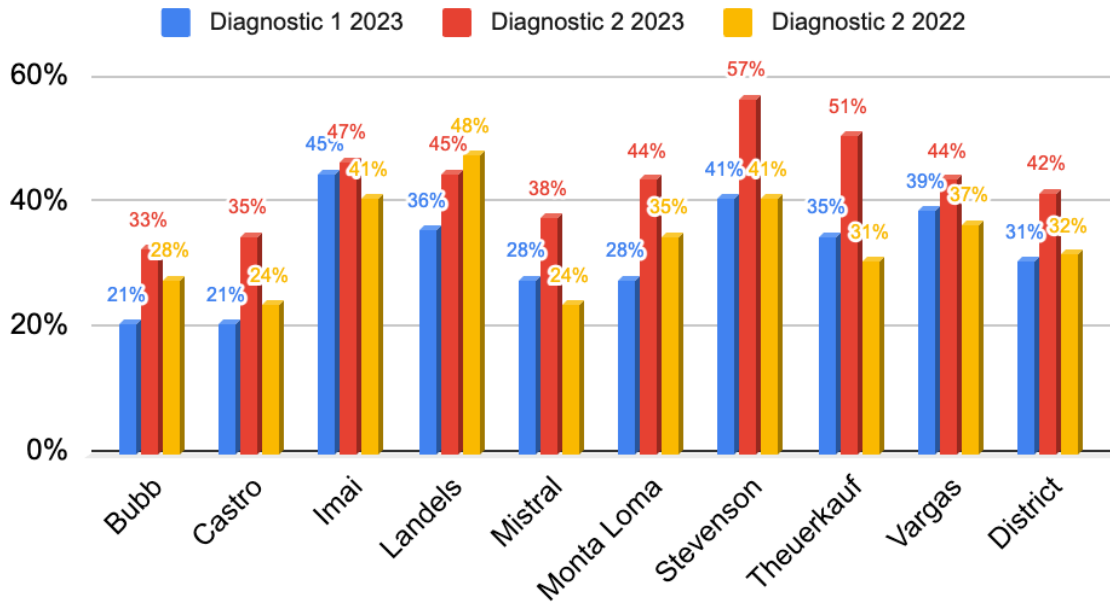


High Frequency Words Proficiency - Grade 3

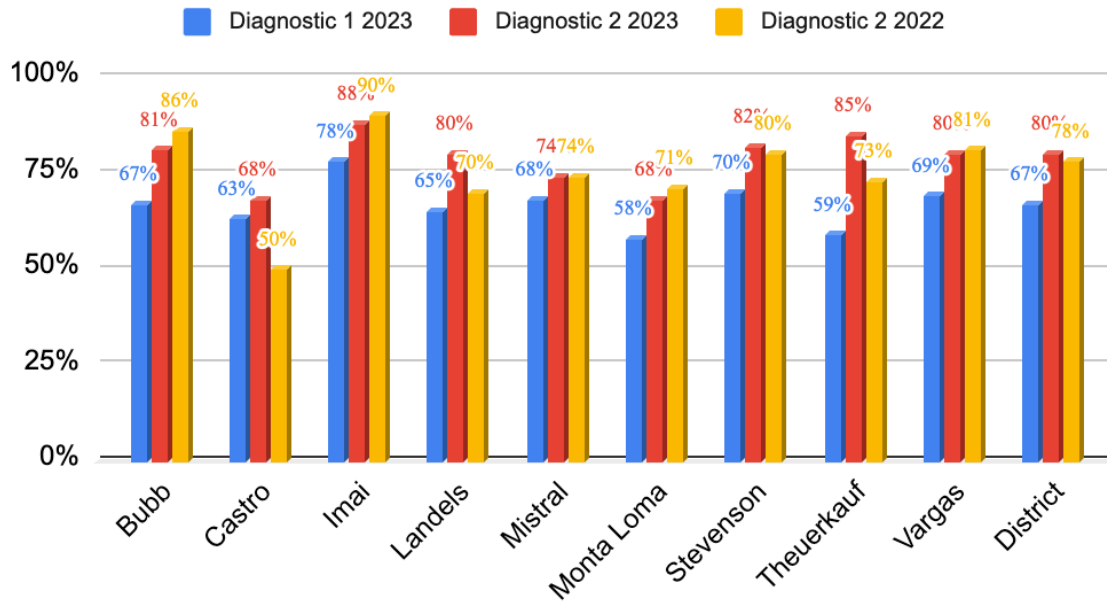


High Frequency Words domain level data for Kindergarteners shows Kindergarteners at Bubb, Mistral, and Vargas had higher proficiency on Diagnostic 2 last year as compared to this year. In grades 1, 2, and 3 at Landels, more students were proficient last year as compared to this school year. Six schools had more students proficient on High Frequency Words in Grade 3 on Diagnostic 2 last year in comparison to this year.

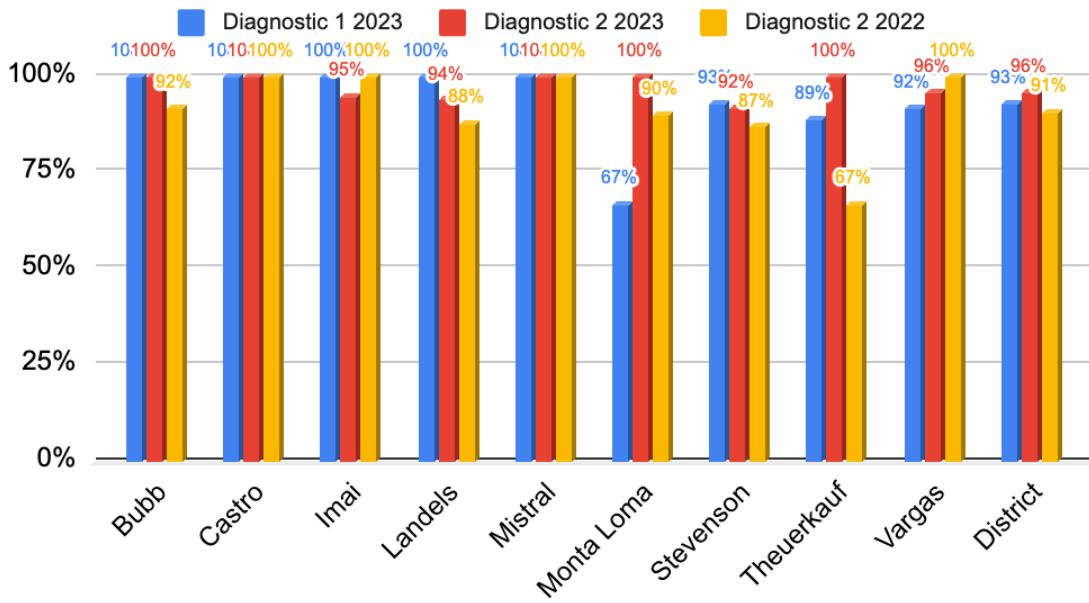
High Frequency Words Proficiency - ELs By School



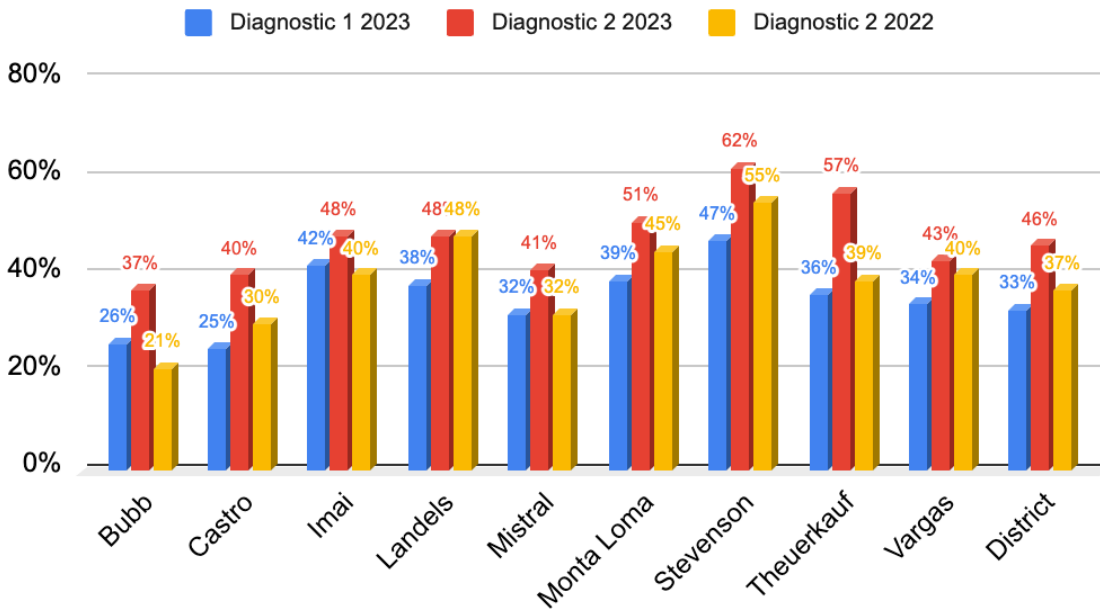
High Frequency Words Proficiency - EOs By School



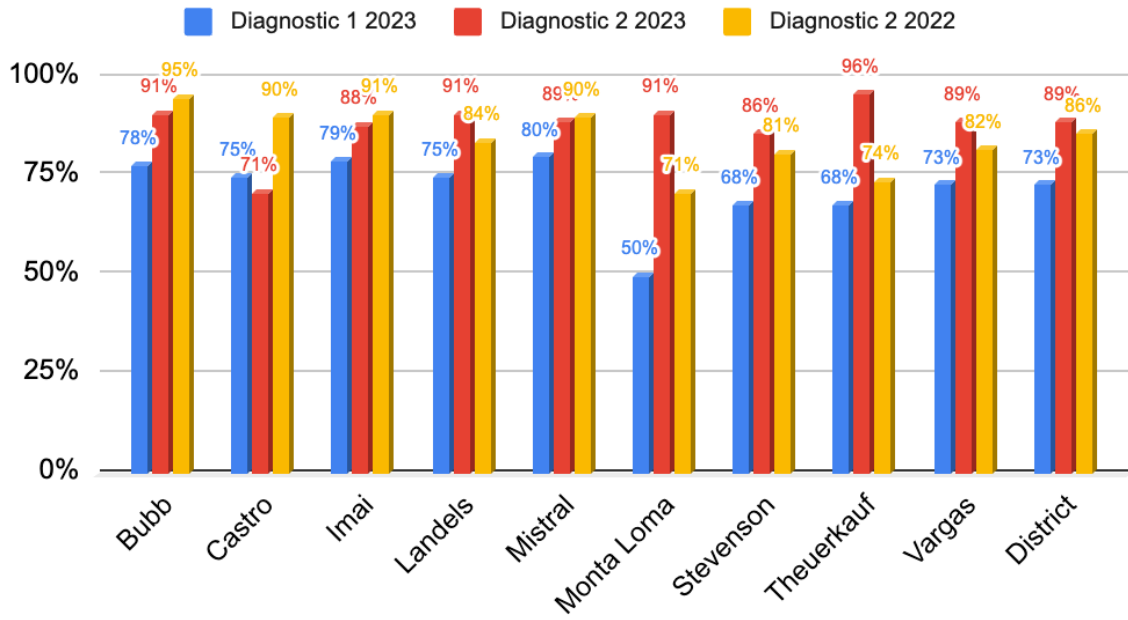
High Frequency Words Proficiency - RFEPs By School



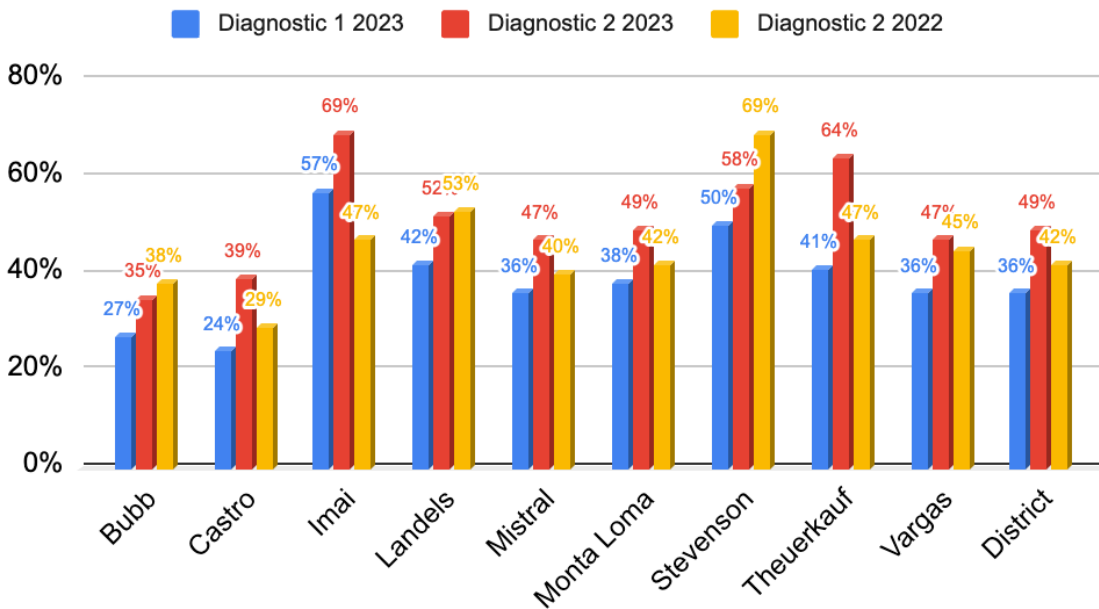
High Frequency Words Proficiency - SED By School



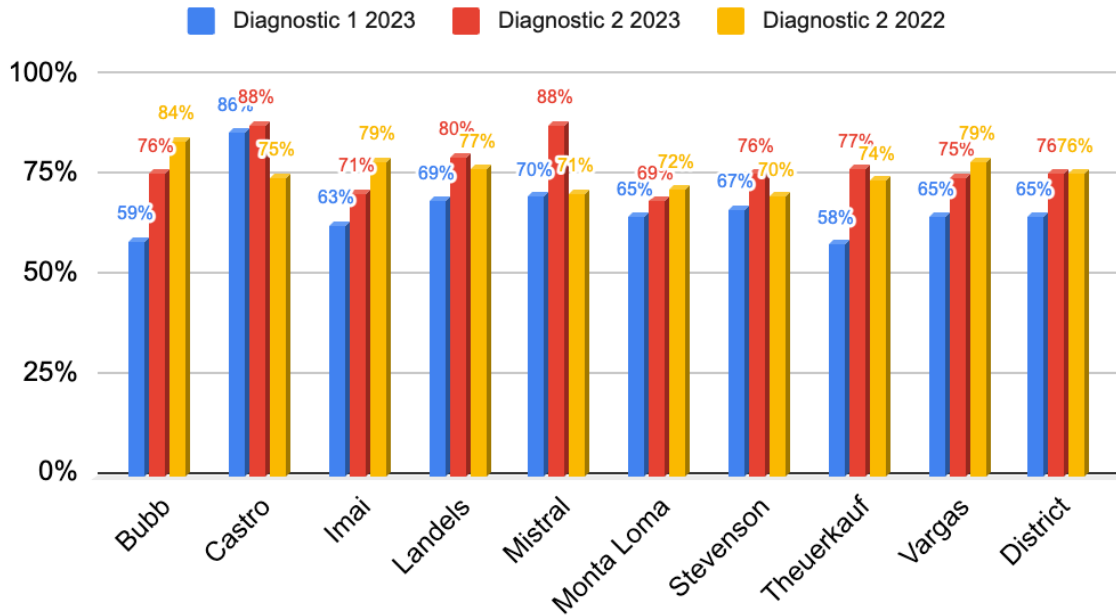
High Frequency Words Proficiency - Asian By School



High Frequency Words Proficiency - Hispanic/Latino By School



High Frequency Words Proficiency - White By School

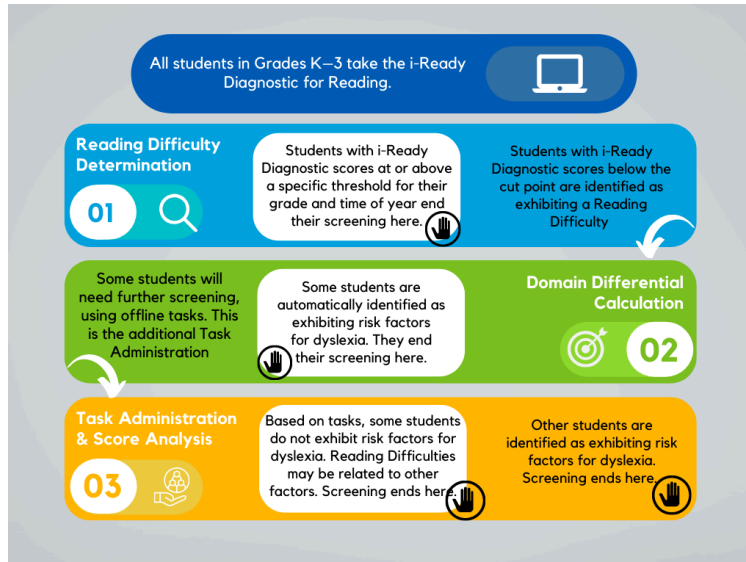


Student data shows more ELs are proficient on High Frequency Words this year than Diagnostic 2 last year. We see significant improvement for ELs in the High Frequency Words domain overall as a district and specifically at Monta Loma, Stevenson, and Theuerkauf. Students data shows more Hispanic/latino students were proficient across schools on Diagnostic 2 this year except at Stevenson where we see an 11 percentage point decline from last year.

Universal Screening

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.

The i-Ready dyslexia screener was administered according to the image below:



Terminology used by i-Ready:

The *i-Ready Reading Difficulty Indicator* is based on an overall score that falls below the cut score for each grade level and by time of year.

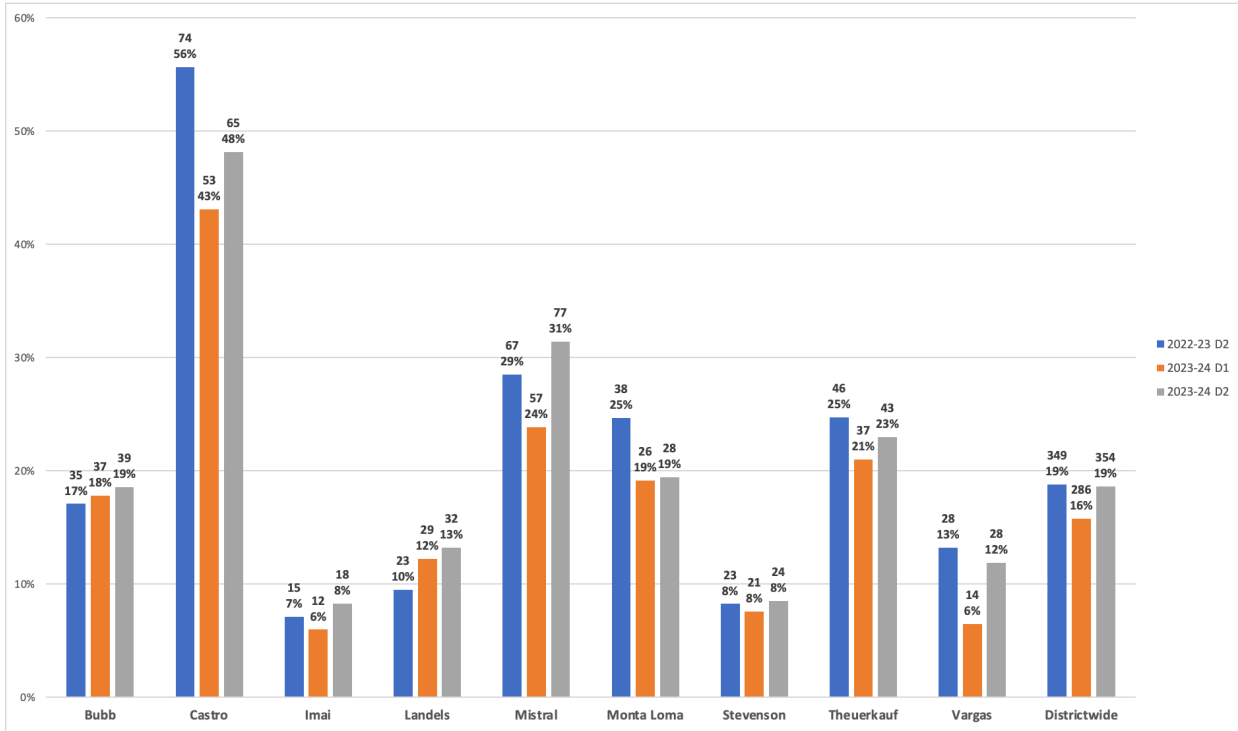
i-Ready Risk for dyslexia is based on exhibited risk factors using a calculation comparing student’s phonological awareness (Grades K-1) or Phonics (Grades 2-3) and their comprehension scale scores, only for students identified as having a reading difficulty as described above.

The following charts compare scores from the administration of the i-Ready Dyslexia screener for students in Grades K-3 from D2 in the 2022-23 school year, and D1 & 2 in the 2023-24 school year.

i-Ready Dyslexia Screener Data

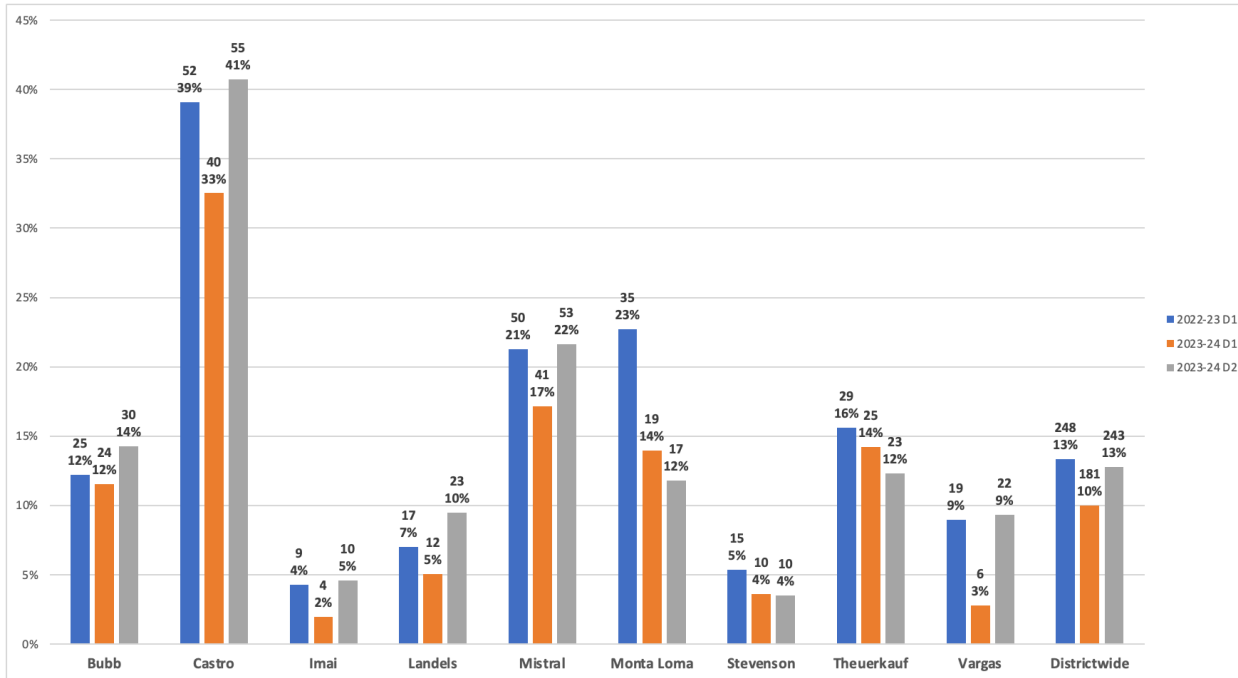
Reading Difficulty Overall Comparison

Percentage and number of students who scored in the Reading Difficulty range overall, by site.



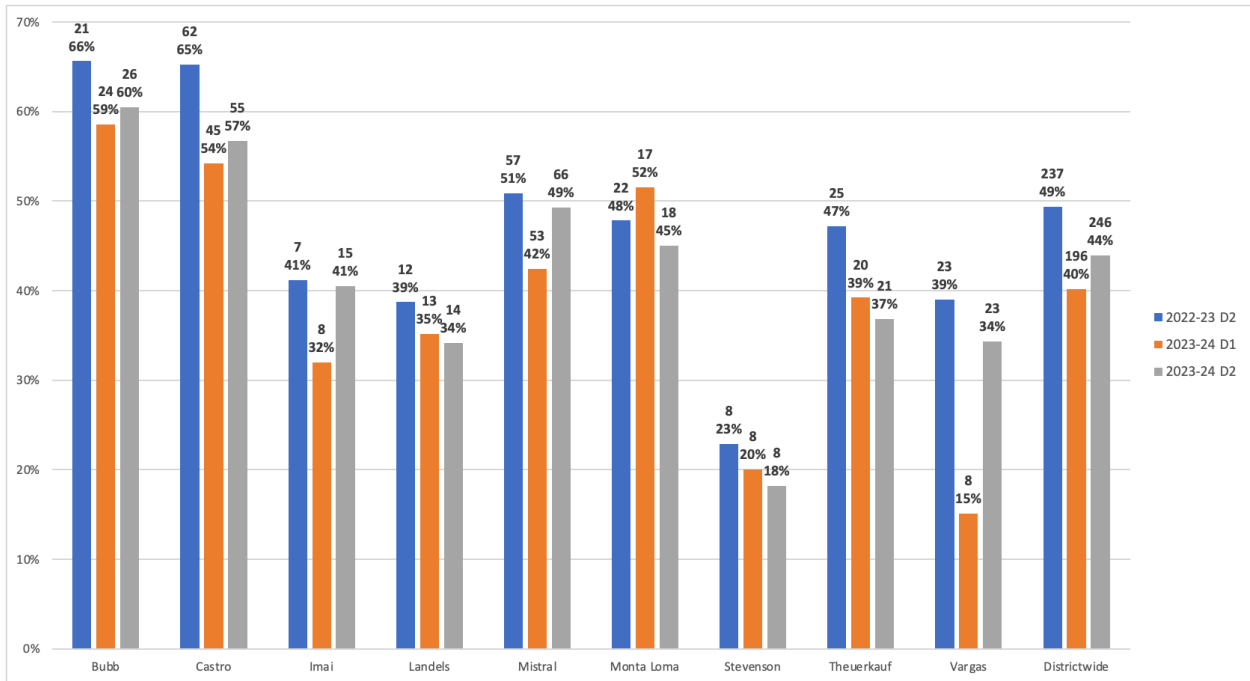
Risk for dyslexia - Overall Comparison

Percentage and number of students who scored in the risk for dyslexia range overall by site.



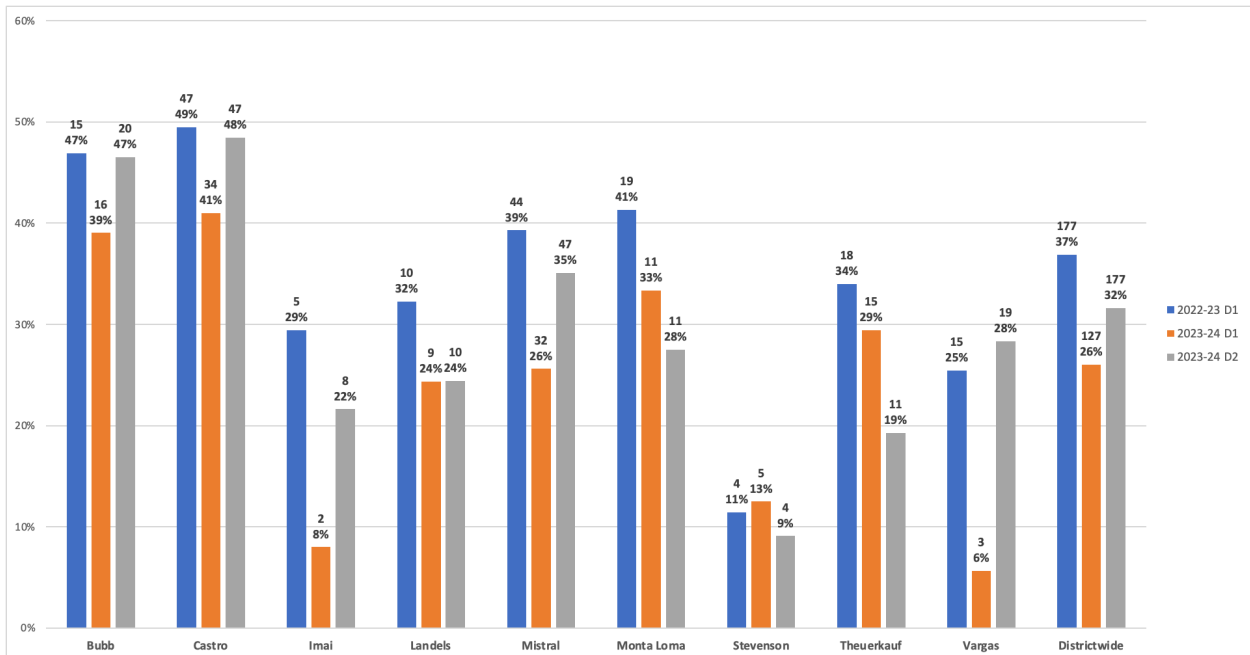
Reading Difficulty - English Learners

Percentage and number of English Learners who scored in the Reading Difficulty range, in comparison to the total EL population by site.



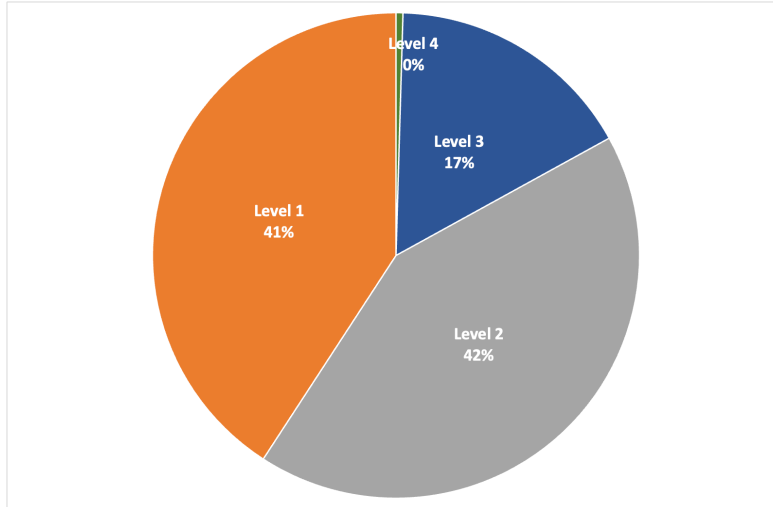
Risk for dyslexia - English Learners

Percentage and number of English Learners who scored in the risk for dyslexia range, in comparison to the total EL population by site.



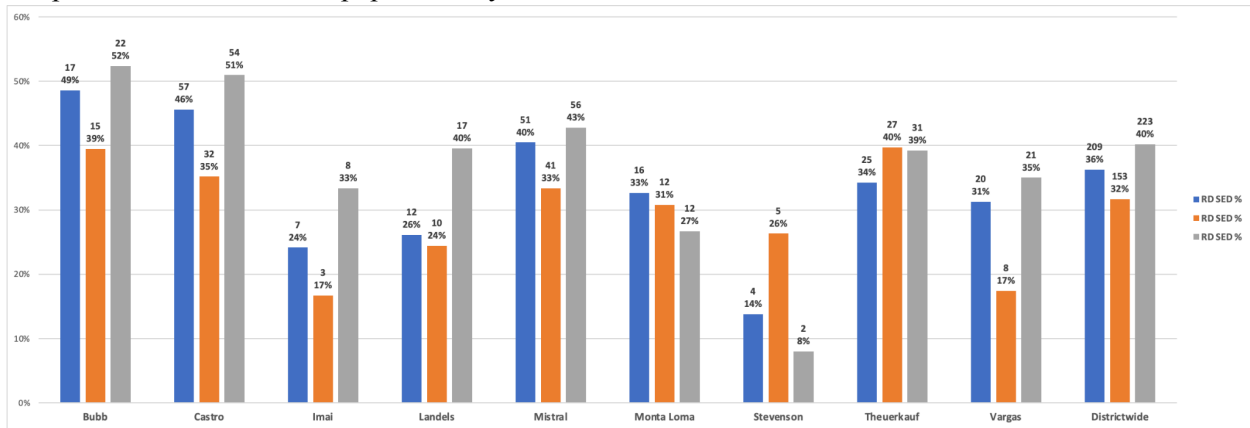
2023-24 D2 - English Learner level breakdown

Breakdown of students who are English Learners identified as having reading difficulty on the D2 screener administration by level on ELPAC.



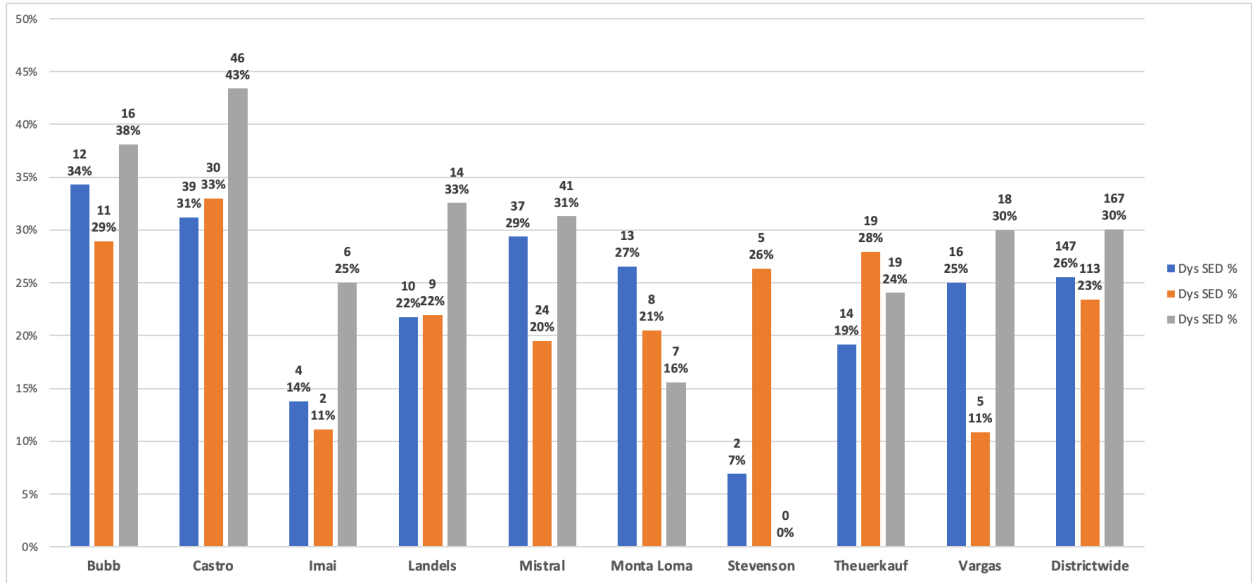
Reading Difficulty - Socio-economically Disadvantaged (SED)

Percentage and number of students who are SED who scored in the Reading Difficulty range, in comparison to the total SED population by site.

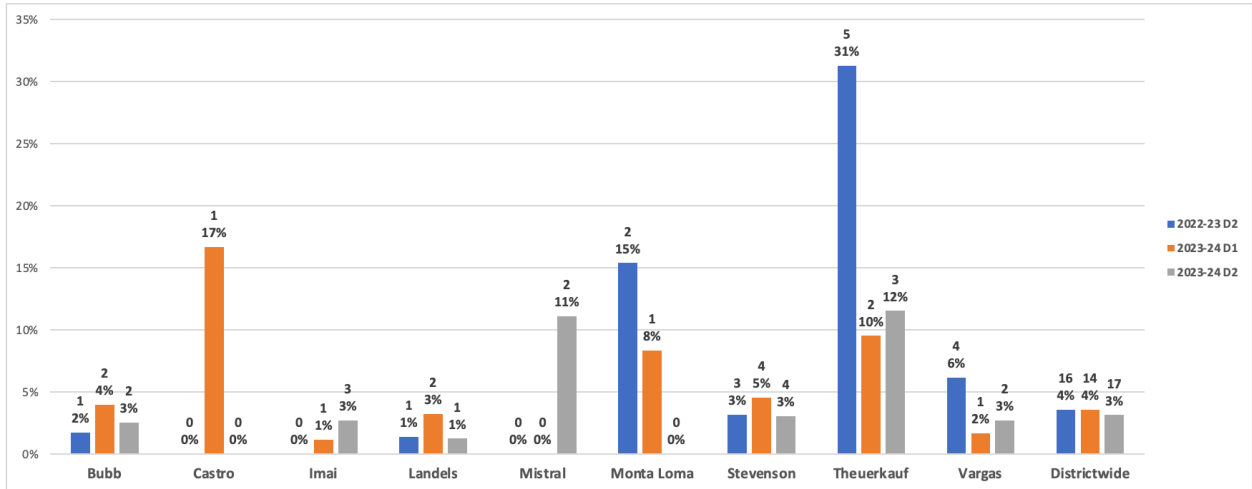


Risk for dyslexia - Socio-economically Disadvantaged (SED)

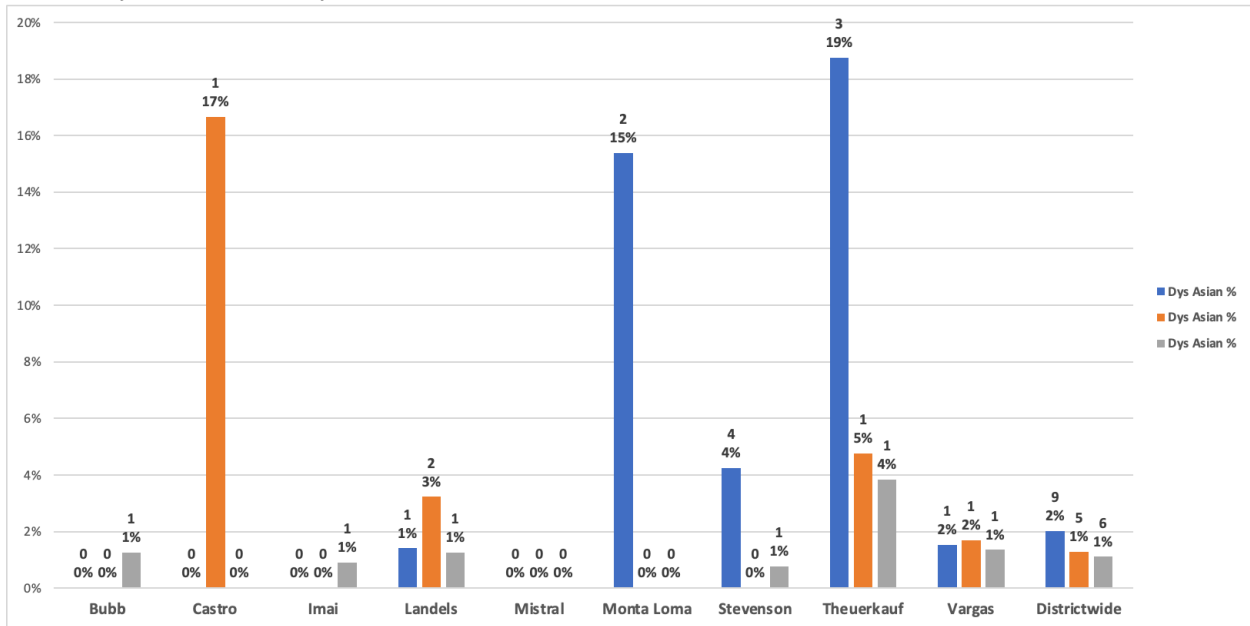
Percentage and number of students who are SED who scored in the risk for dyslexia range, in comparison to the total SED population by site.



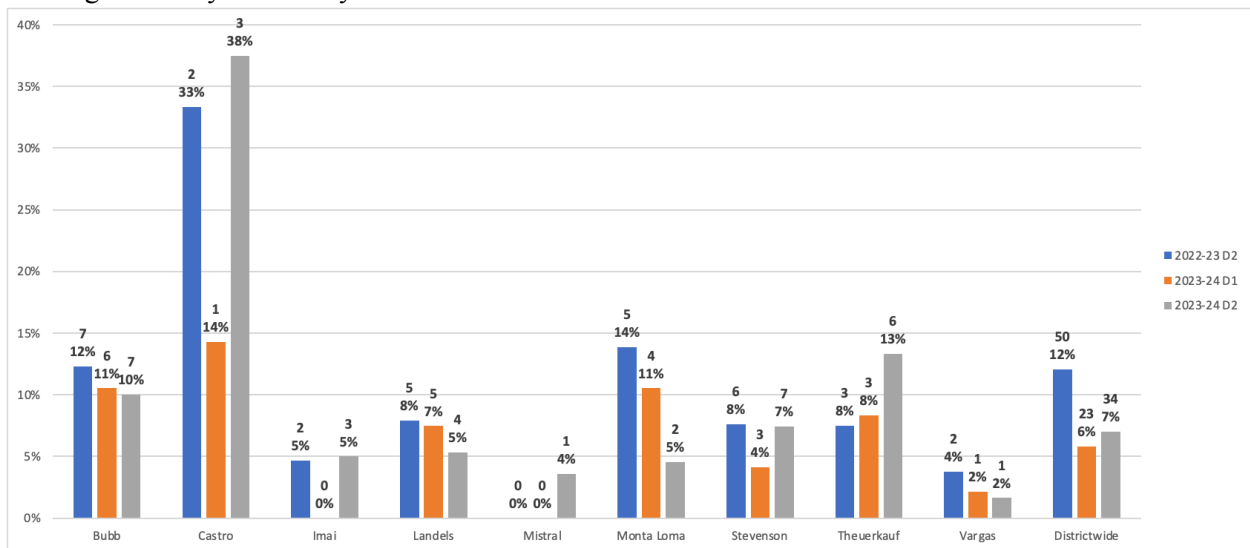
The following charts show the percentage and numbers of students who scored in the reading difficulty range and the risk for dyslexia range by site and by ethnicity.
 Reading Difficulty - Ethnicity: Asian



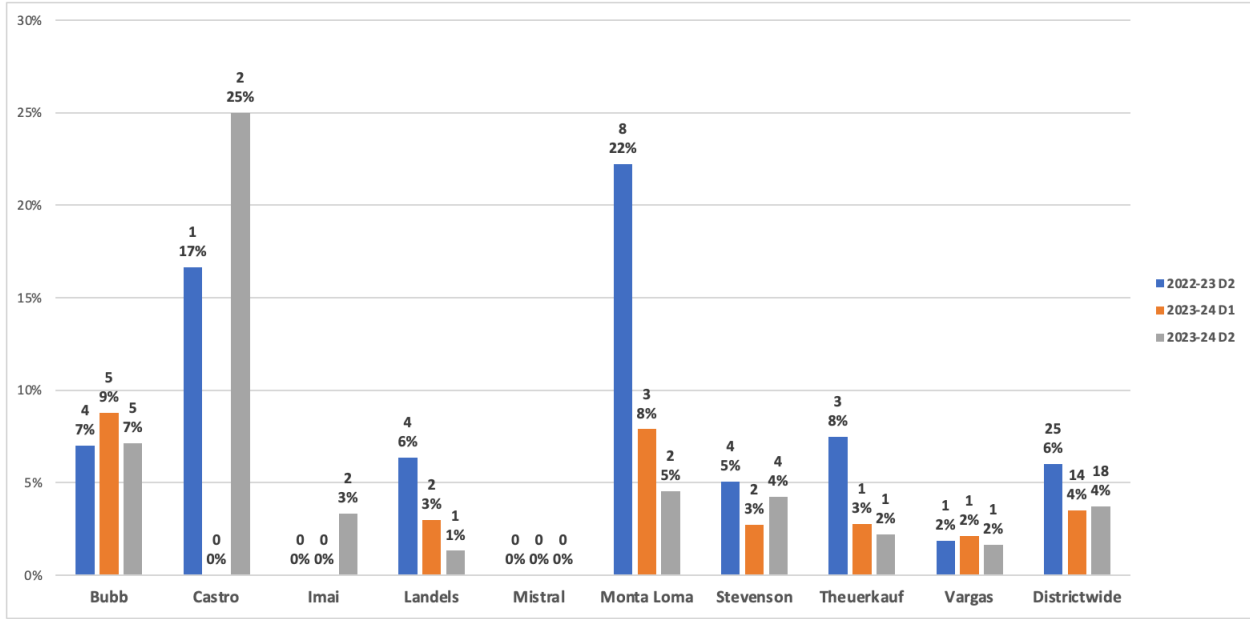
Risk for dyslexia - Ethnicity: Asian



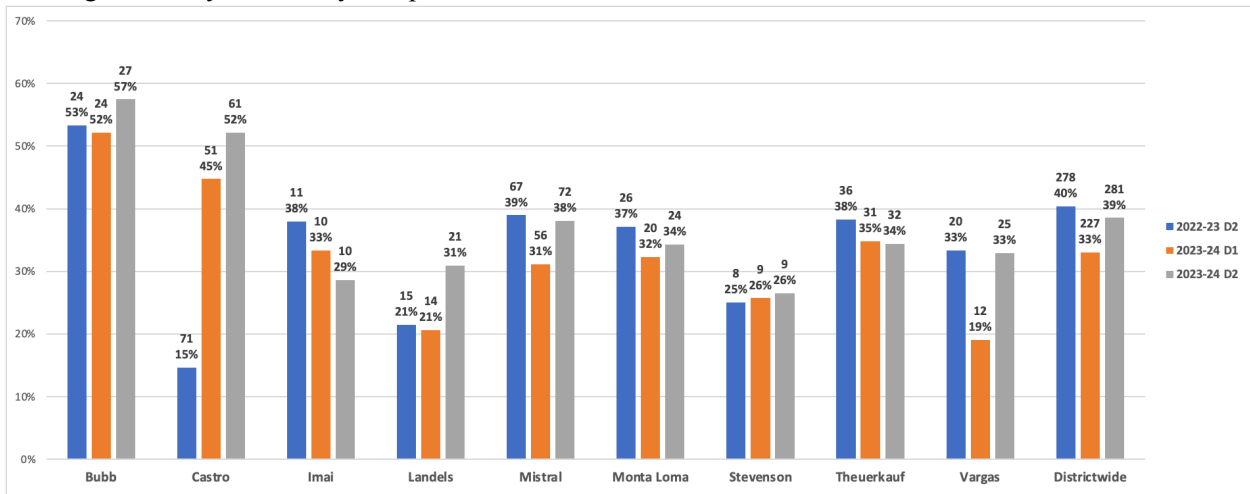
Reading Difficulty - Ethnicity: White



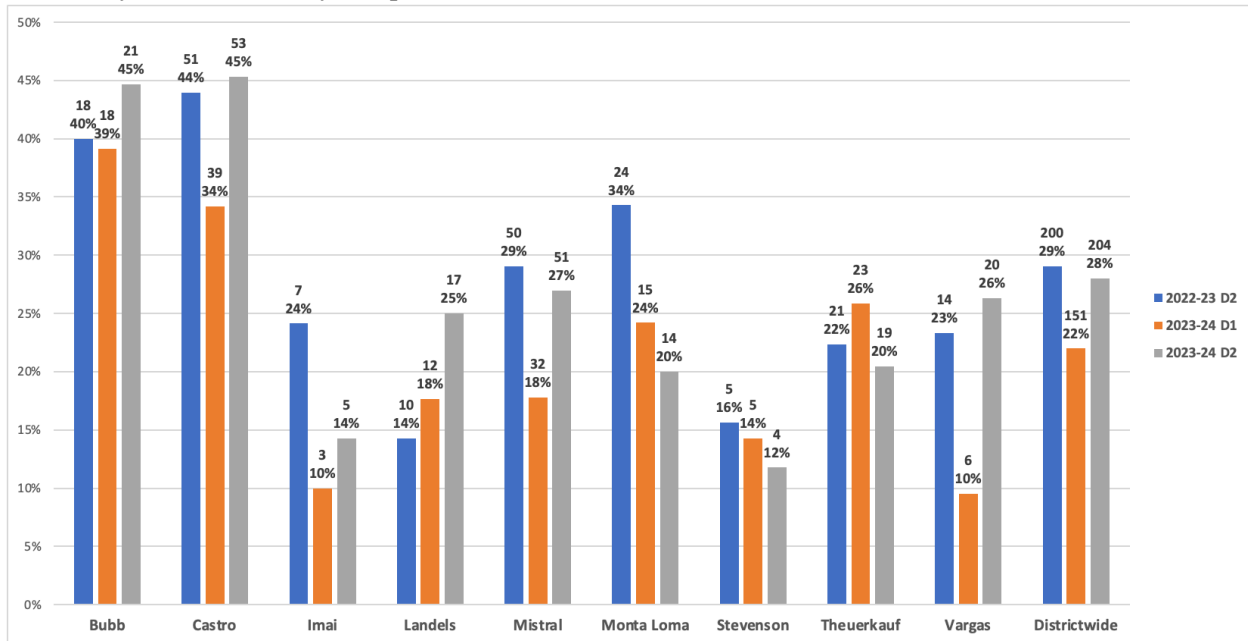
Risk for dyslexia - Ethnicity: White



Reading Difficulty - Ethnicity: Hispanic/Latino



Risk for dyslexia - Ethnicity: Hispanic/Latino



When analyzing the universal screener data, a comparison of D2 to D2 provides the information that is necessary to understand global growth or lack thereof. The screener thresholds change from D1 to D2, so to understand progress, a D2 to D2 analysis provides clearer information as they have the same cutpoint criteria. Comparing data D1 to D2 tells schools which groups of students need support during the school year. Additionally, it's important to note that there are only 3 data points available which is not enough to identify trends, but we can see how specific students are performing right now and provide literacy support.

Overall, some schools reduced the number of students identified for reading difficulty and risk for dyslexia from the 2022-23 D2 to 2023-24 D2 comparison on the i-Ready Dyslexia Screener. Castro, Monta Loma, and Theuerkauf reduced the number of students identified, which also correlates to three of the four schools receiving reading intervention services from the Early Literacy Team. Overall, most schools remained about the same, D2 to D2, with no change or slight percentage increases of less than 5 students, including Bubb, Imai, Stevenson, and Vargas.

Percentage of ELs identified for reading difficulty either decreased or remained the same by site, but this is primarily due to the increase in the EL population, as number of students increased from D2 to D2 but percentages did not. Zooming in to see how the same students performed on the ELPAC reveals that 83% of the students who scored in the reading difficulty range on the screener are Levels 1 and 2 on the ELPAC. This would explain their performance on both the i-Ready diagnostic and the screener.

Lastly, similar to last year's data, students who are Hispanic/Latino scored in the reading difficulty and risk for dyslexia range more often than their White or Asian peers. It's important to note that 59% of the district's Hispanic/Latino population in Grades K-3 are also English Learners. Which explains this outcome and gives context to these scores.

Current Work: Updates on Plan of Action

MTSS

The district has continued its efforts in implementation of MTSS, including Universal Data Cycles (UDC), Coordination of Services Team (COST), and Student Study Team (SST). Site leaders were trained on the updated SST practices and procedures. MTSS supports the whole child (academics, behavior, social-emotional, attendance) which includes students' growth in literacy.

Universal Screening

Universal Screening has expanded to monitor students' literacy needs. Students in Grades K-3 were screened at both D1 and D2 this school year using the i-Ready Dyslexia Screener.

Support for students identified with Reading Difficulty - Families of students who score in the Reading Difficulty range receive a letter from school leaders that outlines the specific literacy domains where the student had difficulty in, as well as how the students' needs will be supported at the site level. Literacy support can range from instructional shifts during first teaching, additional and/or targeted instruction during RTI, support from the Early Literacy Team, and/or an intervention teacher, etc. Additionally, all students who score in the reading difficulty range on the i-Ready Dyslexia Screener are provided with Learning Ally's human read audiobooks, a resource that gives students access to a library of over 80,000 books. Access to the Learning Ally audiobooks platforms not only gives students access to a wide variety of rich and engaging books, but also provides students with modeling of fluent reading and vocabulary definitions.

The district also continued its partnership with UCSF's Multitudes project and included more sites, including Gabriela Mistral, Mariano Castro, Monta Loma, and Theuerkauf. The district will receive student and grade level data by the end of the 2023-24 school year as a part of this project. This data will be used as a comparison to data gathered using the i-Ready screening tool.

Universal Data Cycles

By the beginning of January 2024, district leaders and teachers had launched 3 Universal Data Cycles, completed 2 full cycles and started the third. By the end of this school year, sites will have completed 4 Universal Data Cycles. The district office MTSS team reviewed UDC data analysis protocols and action plans for all 3 cycles and provided feedback to principals on positives and deltas. The team monitored growth and saw an increase in the use of data, quality of analysis, and specificity in action plans across schools. Based on current data, many teachers focused their action plans on students' literacy development, including a focus on phonics development in the early grades and comprehension of informational text in grades 3-8. Additionally, site teams use data and actions steps identified at each UDC for grade level specific RTI.

Coordination of Services of Team

By December 2023, teachers had referred 243 students to get support through the district COST program and 158 students had at least one COST meeting, which is about 3% of the student population. District leaders presented data to site leaders and will continue developing our capacity to support student needs

through a tiered approach. Students who are referred by teachers to COST for literacy concerns have a literacy target and supports that specifically target their needs.

All school teams have access to the Strategies and Interventions Matrix that was launched at the start of this school year. This resource includes literacy strategies, supports, and interventions spanning across Tiers 1 through 3, among other whole child focused supports. Resources are organized by areas within literacy, including: phonological awareness; letter naming, phonics, and decoding; fluency and sight words; vocabulary; comprehension; and writing. Teachers and teams can access linked resources, as well as formative assessments to help monitor student growth and progress.

Additionally, the district implemented the use of an MTSS coordinator to continue building the district MTSS program, provide training to staff, and to monitor data across the district. MTSS coordinator and members of Educational Services Team meet with Site Leaders regularly for MTSS Check-ins and progress monitoring of action plans for improved student achievement.

Early Literacy Team

The Early Literacy Team (ELT) instructional assistants were trained in multi-sensory literacy approaches in August of this school year. The ELT began work with students this school year at Castro, Mistral, Monta Loma, and Theuerkauf using the Institute of Multi-Sensory Education (IMSE) approach to literacy instruction. They provide data driven, tiered support to students through systematic, multimodal literacy instruction. The team uses i-Ready data and their literacy assessments to identify students for intervention, provide instruction, monitor progress, and determine growth rate through the Universal Data Cycles. They also work closely with sites on COST and SST. A score comparison of students in grades K-2 show increases in phonological awareness, phonics, high frequency words, and overall i-Ready scores. Recent data shows a reduced number of students in Tier 3 on i-Ready, an increase in students in Tier 1, and 50 students exited from reading intervention.

The ELT has also provided the initial training for teachers on Science of Reading, which will continue through this school year.

Science of Reading Based English Language Curriculum Adoption

The district convened a curriculum adoption committee this school year for both elementary ELA and PreK/TK. The elementary committee completed its ranking process to identify two pilot options for elementary ELA and began implementation of the first pilot in January. The committee will begin its second pilot at the end of February. The PreK/TK committee is following a similar timeline to pilot two curriculum options. Although the PreK/TK curriculums are integrated, covering multiple subject areas, the committee is viewing the curriculums through the lens of the Science of Reading. The district team intends to present the findings of both committees and recommendations to the board in May 2024 for implementation in Fall of 2024.

Section 504

District staff have provided updated professional development to site leaders on Section 504 laws, including eligibility requirements and best practices for developing Section 504 plans. Additionally, both quantitative and qualitative data was collected from site leaders, the Student Services department, and the

Information Services department to understand what is working and what areas of the district's Section 504 procedures should be improved in order to develop a Section 504 protocols, a district wide guide, and future professional development.

Next Steps

The district will continue its work to achieve the goal of all students reading by the 3rd grade.

MTSS

Universal Screening

In summer of 2023, California officially mandated universal screening for students in grades K-2, whereas districts will be required to screen students beginning in the 2025-26 school year. State officials have developed a committee of professionals who will compile a state approved screening list which is projected to be available to districts by December 2024. To continue its initial work in the area of literacy, the district will continue Universal Screening for students in grades K-3 using the i-Ready Dyslexia screener, until a state approved list is released. The district MTSS team will review state approved options in the 2024-25 school year and select a long-term screener. School districts in California are required to select a screener by June 2025 to be implemented in the 2025-26 school year.

UDC, COST, and SST

The district MTSS team will continue to monitor site and districtwide level MTSS data and meet with site teams to support growth and development of MTSS in MVWSD. Continued professional development will be provided to both principals and school staff to support all students' literacy development, as well as Multi-Tiered System of Support (MTSS) processes.

Early Literacy Team

The ELT will continue to provide Science of Reading based professional development to site staff. The ELT will also continue to meet with grade level teams to support learning of effective literacy strategies.

PK/TK and Elementary ELA Curriculum Adoption

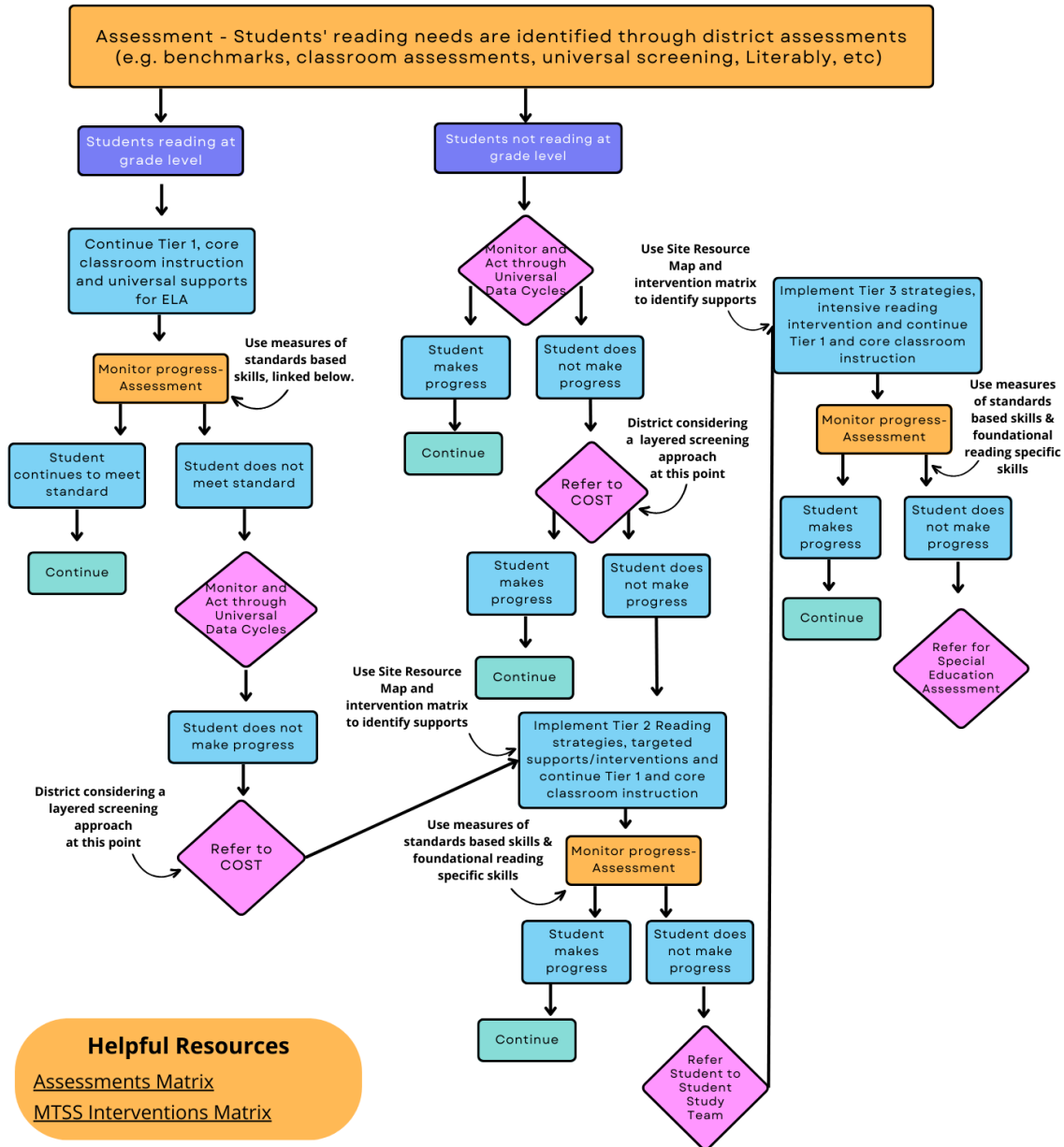
The district team intends to present the findings of both committees and recommendations to the board in May 2024 for implementation in Fall of 2024.

Supporting students' literacy flowchart

The district MTSS team will train site leaders on the following process to support students' literacy needs

Identifying & Supporting Students' Literacy Needs

Including identification of reading difficulties and risk for dyslexia



Helpful Resources

[Assessments Matrix](#)

[MTSS Interventions Matrix](#)

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.