

Advisory Council on Literacy  
Meeting  
May 2024



We are an advisory council with a focus on increasing literacy achievement & closing achievement gaps for all Vermont students



## Council Information

### Norms

- Listen thoughtfully & assume positive intentions
- Ground statements in evidence
- Stick to the protocol
- Begin & end on time

### Reminders

- Members represent themselves/their constituencies, chair represents the council's collaborative work and agreements
- Decisions are rooted in requirements & evidence-based resources
- Each member brings expertise & commitment to improve literacy outcomes for all students

*Notetaker needed -  
thank you!*



## VT Requirements

<b>§ 2902</b>	<b>Tiered system of supports and educational support team</b>
<b>§ 2903</b>	<b>Preventing early school failure; reading instruction</b>
<b>EQS Rule 2000</b>	<b>Manual of Rules and Practices</b>
<b>Act 28 (2021)</b>	<b>An act related to improving prekindergarten through grade 12 literacy with the state</b>
<b>Act 73</b>	<b>An act related to enhancing the effectiveness, availability, and equity of services provided to students who require additional support</b>



## Evidence-Based Resources

<b>Research &amp; Recommendations</b>	National Reading Panel Florida Center for Reading Research CEEDAR Center Institute for Educational Sciences (IES) VT AOE Literacy webpage
<b>Instructional Practices Resources</b>	IES Practice Guides VT AOE Literacy webpage
<b>Instructional Programs</b>	IES What Works Clearinghouse (efficacy) Evidence for ESSA (efficacy) EdReports (alignment to standards & usability)

[National Reading Panel](#)

[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)

[Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)

[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)

[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)

[Providing Reading Intervention for Students in Grades 4-9](#)

[Evidence-Based Reading Instruction for Grades K-5](#)

[What Works Clearinghouse](#)

[Evidence for ESSA](#)

[EdReports](#)

[Vermont Agency of Education - Literacy](#)

[Teaching Reading Is Rocket Science, 2020](#)



## Share

Name

Role

Share 1 thing you have learned about literacy in your time on the Council



## Updates

Mary Lundeen will be representing VCSEA. Welcome, Mary!

### Council

- Gathered recommendations and accomplishment information from Council members
- Testified on S.204 with support & suggestions

### General Assembly

- S.204 under consideration in House Education Committee

### VT AOE

- Statewide assessments (VTCAP, VTAA, NAEP, ACCESS) are almost finished
- Supporting SU/SD Continuous Improvement Plan (CIP) & Local Literacy Plan development
- Providing assessment literacy training from Demonstrated Success to plan & use assessment data to drive system & instructional planning
- Completing ESSER funding & reporting



## Minutes

Motion  
Second  
Discussion  
Approval

All in favor of approving the minute say **YES**

All opposed to approving the minutes say **NO**





## Public Comment

Please keep comments brief & respectful

**Thank you for your comments!**

*~ 2 minutes is a general guideline to allow for several comments*



## Spring Task

Last task!

Act 28 Task	Progress
Review literacy assessments and outcomes, and provide recommendations to continuously improve and sustain literacy improvements	Completed by the Council annually 2021, 2022, 2023 ✓
Provide recommendations on updates for Section 2903 of Title 16 (16 V.S.A. §2903), and support implementation and maintenance of the statewide literacy plan	Completed by the Council 2022 ✓
Provide recommendations for services to school districts on the implementation of the statewide literacy plan, and staffing needs at the Agency of Education to provide school districts' supports	Completed by the Council 2023 ✓
Provided recommendations for best practices in literacy instruction for tiers 1, 2, and 3, within a multi-tiered system of support (MTSS) to improve and sustain literacy proficiency	Completed by the AOE as resources, reviewed by the Council 2023 ✓
Provide recommendations for collecting literacy-related data that informs instructional practices, teacher professional development, and literacy assessments	Task for the Council Spring 2024



## VT Assessment Requirements

- Develop & implement a Comprehensive Local Assessment System to assess state standards & local proficiencies (EQS)
- Develop & implement a system of assessment with screening, benchmarks, diagnostic & formative assessment (§ 2902, VT mtss *Field Guide*)
- Conduct statewide assessments VTCAP/VTAA, ACCESS (*state accountability plan*)



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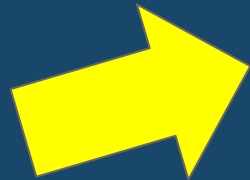
## Evidence-based Recommendations

### Screening

- Screen for potential reading problems at the beginning & middle of the year (*IES Practice Guide - RTI*)
- Use screening assessment to find students needing extra help, follow up with assessment & review of strengths & weaknesses to plan intervention (*CEEDAR K-5 Reading*)
- Use screening tools to determine which students are at risk for reading difficulties (Moats, 2020)



## Evidence-based Recommendations



### Monitor Progress

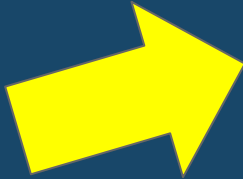
- Regularly monitor the progress of students at risk (IES Practice Guide - RTI)
- Monitor the progress of tier 2 students at least once a month (IES Practice Guide - RTI)
- Use frequent ongoing assessment to provide information about instruction & effectiveness of the instruction (CEEDAR K-5)

### Outcome assessment

- Use outcome assessment to determine achievement of expected levels of performance



## Evidence-based Recommendations



“Outcome assessment is used to determine whether students have achieved expected levels of performance after a given period of time. These assessments are usually conducted once each year to measure mastery of grade-level objectives. Classrooms, schools, districts, and states are compared using the results of outcome assessments.”

*Improving Reading Comprehension in Kindergarten Through 3rd Grade,  
CEEDAR Center*



## Gather Input

*What outcome data for grades K-3 does your organization recommend?*

None - SU/SDs monitor their own data

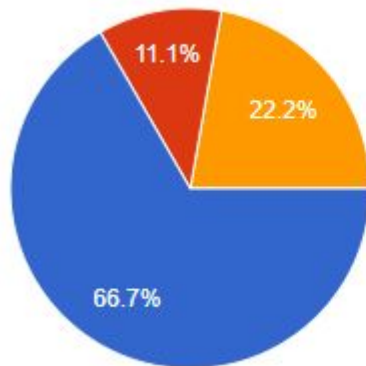
Screening Performance Data - Screening performance data

Screening Performance Data & Screening Information - Screening performance data & name of screener/s





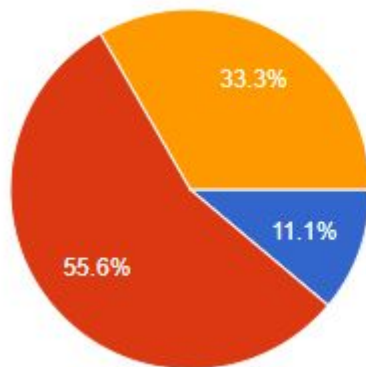
## Survey Results - Data Collection



- None collected - SU/SDs would monitor their own data
- Screening performance data collected - SU/SD would share screening performance data (ex. percentage of students meeting proficiency on screening)
- Screening performance data and screening information collected - SU/SD would share screening performance data and name of screener/s



## Survey Results - Recommended Focus Area



- Early literacy development (PreK)
- Adolescent literacy
- Writing



## Vote

Do you approve the Council's recommendations for data collection and focus area for 2024-2025?

**Yes** indicates approval of Council's recommendations

**No** indicates Council will not make recommendations in this area

Roll call vote, majority will carry



## Accomplishments

work that has been done by the AOE as a result of the council has been a big accomplishment. The modules are a great resource

recommended specific updates for the Blueprint in 2022, which the Agency of Education is just starting the process of updating

Clearly articulated information and recommendations

deeply explored the "ins and outs" of literacy and the components needed to develop appropriate literacy curriculum in schools

discussed and explored resources offered by the state

provide recommendations regarding best practices in literacy instruction from a variety of stakeholder groups, which ensures that many voices/perspectives are included in the recommendations

recommendations for revisions to the Blueprint

recommendations, such as using science backed teaching programs and early screening for dyslexia and other learning differences early

collaborative process on decision making to be quite an accomplishment for this group. There were differing mindsets, perspectives, and approaches from the various members, who found respectful pathways to working together for improved reading results for all k-3 graders in Vermont.

Building an understanding of state requirements, evidence-based practices, and efforts in progress related to early literacy.

Advocacy from the Council influencing resources and planning



Establish data collection practices that cover the span of PK-grade 12 and are consistently implemented across the State. AOE reviews data, reports accurate data, and supports SDs where students are in most need of support.

important to do some work on writing

Review and thoroughly update the VT-mtss Guide

## Future Accomplishments

Since the work this year was focused on K-2, it would be good to do similar work focused on other grade bands.

Continued conversation around offering literacy teachers MORE resources and strategies

More discussion on how to best support schools and teachers moving forward. What more can we provide to schools?

Make more recommendations to aid in better divisions at the state and county level to impact all learners in Vermont.

focusing on and prioritizing adolescent literacy

Building an understanding of evidence-based practices in other aspects of literacy (adolescent literacy, early literacy, writing)

Monitoring progress and growth in literacy outcomes

Advocating for needed resources to support instructional shifts - coaching, training resources, etc.

Recommend supportive improvements to both pre- and in-service teacher training, based on K-2 student out-comes in different VT supervisory districts



## Final Tasks

- Submit reimbursement form for up to 8 meetings - reach out to Suzanne with any questions
- Post draft meeting notes - final meeting notes remain draft notes
- Prepare & submit final report to General Assembly, State Board of Education and Agency of Education by December 15
- Support literacy improvement efforts



Thank you for your  
time, input & effort  
to improve literacy  
outcomes for all  
Vermont students!