Introducing Read Vermont

September 25, 2024

Prepared by the Vermont Agency of Education (AOE)

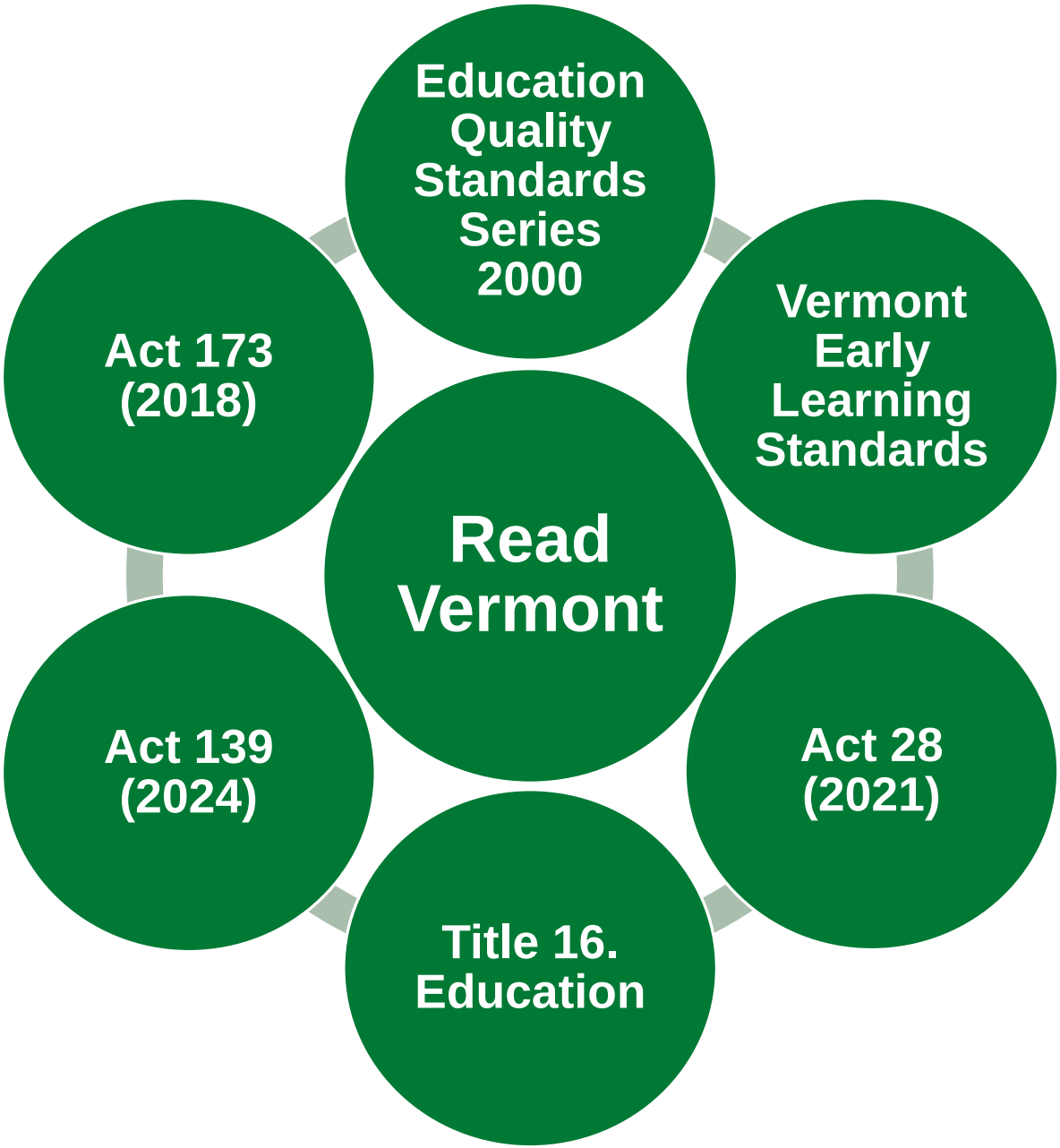
VERMONT
AGENCY OF EDUCATION

Thank you for joining us!

- We are recording the webinar and will share
- Given the high number of participants, we will keep everyone muted
- We do want to hear from you! Please use the chat for questions & we will follow up with questions we cannot get to today

The Big Why

Drivers to Improve Literacy Outcomes



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Act 139 : Literacy Advisory Council Findings

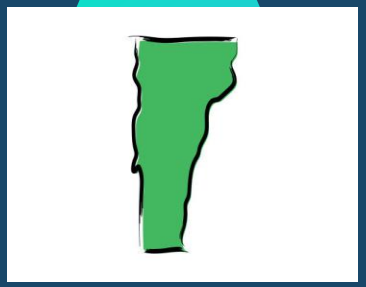
- The Advisory Council on Literacy (created in Act 28 of 2021) found that:
  - Explicit and systematic instruction on code-based and comprehension-based reading skills and needs-based support are the most effective literacy practices for the early grades.
  - A strong focus needed on phonemic awareness, phonics, fluency, vocabulary, and comprehension for all students, and needs-based tiers and layers of support are critical for struggling learners.
  - Reading instruction is interwoven into the principles of creating culturally responsive and inclusive environments for all students.

About Act 139

- Informed by research
- Reading assessment and intervention K-3
- Literacy Professional Learning
- AOE recommendations to Standards Board for Professional Educators
- Revisions to § 2903 specifying that all students need to receive systematic and explicit evidence-based reading instruction in the early grades
- Continue & expand the Advisory Council on Literacy
- Build capacity at the AOE
- Expanding Early Childhood Literacy Resources (Department of Libraries)

Gwen Carmolli

LITERACY ADVISORY COUNCIL CHAIR



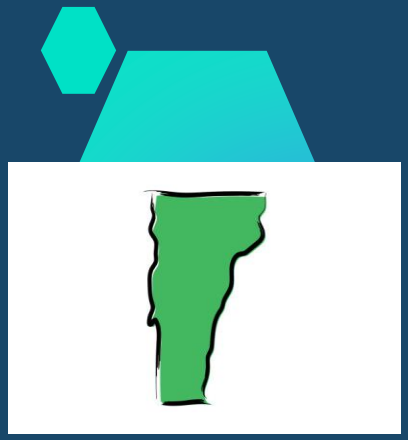
Act 28 & Act 139

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

VT AOE . VSBPE . VSA . VSBA . VCSEA . VISA . VT NEA . VLA . VTCLA . Community Members . Higher Education

Evidence-Based Resources

	Council Approved Evidence-Based Resources
Research & Recommendations	National Reading Panel Florida Center for Reading Research CEEDAR Center Institute for Educational Sciences (IES) VT AOE Literacy webpage
Instructional Practices Resources	IES Practice Guides VT AOE Literacy webpage
Instructional Programs	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



Tasks

Act 28 & 139 Tasks		Next Steps
Review literacy assessments and outcomes, and provide recommendations to continuously improve and sustain literacy improvements	✓	Monitor results & provide recommendations
Provide recommendations on updates for Section 2903 of Title I6 (16 V.S.A. §2903), and support implementation and maintenance of the statewide literacy plan	✓	Support implementation
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	✓	Monitor implementation & provide recommendations
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	✓	Support AOE's development of resources
Provide recommendations for collecting literacy-related data that informs instructional practices, teacher professional development, and literacy assessments	✓	Monitor school system data collection & results

Annual Report & Recommendations

Recommendations for the Blueprint for Early Literacy Comprehensive System of Services, PreK Through Third Grade

Strengths

Recognizes the critical role of early literacy instruction, assessment & support in enabling all students meet literacy proficiency
Includes representation from a wide array of stakeholders & organizations
Bases information on research & evidence of effective instructional practices
Provides a context or planning, policy development & systemic implementation

Includes 2 critical areas that lead to improved literacy outcomes:

- **Assessment** is a critical component of literacy instruction, MTSS & systemic improvement
- **MTSS** is a current initiative of the state & a critical means to improving literacy outcomes

Support Implementation	Additions	Changes	Additional Recommendations
• Provide resources on evidence-based instructional practices • Provide resources on a comprehensive system of assessment • Provides professional development resources and training opportunities on early literacy	• Expand information about code-based & meaning-based instruction • Include writing as a component of literacy • Expand information about evidence-based instructional practices • Expand the components of literacy	• Remove "Balanced Literacy" Header • Change focus from struggling learner to all students • Update Balanced Literacy Section to describe comprehensive literacy instruction & create an instructional guide • Remove "Learning Styles"	• Provide evidence-based resources prior to the blueprint revision • Develop a brief summary of the blueprint with links to resources • Develop an implementation plan for the next blueprint • Consider ways to support instruction beyond grade 3

Recommendations align with state requirements (Act 173, Act 28, 16 V.S.A. §2902, 16 V.S.A. §2903, Education Quality Standards) & evidence-based instructional recommendations. Council members developed, reviewed and approved the recommendations.

Advisory Council on Literacy
December 2022

2022

Blueprint Priority Recommendations

Advisory Council on Literacy
May 2023

The Advisory Council on Literacy reviewed the thirty-three state recommendations from the early literacy blueprint, *A Blueprint for Early Literacy Comprehensive System of Services PreK Through Third Grade*, and selected the highest priority recommendations to support improving literacy achievement for Vermont students.

The council recommends the following to prioritize funding, training and resources toward improvement efforts:

- Develop strategies to address turnover, recruiting, and retention
- Specify a core of required curriculum and instructional expectations that are implemented in all schools statewide
- Ensure any mandate for instruction, curriculum, or assessment is made with a strategy for funding (no unfunded mandates)
- Select valid and reliable assessments for the purpose of statewide assessment, including kindergarten readiness assessments, formative assessments, and required grade-level accountability testing
- Support institutions of higher education to train an adequate number of early educators to ensure all children have access to highly prepared teachers
- Identify and recognize evidence-based programs aligned with ESSA requirements
- Curate a database of literacy materials that reflect cultural and linguistic diversity. Literacy resources reflect the breadth and depth of diversity

2023

Read Vermont

WHAT

Comprehensive statewide initiative dedicated to improving literacy outcomes for Vermont students

VISION

Ensure every child can read by third grade and graduates high school ready for college or career.

HOW

Leveraging and braiding multiple funding sources to focus on Read Vermont priorities, including release of Capacity Building RFP.

WHY

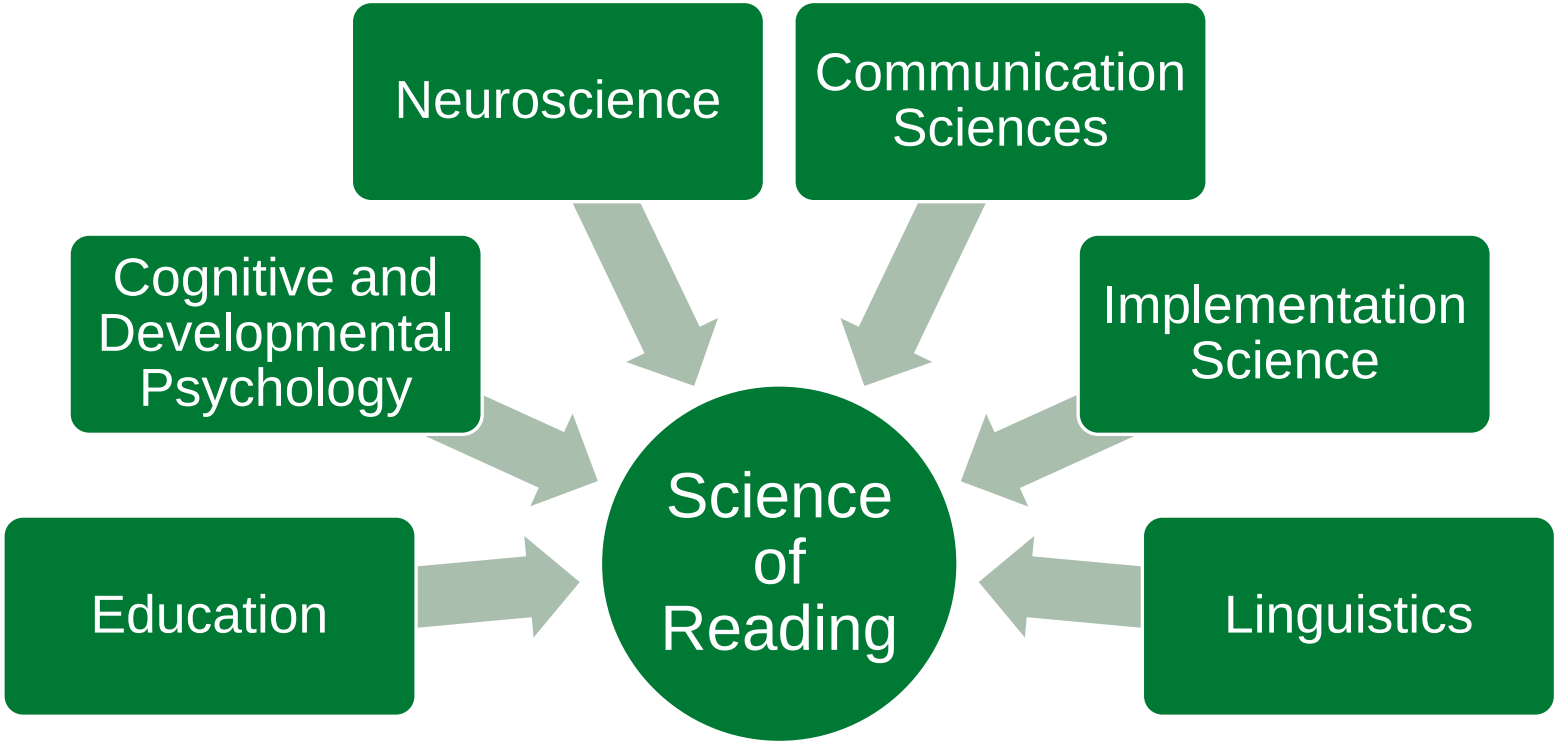
Provide a shared vision and priorities for internal alignment, messaging, and accountability to ensure equity and cohesion in the field.

What Is the Science of Reading?

The science of reading is a **vast**, **interdisciplinary** body of **scientifically-based research** about **reading** and **issues** related to reading and writing. This research has been conducted **over the last five decades across the world**, and it is derived from **thousands of studies** conducted in **multiple languages**.

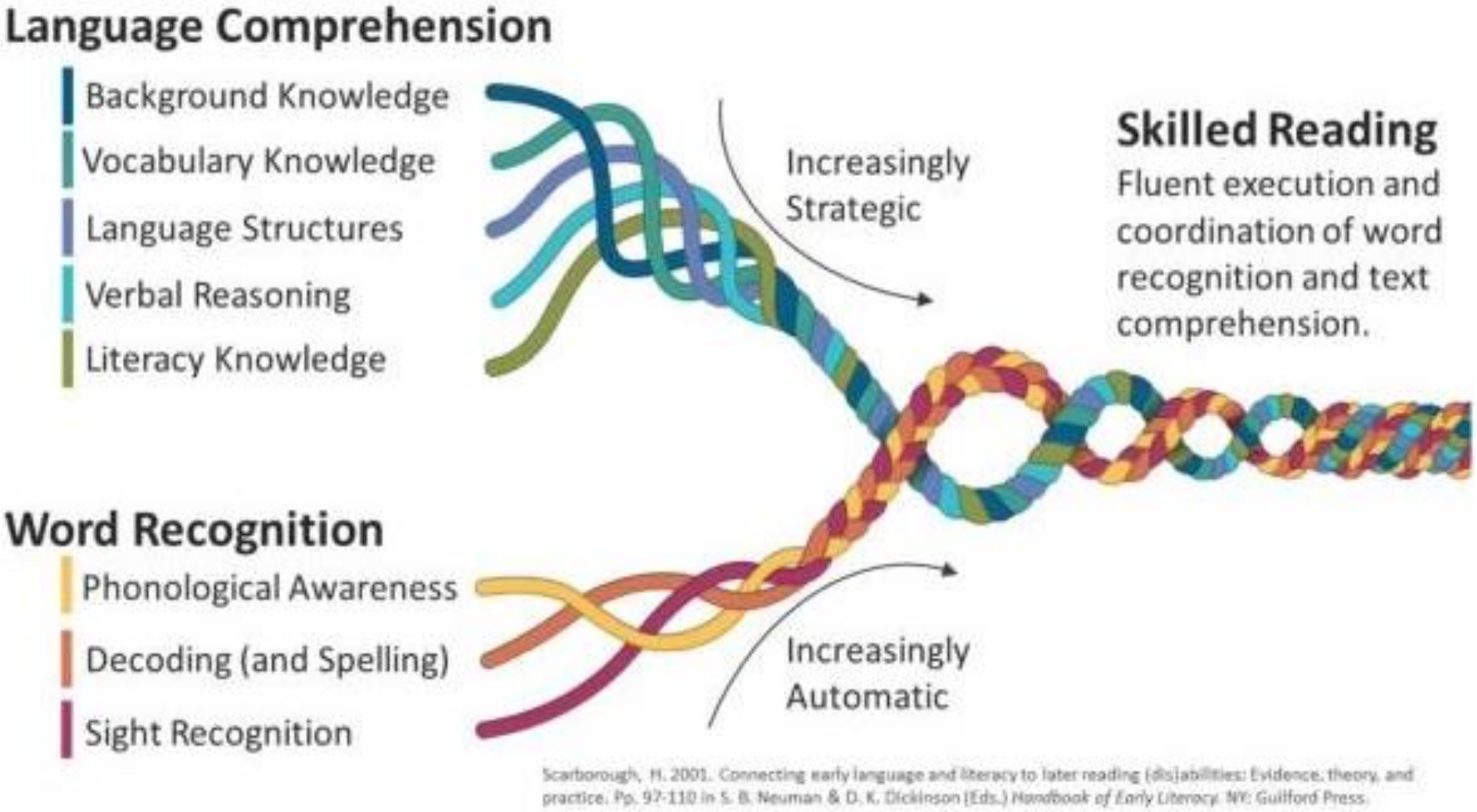
~ The Reading League

Convergent Research from Different Fields



(Adapted from The Reading League's Science of Reading Defining guide)

Scarborough's Reading Rope



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

What this Research Informs

Mill River

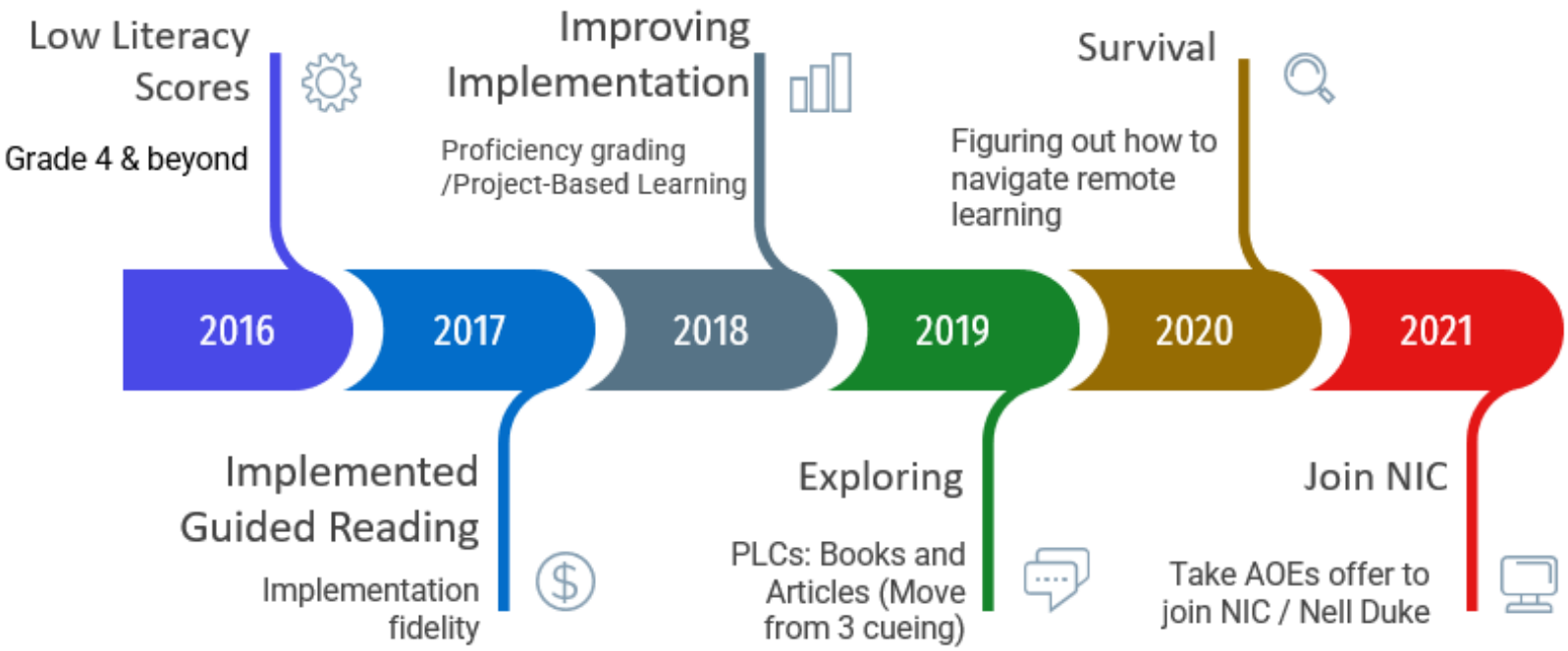
LITERACY AND MTSS COORDINATOR

Mill River Schools

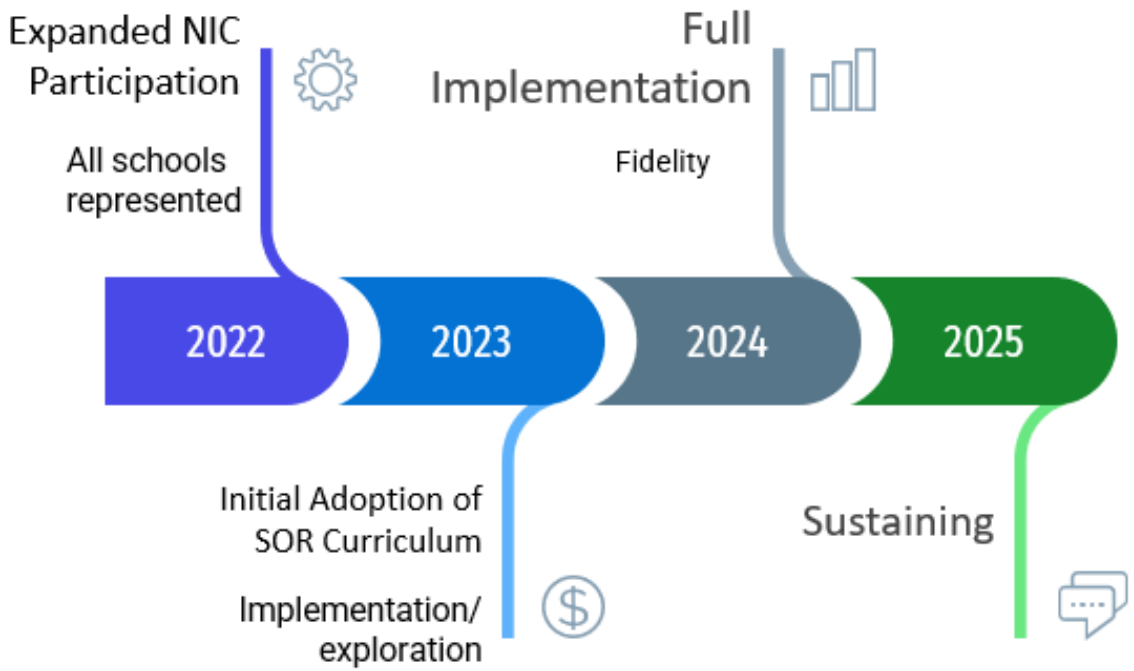
Journey towards the Science of Reading

Debra Gardner-Baasch, Ed.D.
Literacy/MTSS Coordinator
September 2024 Edition

Timeline


Low Literacy Scores
Grade 4 & beyond
2016
Implemented Guided Reading
Implementation fidelity
2017
Improving Implementation
Proficiency grading /Project-Based Learning
2018
Exploring
PLCs: Books and Articles (Move from 3 cueing)
2019
Survival
Figuring out how to navigate remote learning
2020
Join NIC
Take AOEs offer to join NIC / Nell Duke
2021

Timeline


Expanded NIC Participation
All schools represented
Full Implementation
Fidelity
2022
2023
2024
2025
Initial Adoption of SOR Curriculum
Implementation/ exploration
Sustaining

Our Story

- PLC: Articles / Books Studies / IES Reports
  - Article by Nell Duke When Young Readers Get Stuck
- VT AOE Blurb offering NIC with Dr. Nell Duke
  - Connection between Pre-K and K
  - 3 Pre-K and 4 elementary teachers joined Year 1 (Representing 3 of 4 elementary schools)

Aims/Goals for ELNIC 2021-2022

Pre-K Aim: By the end of pre-kindergarten, all children will be able to plausibly represent in writing the **first sound in most words** in a personally meaningful text.

Kindergarten Aim: By the end of kindergarten, all children will be able to **read and write any regular consonant-vowel-consonant word** (within the phonics scope and sequence), including in a personally meaningful text

Kindergarten Baseline Data
Fall to Spring 2021-2022

	Reading CVC Words		Writing CVC Words	
November	Met Aim (100%)	7%	Met Aim (100%)	7%
May	Met Aim (100%)	92%	Met Aim (100%)	92%

Mill River Schools - Early Literacy NIC 2021-2022
K-1 Cohort Data Comparison for
Participating and Non-Participating Schools

	NIC School	Non-NIC School
Alphabet Knowledge November 2021 Kindergarten	31% <10 letters 46% >20 letters	27% <10 letters 55% >20 letters
ELNIC Assessment CVC Reading Fall 2022 1st Grade	83% 10/10	14% 10/10 (14% 9/10)

Mill River Early Literacy
NIC Team 2022-2023

Classroom Teachers 7 (all 4 schools represented)	Intervention / Special Education 5 (all 4 schools represented)	Administrators 2
Pre-K 3 (two schools) **Kindergarten / Grade 1** 2 (two schools) **Grade 1** 1 **Grade 3** 1	**Literacy Intervention** 4 **Special Education** 1	MTSS Coordinator, ELNIC team lead Assistant Superintendent

System Supports for Spread and Scale 2022-2023

New Materials Funded by CCSSO Mini-grant / District Funds

- Print-Salient Text sets for **all 6 Pre-K classrooms** in the district.
- **Decodable Text Sets for K-2** teachers in the district.
- **Designed PLCs for PK-6** - Bi-monthly sessions focused on Literacy Essentials from Michigan's Literacy.org.
    - **PDSA cycles** and artifact slide format
    - **Teachers from the NIC facilitate the PLCs**

System Supports for 2022-2023

Grade Release for K-2 - Principals agreed to release all K-2 teachers for a full day in January.

ELA Schedule - Components and dosage - Using information from Dr. Nell Duke and Dr. Sharon Walpole, we drafted an ELA schedule that included both times and components.

ELA Schedule (Drafted by K-2 Teachers January 2023) based on Dr. Nell Duke's Sample

Possible Schedule for K-2 (for 7-hour Day)		
Time	Focus	What you can do
20 min.	Morning Meeting / Community Building	Explicit Attention to Social-Emotional Learning
45 min.	Special	
30 min.	Whole-Group Literacy Instruction	Focus on Foundational Skills that MOST learners need) & teach systematically -Try Shared Reading (K-2) or Print-Referencing Read Aloud (in PreK & K)
45 min.	Small Group Instruction (that is strength & needs-based)	-Try Walpole's Differentiated Small Group Instruction Approach (lesson plan templates include instruction on High Frequency Words, Phonological and Phonemic Awareness, Decoding, Encoding (spelling) and reading controlled / decodable texts with High Frequency Words

PDSA Cycles in PLCs

Sharing of our work

Session #6 is reserved for teacher sharing. Each teacher will have time to share their goals and what they've done so far.

Guiding Questions:

1) What is your literacy goal?
2) What change ideas have been your focus?
3) What did you predict would happen?
4) What artifacts can you share from the Plan, Do, Study, Act improvement cycle?
5) Did anything surprise you?
6) What are you next steps?

Crucial Components

District Admin. Support/Team Facilitator who is member of Admin. Leadership team with time to dedicate to this role.

Teacher Ambassadors who are willing to share with colleagues.

Content expertise of "literacy mentors" or "instructional coaches" to create supporting documents.

Targeted PD and additional planning **stipends / materials.**

Take-Aways

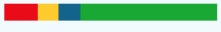
- **PDSA/Inquiry cycles** are a catalyst for Quality Tier 1 instruction to support successful learning for all students.
- **Data** that demonstrates student success is a powerful motivator for teachers and students.
- **Teacher learning and leadership** is contagious and builds collegiality.
- **Systems Spread and Scale** of new learning takes time, resources, and team planning for structures (i.e., coordinated curriculum, assessments, schedules, materials, PD, time)

So...did it work?
Year One Progress

Longitudinal Growth on Star360 Reading

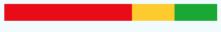
Grade

3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024 School Year	3rd Grade		7	15%	6	13%	5	11%	28	61%	46
2022 - 2023	2nd Grade		6	15%	4	10%	4	10%	25	64%	39
2021 - 2022	1st Grade		1	17%	3	50%	1	17%	1	17%	6

Grade

4th Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023 - 2024 School Year	4th Grade		10	20%	9	18%	7	14%	25	49%	51
2022 - 2023	3rd Grade		13	26%	7	14%	4	8%	26	52%	50
2021 - 2022	2nd Grade		20	42%	6	13%	5	10%	17	35%	48
2020 - 2021	1st Grade		12	60%	4	20%	0	0%	4	20%	20

Average PR Fall to Winter 2-6

District

Mill River Unified Union School District

School	Star Reading Enterprise		
	Avg Percentile Rank (PR)		
	Fall	Winter	Change
Clarendon Elementary	29	38	+9.0
Shrewsbury Mountain	59	64	+5.0
Tinmouth Elementary	42	52	+10.0
Wallingford Elementary	33	40	+7.0
Average	**37**	**46**	**+9.0**

Where we are now

- Summer PD for onboarding new teachers
- District Inservice in August to support Bookworms and Literacy Assessments
- September / January Early Release Day to support grade-level sharing about Literacy/Bookworms
- Challenges and Opportunities:
  - New Principals, New Teachers, Resistant Teachers, Schedules
  - Support for Pilot for 6-8

Questions?

Debra Gardner-Baasch, Ed.D.
Literacy/MTSS Coordinator
dbaasch@millriverschools.org

Read Vermont Priorities

- Professional Learning
- Job-Embedded Coaching
- Literacy Learning Network
- Guidance Documents and Resources
- State Capacity Building
- Family and Caregiver Engagement

Leveraging and Braiding Resources

General Education Fund

Elementary & Secondary School Emergency Relief funds

Governor's Emergency Education Relief funds

National Center for Improving Literacy (NCIL)

Region 1 Comprehensive Center (R1CC)

Immediate Next Steps

- Stay tuned October 1st for announcement on expert support for local, state, and family/ caregiver capacity building.
- October 8, 2024: Learn in more depth about Read Vermont professional learning and coaching: Register today
- Sign up for the Read Vermont list serv
- Ideas or needs? Please reach out!

Questions?

Emily Lesh, Read Vermont Lead

Emily Leute, ELA and Literacy Specialist

aoe.literacy@vermont.gov

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Hosts

AOE Operations/C&C Team

- Courtney O'Brien, Operation Manager
  Courtney.OBrien@vermont.gov
- Taylor Goodwin, Safe and Healthy Schools Coordinator Taylor.Goodwin@vermont.gov

- If you wish to be added to the list for future C & C invites, please email one of the above

Questions

Next C&C: October 19, 2024

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