

Literacy Update

Teaching & Learning

School Board Work Session
January 14, 2025

Presenters:

Dr. Heather Cordie, Deputy Superintendent

Robin Kobrowski, Executive Administrator

Dr. Perla Rodriguez, Executive Administrator

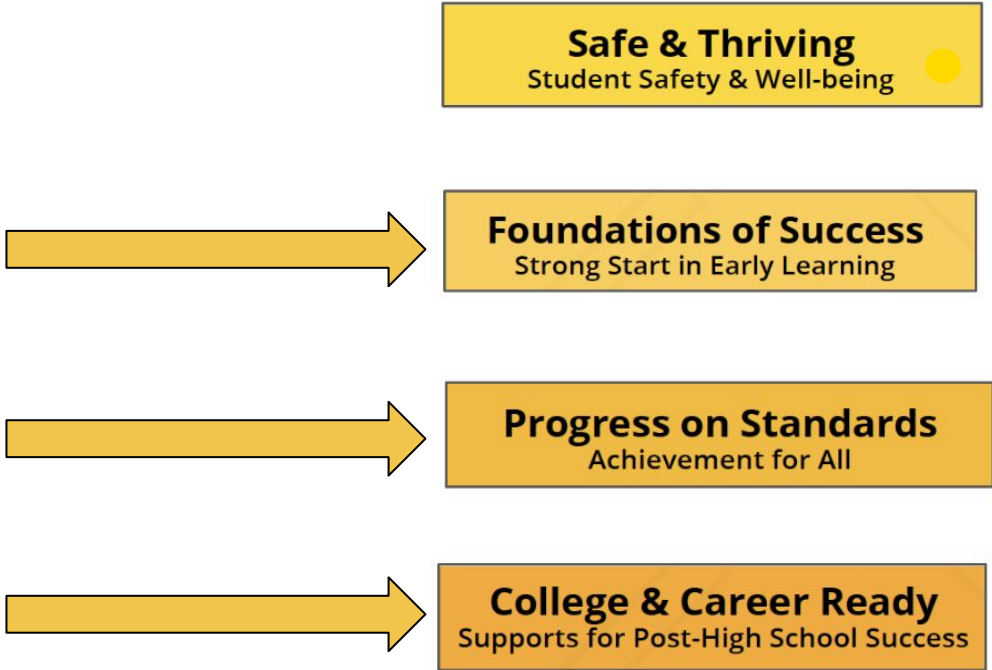
Dr. Toshiko Maurizio, Multilingual Department Administrator

Jennifer DeMartino, Principal - Raleigh Hills Elementary

Marcela Ullibarry Cabrera, Teacher on Special Assignment

Chrissy Lawrence, Teacher on Special Assignment

District Strategic Plan Goal Areas



Beaverton School District Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

K-12 Literacy Achievement

Spring 2024 ELA OSAS:

Assessment	22-23	23-24	State Average
6th Grade LA	48.2%	48.8% ↑	40.7%
8th Grade LA	50.1%	46.1% ↓	40.6%
11th Grade LA	52.4%	46.6% ↓	45.2%

English Learners ELA OSAS:

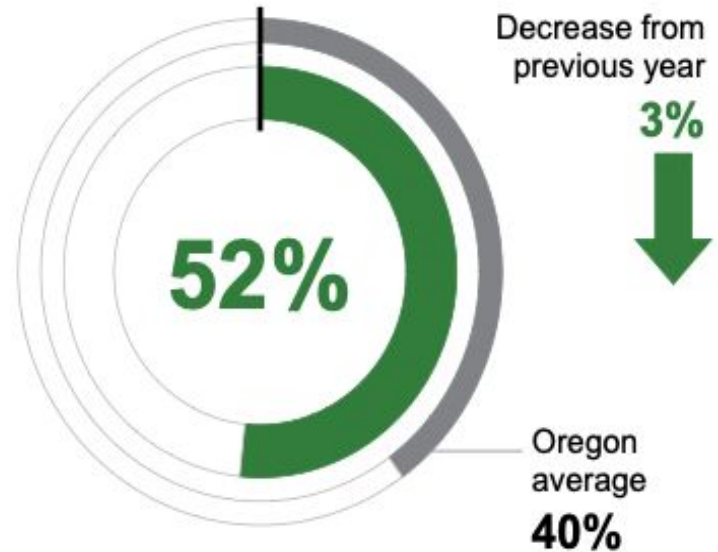
Assessment	22-23	23-24	State Average
6th Grade LA	2.2%	4.0% ↑	3.9%
8th Grade LA	1.9%	1.0% ↓	3.5%
11th Grade LA	3.8%	3.8% —	4.1%

Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

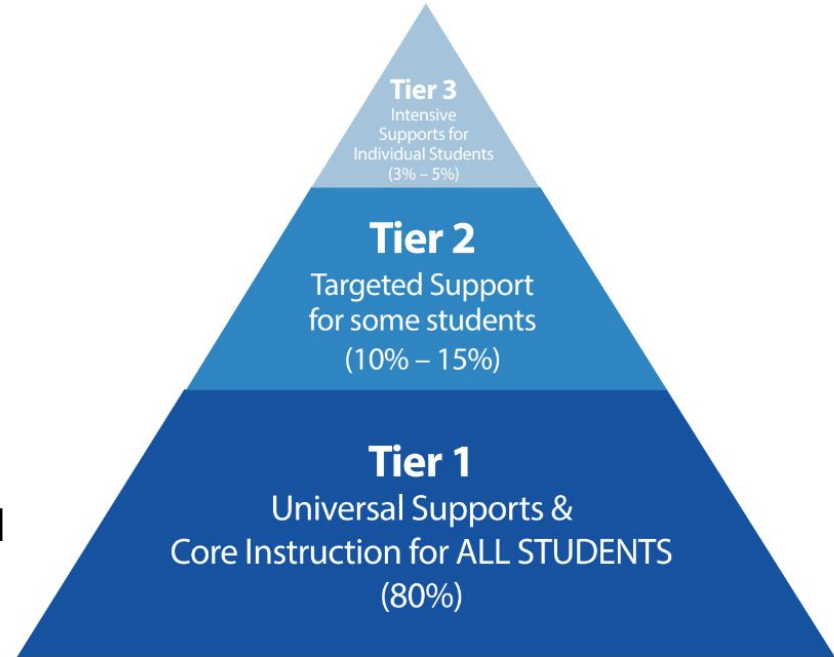
Students meeting state grade-level expectations.



3rd Gr. EL's: 9.4% meeting ↓ 2.3%

Multi-Tiered System of Support (MTSS) Framework

- MTSS provides a continuum of supports using data-based decision making
- BSD literacy data indicates the need to:
 - **strengthen core instruction for all students (Tier 1)**
 - provide targeted supports for some students (Tier 2)
 - provide intensive supports for individual students (Tier 3)



Core Instruction for ALL Students

“Core instruction is the highest-leverage investment for improving early literacy.”

Oregon Early Literacy Framework (54)

This includes:

- Research-based instructional practice (Science of Reading)
- High quality instructional materials
- Professional learning systems

How Students Learn to Read: 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 science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.”

The Reading League

Science of Reading

The Science of Reading



Science of Reading

- In the last 30 years neuroscience has been able to see what the brain does when it reads.
- One of the biggest changes: We used to believe that we read whole words at a time.
- This idea influenced the Whole language/Balanced literacy theorists and publishers (cueing).
- Instead, we actually analyze every individual phoneme/grapheme (letter/sound) correspondence.

Let's see some examples...

Causal
Casual

Conservation Conversation

Learning to Read

In order to read, we need to understand the alphabetic principle that involves mapping graphic symbols to spoken speech units, which is a complex process - especially in English!

And... this research does not change other features of the brain, such as the impact on executive function and working memory that happens in the frontal lobe with trauma.

Conceptual Models

- The Simple View of Reading
- Scarborough's Reading Rope
- The Five Pillars or Components of Reading
- The Four Part Processing Model
- The Active View of Reading

Oregon Early Literacy Framework (25)

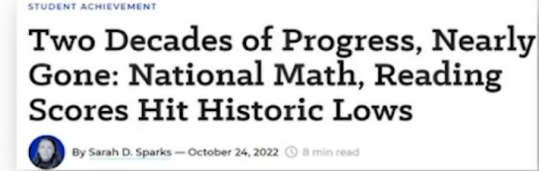
Why now?

Most recent forces behind policy changes:

☐ Science of Reading Resurgence



☐ NAEP 4th Grade Reading Data



☐ Dyslexia-Focused Reform



☐ COVID-19 Pandemic



History of Reading Debate

- Cueing theory – students don't need to sound out words but can use or rely on other cues on the page to read
- 1970s/1980s: whole language
- Clear by 1990s that foundational skills are needed
- Reading First (2001) intended to get the research into the classrooms and whole language discredited; experts agree that Reading First failed
- Phonics added back in - but cueing theory persisted as well and other strategies to figure out the words continued
- “Balanced Literacy” intended to support phonics and other key aspects of reading research (background knowledge, engagement, motivation, etc)

Reading Science and English Learners

- There should not be a one size fits all approach to teaching reading.
- Literacy blocks that focus solely on foundational word reading skills should not take the place of ELD, oral language development, primary language support, etc.
- A focus on phonics and/or phonic decoding only for an extended period of time in isolation of other subcomponents of language and literacy (encoding, fluency, vocabulary, comprehension) is not supported by the SOR.
- Whenever possible, students should have access to dual language instruction
- During instruction, opportunities to integrate language, literacy, writing, and content knowledge should be provided

[Full Statement](#)

House Bill 3198 (2023)

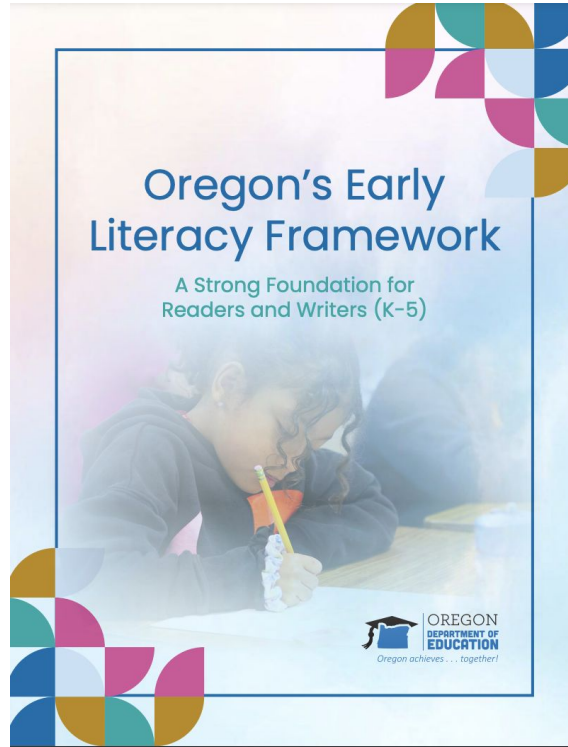
Establishes the **Early Literacy Success Initiative** which is funded by the **Early Literacy Success School Grant**

Purpose:

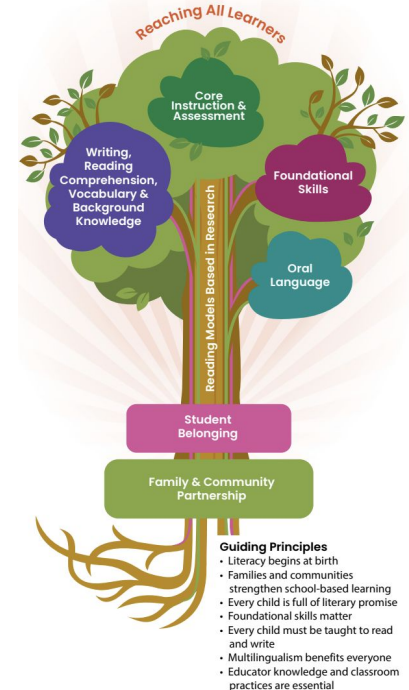
- Increase early literacy for children from birth to Grade 3
- Reduce early literacy academic disparities for student groups that have historically experienced disparities
- Increase support to parents and guardians to enable them to be partners in their children's literacy skills & knowledge
- Increase access to early literacy support that is research-aligned, culturally responsive, and student and family centered

Oregon's Early Literacy Framework

The purpose of Oregon's Early Literacy Framework is to build statewide coherence, clarity, and common ground. It is also to fuel action and improvement in supporting districts and schools in implementing a comprehensive literacy vision and plan.



Framework Overview



Adolescent Literacy Framework



Oregon's

**Instructional
Frameworks**

**Adolescent
Literacy**

Coming Soon!

Oregon's Adolescent Literacy Framework aims to build momentum and capacity for strengthening literacy instruction across disciplines, ensuring that every adolescent in Oregon can harness their linguistic strengths and existing knowledge to achieve academic success.

Elementary Literacy

- **Assessment**
 - STAR Reading/Early Literacy
- **Core Instruction (Tier 1)**
 - Houghton Mifflin Harcourt Adoption
 - Classroom Practice
 - Co-Teaching
- **Professional Learning**
 - Academic Coaches
 - PLCs
 - Data Literacy
- **Early Literacy Grant**

Assessment: STAR Literacy Screeners

- This year, Beaverton is screening all students (K-5) using the STAR Early Literacy Screener (grades K-1) and STAR Reading Screener (grades 2-5) in the fall, winter, and spring
- School teams review this data to determine to what extent we are meeting the literacy needs of all students and determine areas for targeted instruction and intervention
- Our focus this year is to **strengthen core instruction** so that 80% of our students are successful at the Tier 1 level

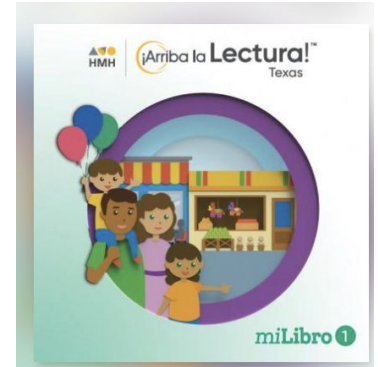
Core Literacy Instruction - HQIM

“Core instruction is the highest leverage investment for improving early literacy.”

“It is important to ensure coherence in **high quality instructional materials**, strategies, language of instruction, and routines across the support continuum to avoid “curricular chaos” and to create a connected literacy learning experience for students”

Oregon Early Literacy Framework (54-55)

HMH Adoption: *Into Reading* and *Arriba la Lectura*



HMH Implementation (Year 1)

This year, we are implementing *Into Reading* and *Arriba la Lectura*. This is guided by the [BSD K-5 Reading & Writing Agreements](#).

The agreements are a cohesive and comprehensive list of core components for reading and writing instruction that will be implemented for all students.

BSD K-5 Reading Agreements (DRAFT)			
<p>Core Reading: 60-90 minutes of core instruction daily, consisting of grade-level whole group instruction, differentiated small group instruction in support of accessing grade-level standards, and aligned independent practice.</p> <p>Whole Group: The teacher begins with a short whole-group lesson focused on a specific reading strategy, skill, or concept (grade level standard). This might include teaching students to break words into parts, infer, make predictions, read fluently, or summarize texts.</p> <p>Small Group: Students receive responsive small group instruction aligned to whole group instruction <u>and/or</u> to address student-identified needs aligned to data.</p> <p>One of One Conferencing: The teacher meets with individual students to provide personalized support and feedback. Conferences <u>might</u> involve practicing foundational skills, assessing comprehension, or setting reading goals.</p> <p>Independent Work: Students engage in independent practice aligned to previously taught skills. (CCSS)</p>			
Components	Belief	Best Practice/Resource	HMH Resource(s)
Oracy	<p>Surround students with language-rich experiences by providing a variety of opportunities for oral language development throughout the day</p> <p>Integrate Across the Curriculum: Integrate oracy instruction across all areas of the curriculum, including language arts, science, social studies, and the arts. Provide opportunities for students to practice speaking and listening skills in diverse contexts.</p> <p>Create opportunities to affirm student's identities and home culture/language</p>	<ul style="list-style-type: none"> • Collaborative conversations (i.e. Think pair, share, partner sharing, role-playing, and collaborative projects) • Singing songs, rhymes, and chanting • Imaginative Play • Think, pair, share • Interactive Read Aloud • Oral storytelling • Playful Inquiry 	
Foundational Skills -Concepts of Print -Phonemic Awareness -Phonics	<p>Teach skills explicitly and systematically, moving from simple to more complex skills.</p> <p>Use precise, simple language and ensure that instructions and explanations are short and clearly</p>	<p>Teach students to recognize and manipulate segments of sound in speech (<i>phonemic awareness</i>).</p> <ul style="list-style-type: none"> • Say it and Move it (Elkonin boxes) • Continuous Blending • Kinesthetic tools: whiteboards, magnetic letters, sound boxes, 	

HMH Implementation (Year 1)

- **Professional Development** - provided for all K-5 staff and inclusive of curriculum, practices, and materials with Oregon's Early Literacy Framework as the foundation (2 days - spring 2024)
- **Coaching Academy** - building capacity of academic coaches to support teachers with implementation of new curriculum and best practices in literacy instruction (summer 2024)
- **K-1, 2-3, 4-5 Reading & Writing Cohorts** - co-construction of curriculum maps with teachers during Year 1 implementation (2024-2025)
- **Grade Level Planning PLCs** - dedicated planning time for grade level teams at each school with classroom teachers, ELD teachers, and academic coaches (fall/winter/spring 2024-2025)

HMH: Structured Literacy in the Classroom

RALEIGH HILLS ELEMENTARY

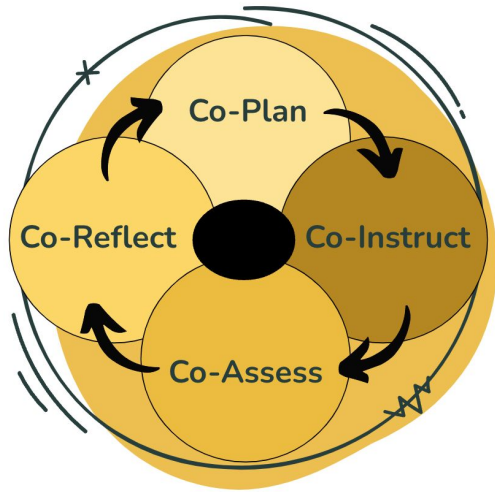
STRUCTURED LITERACY

Ms. Kreitzer's First Grade Class



Co-Teaching & Literacy Block

All elementary classroom teachers received training on the English Language Development model of co-teaching, which consists of four parts (co-planning, co-instructing, co-assessing, and co-reflecting).



Relevant and Rigorous Content

Multilingual learners will see themselves reflected in authentic texts that reach grade level and beyond. Teaching supports maintain high expectations while ensuring students have appropriate scaffolding to tackle complex material.

Co-Teaching & HMH

HMH provides extensive scaffolds for multilingual learners built into the curriculum, such as:

- Teacher's Guides for ELD teachers to support the co-teaching model
- Materials that scaffold the learning at the Tier 1 level for multilingual learners, such as the English Language Development Tabletop Mini Lessons and the Tabletop Mini Lessons for Reading
- Materials that provide focused support to newcomer students, such as Structured Literacy program with scaffolds for speakers of various languages and English 3D resources for newcomers
- Graphic organizers that help to build student schema for deep meaning-making of content through the use of the MyBook
- Ongoing professional development to support classroom and ELD teachers

Early Literacy Success Grant

- Purchase of **evidence-based instructional materials** from ODE approved list of instructional materials (HMH *Into Reading* and *Arriba la Lectura*), plus supports for multilingual students
- **Professional development** for teachers in evidence based practices includes spring 2024 training and 2024-2025 grade level planning PLCs
- **Academic coaches** in all 34 schools, supporting core instruction and implementation of HMH curriculum

Early Literacy Success Grant

High Dosage Tutoring:

- Implemented in twelve Title I schools this year
- Two vendors: Reading Results and Ignite Reading
- Schools selected based on spring 2024 3rd grade OSAS data and students selected using STAR screener and other diagnostic reading assessments
- Student growth will be measured using STAR screeners

Secondary Literacy

- **Assessment**
 - STAR Reading Screener
- **MS/HS Language Arts & English Language Proficiency Adoption Process**
- **Professional Learning**
 - Core Instruction
 - Data Literacy
- **Intervention**

Assessment: STAR Literacy Screeners

- Similar to elementary programs, Beaverton is screening all secondary students (6-12) using the STAR Reading Screener in the fall, winter, and spring
- School teams review this data to determine to what extent we are meeting the literacy needs of all students and determine areas for targeted instruction and intervention
- Our focus this year is to **strengthen core instruction** so that 80% of our students are successful at the Tier 1 level

6-12 LA/ELP Adoption Process

The following work is underway in the **6-12 LA/ELP Adoption Process** to support **core instruction** for all students:

- Revision and refinement of learning targets and rubrics aligned to ELA and ELP state/Common Core State Standards
- Review of ODE approved LA/ELP instructional materials by 6-12 LA/ELP Adoption Committee for recommendation to the School Board in April 2025
- Planning of professional development for MS/HS language arts and ELD teachers

6-12 LA/ELP Professional Development

Professional development to support **core instruction** will include:

- The Science of Reading principles applied to secondary education
- Analyzing STAR data to guide instructional planning
- Foundational skills training to address gaps in literacy development
- Implementing the Adolescent Literacy Framework in secondary classrooms
- Enhancing writing instruction with clear standards alignment
- Strategies for supporting multilingual learners through asset-based approaches
- Support for co-teaching models and consulting
- Developing oracy skills to enhance student engagement & academic language

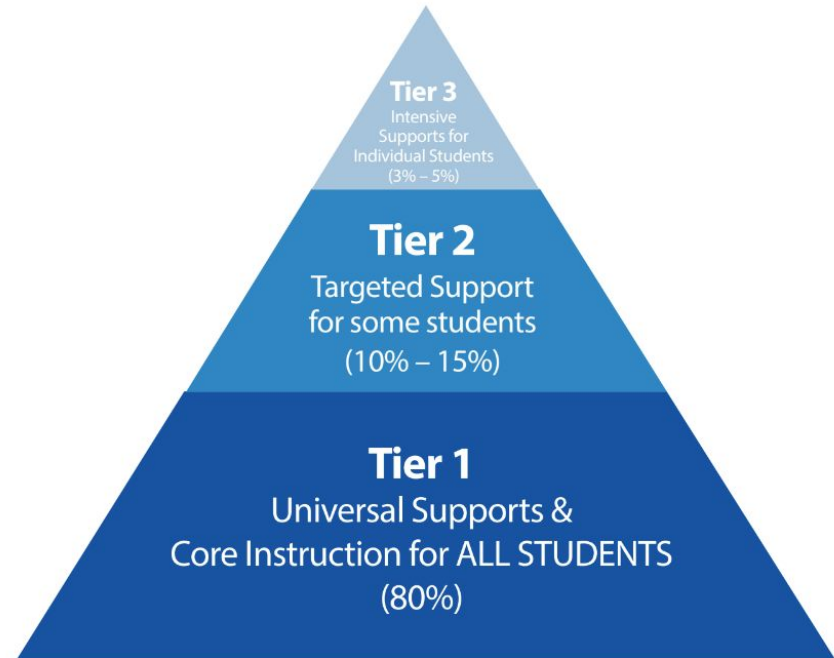
Reading Intervention

Middle school and high school teams use data from STAR screeners and other classroom based assessments to determine interventions. This includes:

- **WIN (What I Need) Time** in middle schools: targeted instruction focused on specific skill areas based on data (ex: reading informational text)
- Tools like **Lexia PowerUp** (Tier 2 intervention) at middle schools and high schools to support foundational reading skills
- Other targeted interventions

Next Steps

- Strengthen core instruction through instructional practices, high quality materials, and professional learning systems
- Continue identifying and supporting targeted (Tier 2) and intensive (Tier 3) supports for students



What questions do you have?