



Madison Metropolitan
School District
Instruction Work Group Nov. 2, 2020

EARLY LITERACY

A blurred classroom scene with a student's hand raised in the foreground. The background shows other students and classroom furniture, creating a bokeh effect. The text is overlaid on the left side of the image.

ANTI-RACIST PRACTICES AND HIGH EXPECTATIONS

2020-2021





Rooted in our commitment to Black Excellence, all students in MMSD will receive high-quality, grade level accelerated instruction.



EARLY LITERACY STRATEGY

Focus on Science of Reading

Educate and partner with our
entire community

Equity Imperative
Moving from talk to action

Partnership
with UW-Madison, Dean Diana Hess and
Gloria Ladson-Billings

Task Force
Uplifting voices

Learning from schools and
teachers who are piloting
materials and using LETRS

Phased Approach
Long Term Strategy and
Culture Shift

Identify measurements
of success

2020-2021



4K-12 Impact



- **Strengthening the transition 4K-5K and summer school experience for rising 5 year olds**
- **Focus on Text Based Teaching and Learning K-12 - building vocabulary and providing time for students to engage in dialogue using grade level vocabulary**
- **Increase Reading Certified staff 4K-12 to diagnose and provide appropriate intervention and instruction**
- **Train Secondary Reading Interventionists and Special Education staff on the Science of Reading and acquire appropriate, evidence-based, engaging materials, tools and resources**
- **Implement grade level screeners that provide insights into specific skill areas**



PARTNERING WITH LOCAL EXPERTS

Focus on Science
of Reading

Dr. Gloria Ladson-Billings

*Anti-Racist Practices,
Culturally Relevant Pedagogy, Science of Reading,
Professional Learning, Curriculum Development*

Diana Hess Dean,

*UW-Madison School of Education
Collaborating around Teacher Certification,
New Teacher Development and Support*

2020-2021



Why Early Literacy??

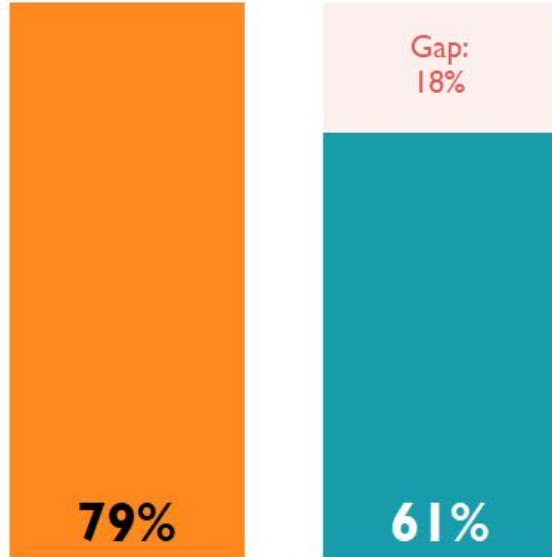
The 2019 NAEP results highlight the stark disparities in reading achievement for many student subgroups.

- In fourth and eighth grades, Black, Hispanic, American Indian/Native Alaskan, and Native Hawaiian/Other Pacific Islander reading achievement is hovering at the Basic level. None of the groups had an average reading score in the Proficient range.
- The same low performance trends hold true for students who qualify for free/reduced lunch, have disabilities, or are English Language Learners.



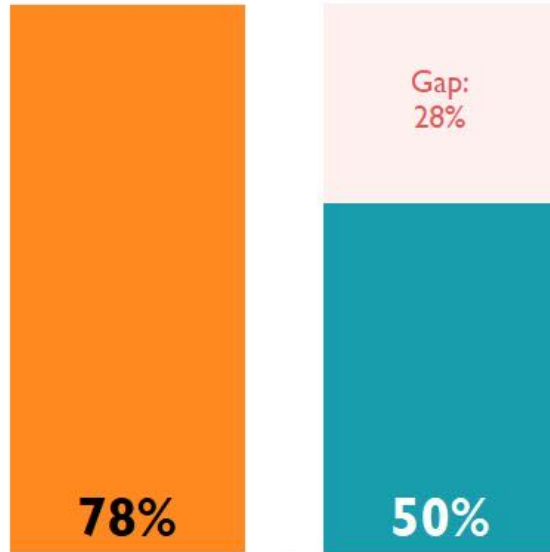
Percent of MMSD Students Meeting PALS Benchmarks by Grade, 2018-19

Kindergarten



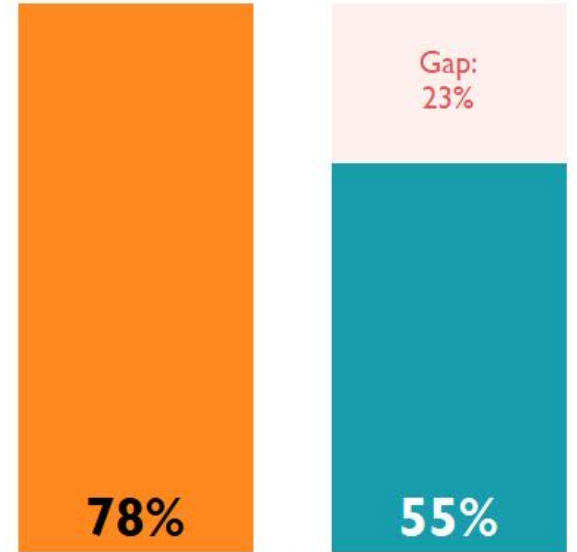
Gap:
18%

1st Grade



Gap:
28%

2nd Grade



Gap:
23%

All Other Students

Black or African American

All Other Students

Black or African American

All Other Students

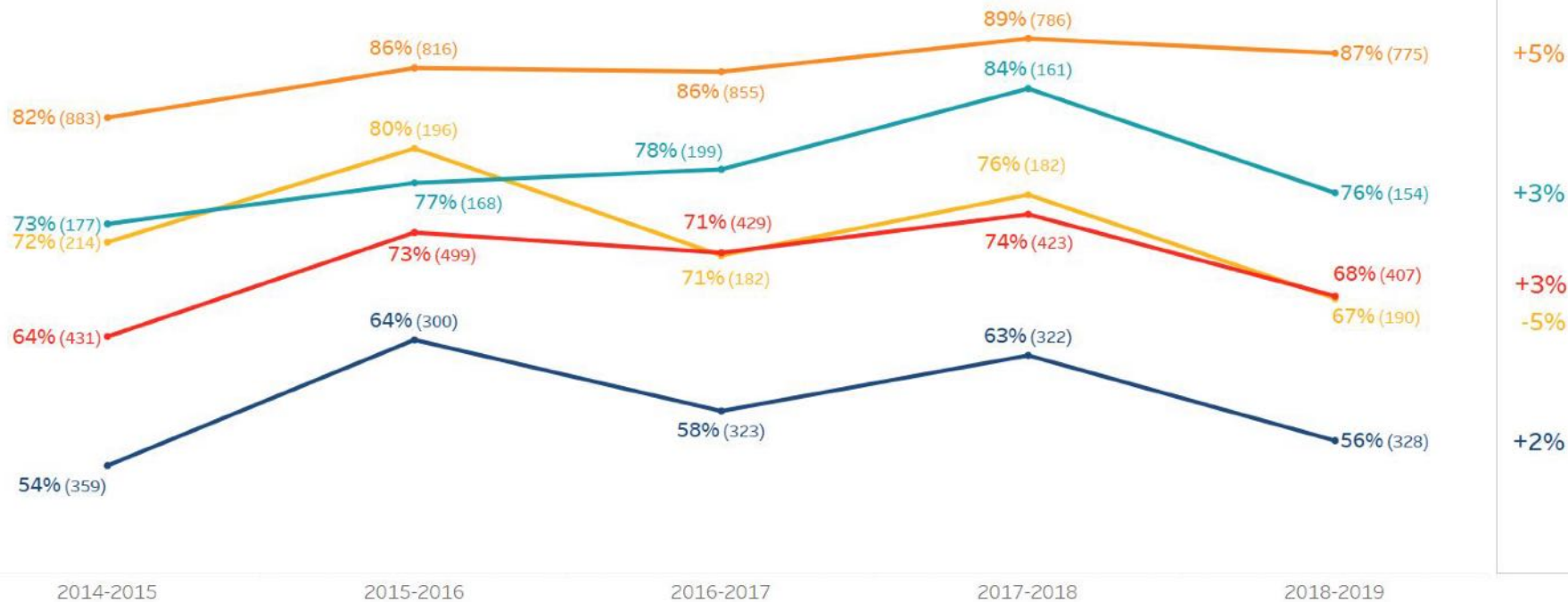
Black or African American

2020-2021



Percent of All MMSD 2nd Graders Meeting PALS Spring Benchmark

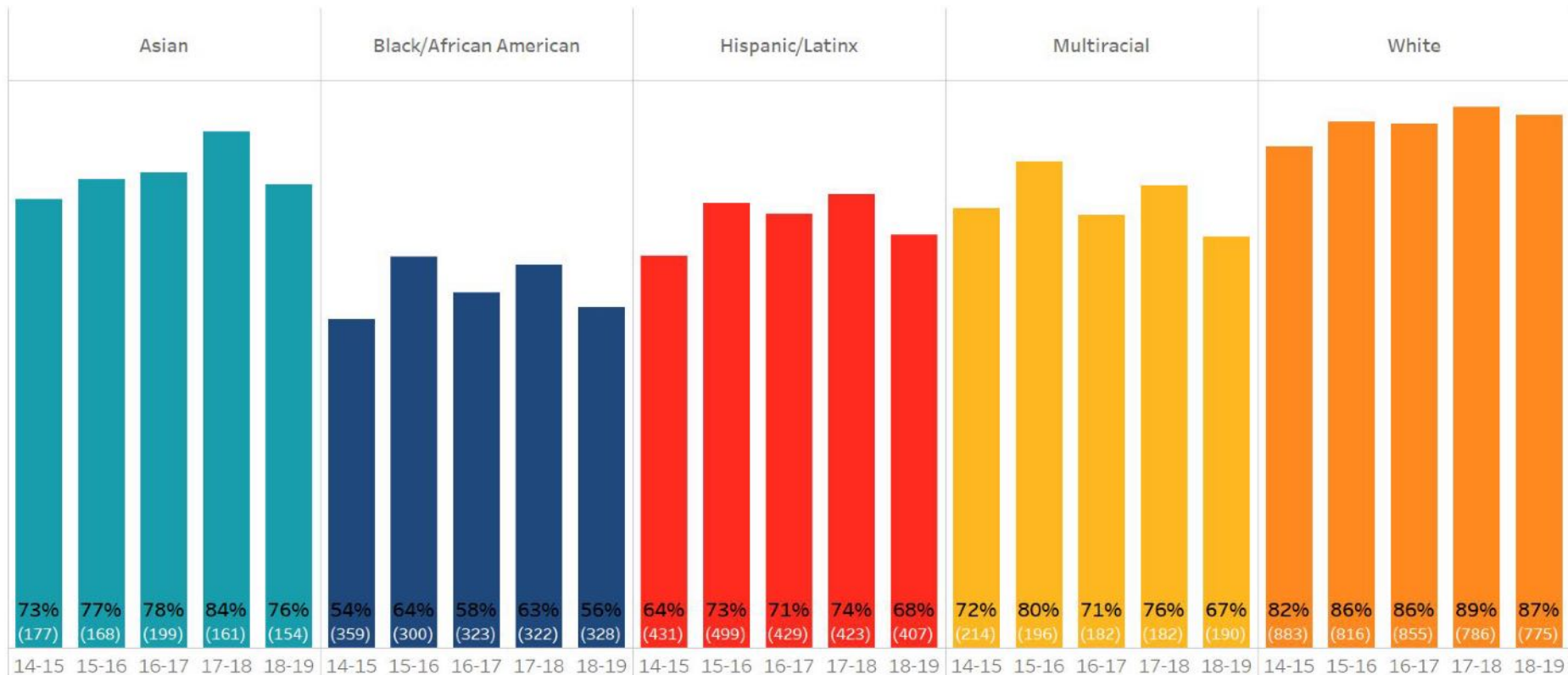
■ Asian
 ■ Black/African American
 ■ Hispanic/Latinx
 ■ Multiracial
 ■ White



2020-2021



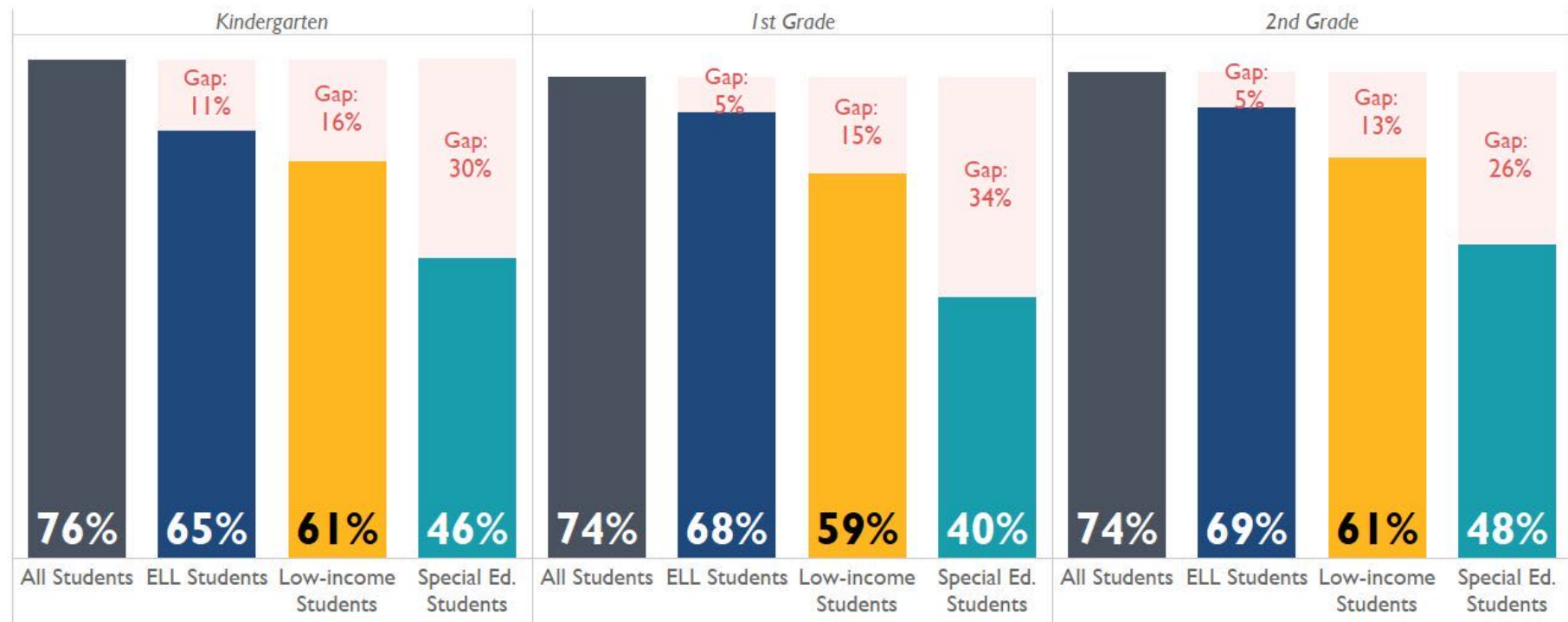
Percent of All MMSD 2nd Graders Meeting PALS Spring Benchmark



2020-2021



Percent of MMSD Students Meeting PALS Benchmarks by Grade, 2018-19



If an MMSD student does not meet PALS benchmark in 2nd grade, they have a:

47%

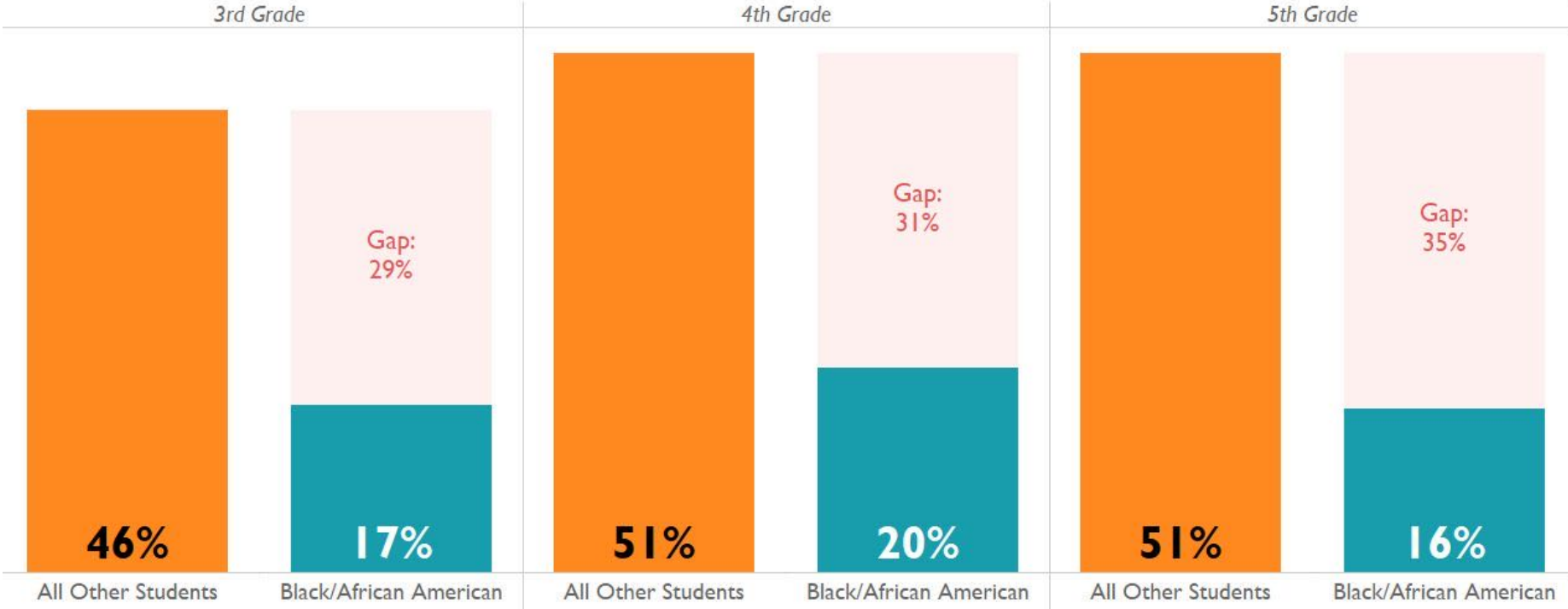
Chance of scoring proficient on MAP reading in grades 3-5 if they are not Black or African-American

For Black or African-American students not meeting 2nd grade PALS benchmarks, the chance of them scoring proficient on MAP Reading in grades 3-5 is

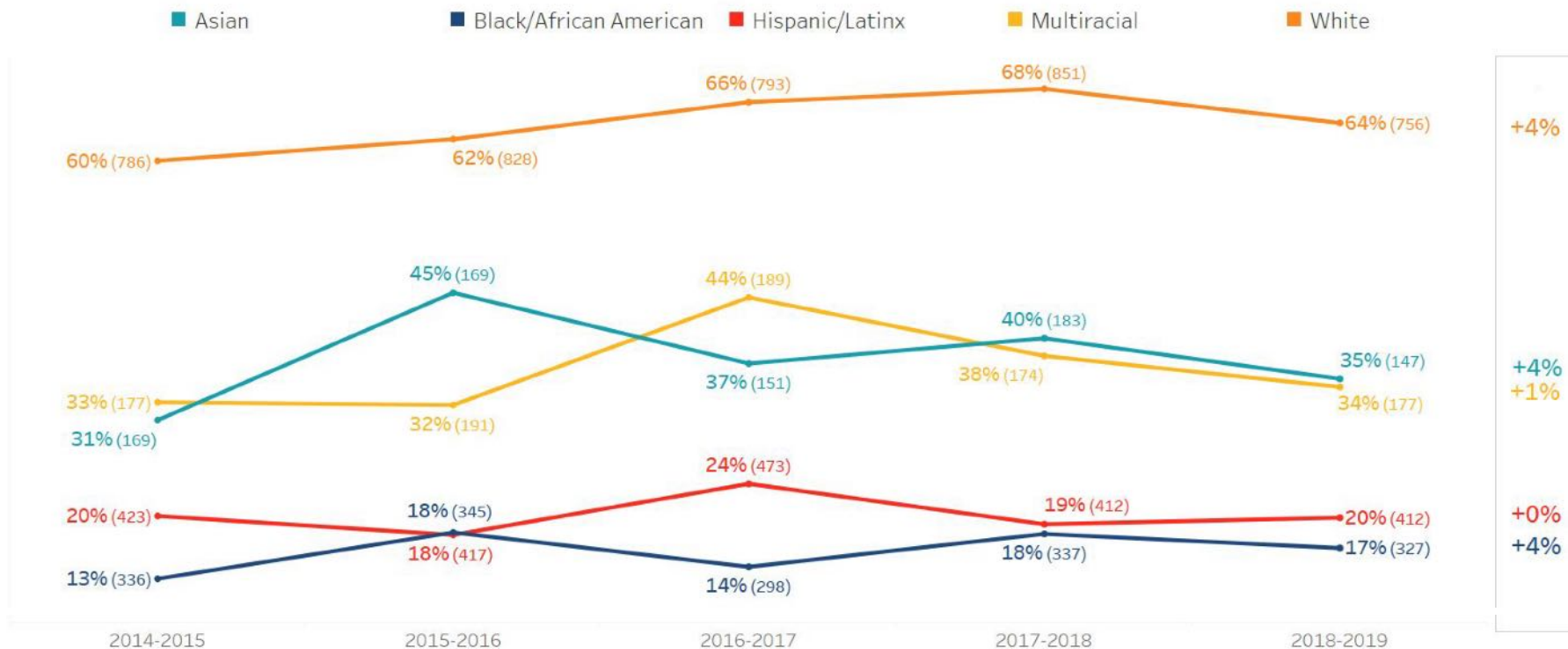
18%



Percent of MMSD Students Testing Proficient on MAP Reading by Grade, 2018-19



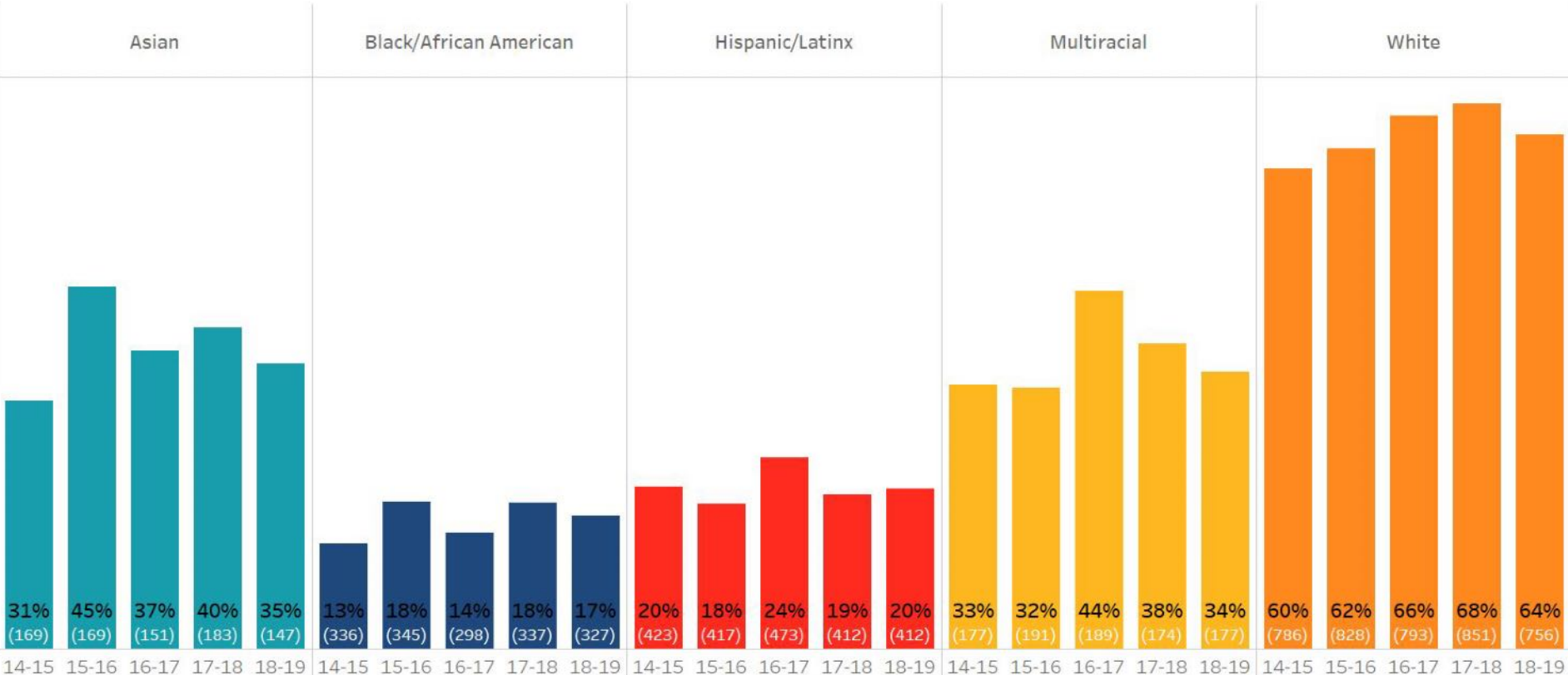
Percent of MMSD 3rd Graders Meeting Proficiency Benchmark on Spring MAP Reading



2020-2021



Percent of MMSD 3rd Graders Scoring Proficient on MAP Reading Spring

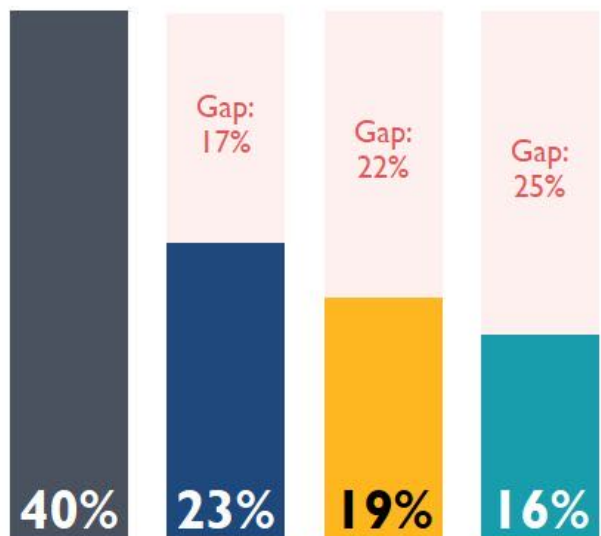


2020-2021



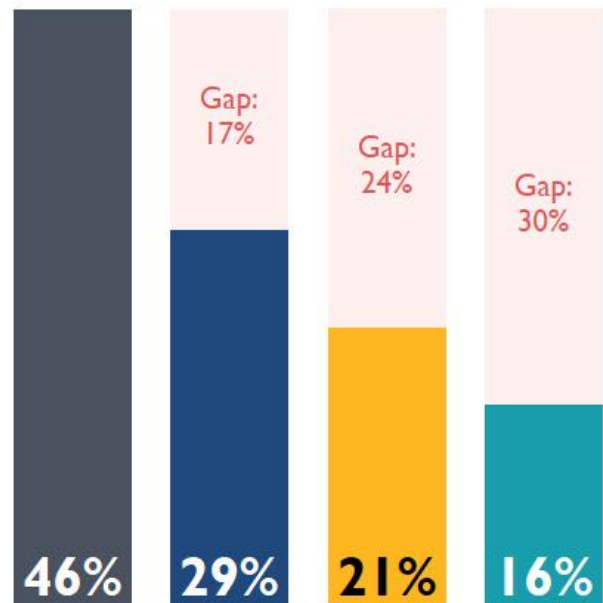
Percent of MMSD Students Testing Proficient on MAP Reading by Grade, 2018-19

3rd Grade



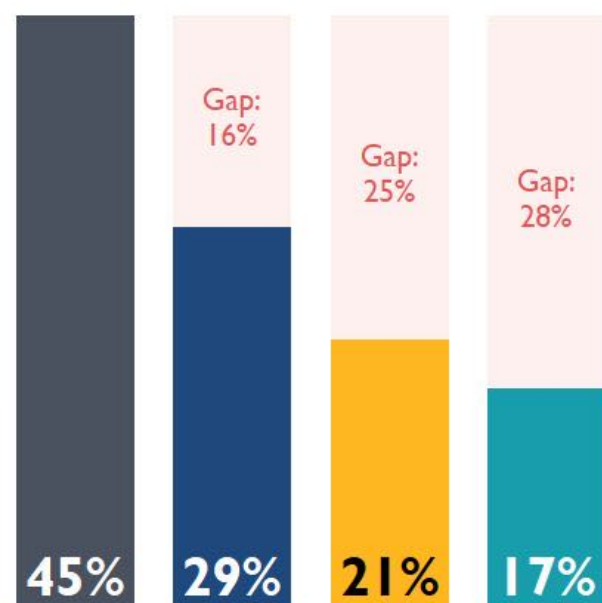
All Students ELL Students Low-income Students Special Ed. Students

4th Grade



All Students ELL Students Low-income Students Special Ed. Students

5th Grade



All Students ELL Students Low-income Students Special Ed. Students



“RESEARCH IS THE ONLY TOOL WE HAVE THAT ALLOWS US TO DETERMINE THE KINDS OF TEACHING MOST LIKELY TO ADVANCE OUR STUDENTS’ LEARNING; COMMONSENSE AND PAST EXPERIENCE ARE USELESS BEFORE SUCH QUESTIONS.”

TIMOTHY SHANAHAN





Research Findings

- Learning to read is not a “biological awakening” or “natural developmental process.”
- Consistent with two-component model, either one or both components can fail to develop (word recognition component and/or language comprehension component)
- Systematic, explicit instruction in reading foundational skills is required
- Early intervention is critical
- Importance of Phonological Awareness & Phonemic Awareness
- Reading failure is caused by an interaction among features of instruction and materials used



Why is the Science of Reading So Powerful?



Why is the Science of Reading So Powerful?

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

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.



What does LETRS- *Language Essentials for Teachers of Reading & Spelling* really look like?

Online Instruction &
Text Reading

1-2 hours each week
with grade level teams



Face-to-Face Training &
Classroom Application

~4 hours each month to
deepen & apply new
learning



100 Hours a Year
Invested in Our
Teachers.

LETRS = A dynamic approach immersing educators in the **What**, **Why**, and **How** of the Science of Reading



Core Materials:

What did we learn last year when we engaged in empathy interviews, surveys and focus groups?

- We need more time to **hear the voices** of our students, staff, community partners and reading experts
- Teachers wanted resources and training to support **high quality phonics instruction**, teachers wanted to **learn about explicit, structured phonics**
- Schools need **standards-aligned, researched based and historically accurate core materials**
- Parents wanted to know more details about **how their child was learning to read**
- Students deserve to engage with **grade level texts** and have intentional opportunities for collaboration that **elevates academic language**



What has already been done with the Science of Reading, LETRS Training, and Core Materials?

Pilot Year: SY19-20

Science of Reading/LETRS training:

- 33 Central Office and school staff participated, 15 completed Units 1-4
- Expand understanding of Science of Reading
- 3 Student Services Staff completed facilitator training for Units 1-4

Core Materials:

- Empathy Interviews
- Data collection
- Pilot with EL Education

Now: SY20-21

Science of Reading/LETRS Training:

- Several cohorts: 14 staff continuing with Units 5-8; 35 new staff on Units 1-4; School K-2 teams at LVM and Gompers
- Principals, Central Office and Instructional Coach PD
- Literacy Symposium- June 2021 with Gloria Ladson-Billings
- Principal LETRS Administrator Training - Summer 2021

Core Materials:

- EL Education lesson pilots and new pilot for DLI/DBE
- Re-visit and adjust a Draft Core Materials Adoption Process and Timeline



Moving Forward: Science of Reading, LETRS, and Core Materials

DRAFT - Year 1: SY21-22

**dependent on budget

- **Science of Reading/LETRS Professional Learning**
 - **Instructional Coaches** move through LETRS Units 1-4
 - **K-2 teacher teams (including CC teachers & reading interventionists)** move through LETRS Units 1-4
 - **Early Adopter School Teams (LVM and Gompers)** continue with LETRS Units 5-8
 - **Early Adopter individuals** continue with LETRS Units 5-8
 - **Literacy Symposium June 2022**
 - Science of Reading awareness continues to expand at the MS & HS level
- **Core Materials:**
 - K-5 teachers explore and implement foundational skills lessons from 1-3 pilot curricula
 - Timeline finalized for phased approach to core materials adoption and implementation



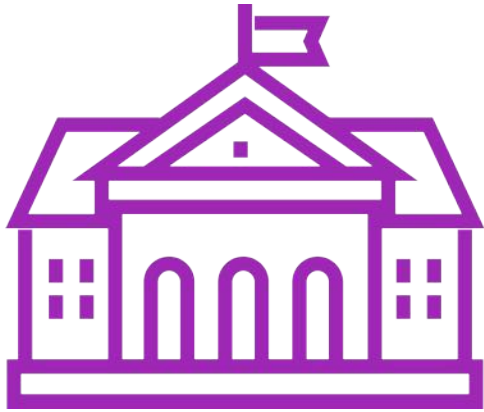
Moving Forward: Science of Reading, LETRS, and Core Materials

DRAFT - Year 2: SY22-23

**dependent on budget

- **Science of Reading/LETRS Professional Learning**
 - **Instructional Coaches** continue with LETRS training Units 5-8
 - **K-2 teacher teams** continue with LETRS training Units 1-4 or 5-8
 - **3-5 teacher teams** move through LETRS Units 1-4
 - Instructional coaches and principals continue to provide leadership and support to teachers
 - **Literacy Symposium June 2023**
- **Core Materials**
 - K-5 teachers implement foundational skills lessons and units in 1-3 pilot curricula
 - Phased Implementation of core materials and final selection





Elvehjem Elementary



Gompers Elementary





Elvehjem Elementary & Gompers Elementary

- What did we learn last year when we started the process?
- Our collaborative work for 2020-21 school year
 - Data driven culture with ANet Partnership
 - LETRS Training (K-2 teachers, BRT, and CC teachers)
 - Text based literacy approach



2020-2021





Elvehjem Elementary

I'm really enjoying learning the science of reading. I knew there was science behind it, but I didn't know exactly what it was. I know it's early in the process, and I'm excited to start using some of the things that we learn with kids. When I first started in the district 20 years ago, it was all about balanced literacy. At times to me it seemed like a "throw as much at them as we can and as many different ways as possible and hope that it sticks." This seems like a more precise science that I'm excited to learn how to use with any curriculum!

-First Grade Teacher





Elvehjem Elementary

We are really loving the EL (Expeditionary Learning) skills lessons, especially for second grade. Mondo was okay for first grade, but I imagine the EL skills for first grade and kinder would be better based on my experience with both.

We haven't gone far in the LETRS training, but it really makes sense and is so informative. It is refreshing to understand how kids learn to read, and I believe we will have the skills to teach every child to read when we are done. I am so excited that our district is investing in their teachers which is a true investment in every child that will come through the district.

– 2nd grade teacher





Gompers Elementary

Phonics and spelling instruction may not make sense to students unless they are developing a fairly high level of proficiency with phoneme awareness (*see Kilpatrick, 2015*). Knowing this, the best way to help our students is to educate teachers about phoneme awareness and how to teach it with skill, accuracy and engagement. This is one of many benefits of the Letrs Training. Kindergarten Teacher

"I knew reading was hard, but I didn't know that it requires several major regions of the left side of the brain to perform. In addition, I learned that we cannot understand by reading what we cannot understand by listening. Listening and Oral Language are major sub skills needed to become a proficient reader." Second grade teacher



NEXT STEPS



2020-2021





TASK FORCE

Lifting Voices (Staff, Community, Families, Students, Local Experts)

Hearing diversity of thought

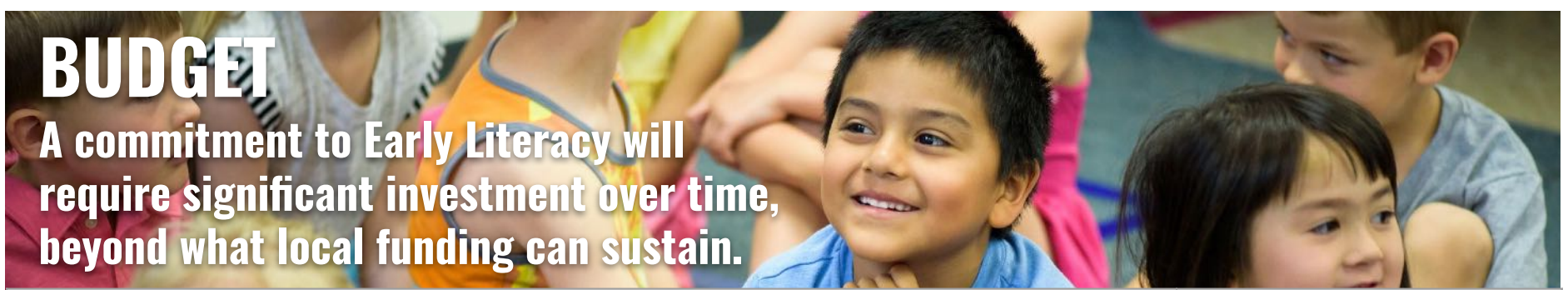
Learning about the Science of Reading

Sharing perspectives that are based on research and results

Examining materials and resources, and informing timelines

BUDGET

A commitment to Early Literacy will require significant investment over time, beyond what local funding can sustain.



Initial Priority Investments via Referendum (passing budget):	
Year 1 - Early Literacy Focus:	
- Reading Materials, incl. Explicit/Structured Phonics	\$600K (+\$400K budgeted)
- Literacy Science of Reading Professional Learning; strengthen 4K/5K Transitions	\$100K-\$150K
- Increase highly qualified staff - Reading Certification.	\$200K-\$300K
- Full Day 4K Pilot	budgeted



THANK YOU

2020-2021

