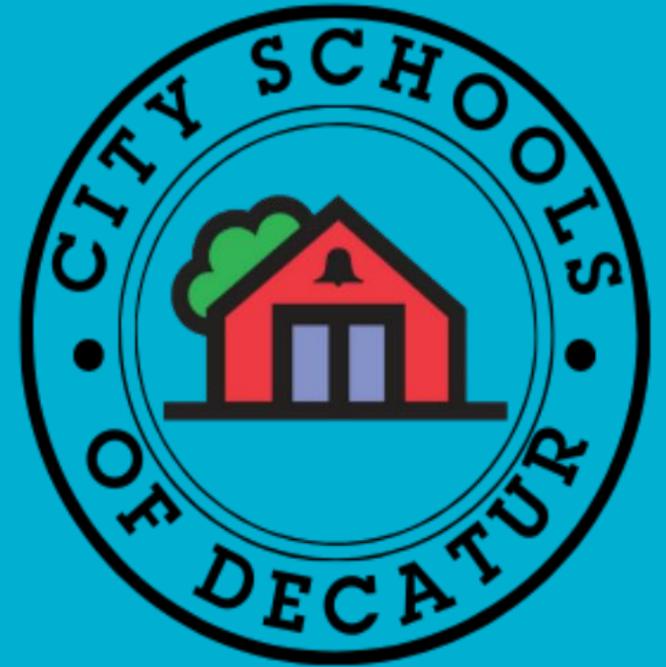


CSD Dyslexia Task Force



April 25, 2023

Purpose of the CSD Dyslexia Task Force Mission

To support CSD in building an informed and educated school community that proactively identifies struggling readers and delivers sustainable, equitable, and proven effective reading instruction for all students, including those who are identified as having characteristics of dyslexia and or struggling readers to become skilled lifelong readers.

Dyslexia Task Force Screening Process

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FINDINGS

CSD's Current screening process includes these screeners and procedures for additional testing:

	Fall	Winter	Spring
K	MAP Reading score below the 20%ile AND Acadience Reading Composite 13 or below	MAP Reading score below the 20%ile AND Acadience Reading Composite 85 or below	MAP Reading score below the 20%ile AND Acadience Reading Composite 89
1	MAP Reading score below the 20%ile AND Acadience Reading Composite 97 or below	MAP Reading score below the 20%ile AND Acadience Reading Composite 100 or below	MAP Reading score below the 20%ile AND Acadience Reading Composite 111
2	MAP Reading score below the 20%ile AND Acadience Reading Composite 109 or below	MAP Reading score below the 20%ile AND Acadience Reading Composite 145 or below	MAP Reading score below the 20%ile AND Acadience Reading Composite 180
	Fall	Winter	Spring
3	MAP Reading score below the 20%ile AND AIMSweb Oral Reading Fluency (ORF) Score 67 or below	MAP Reading score below the 20%ile AND AIMSweb ORF Score 85 or below	MAP Reading score below the 20%ile AND AIMSweb ORF Score 101 or below



Findings

The following are required areas that screeners must measure, per SB48.

- Phonological and Phonemic Awareness
 - Sound Symbol recognition
 - Alphabet Knowledge
 - Decoding Skills
 - Rapid Naming
 - Encoding Skills
-

MAP Growth measures these areas in K-2:

Here are some areas that your child may be expected to know on their MAP Reading K-2 test:

Skill Type	Content
Foundational Skills	Phonics and Word Recognition Phonological Awareness Print Concepts
Literary and Informational Text	Meaning, Context, Craft, and Structure Informational Text: Key Ideas, Details, Craft, Structure Literature: Key ideas, Craft, Structure
Language and Writing	Capitalize, Spell, Punctuate Language: Grammar, Usage Writing: Purposes: Plan, Develop, Edit Text Types and Purposes, Research
Vocabulary Acquisition and Use	Word Meanings and Relationships
Vocabulary Use and Functions	Language: Context Clues and References Vocabulary Acquisition and Use

Acadience measures these areas (K–6): Not all areas are measured in each grade level:

An Overview of the Acadience Reading Measures

Acadience Reading comprises six measures.

1. **First Sound Fluency (FSF):** The assessor says words, and the student says the first sound for each word.

2. **Letter Naming Fluency (LNF):** The student is presented with a sheet of letters and asked to name the letters.
3. **Phoneme Segmentation Fluency (PSF):** The assessor says words, and the student says the individual sounds in each word.
4. **Nonsense Word Fluency (NWF):** The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words.
5. **Oral Reading Fluency (ORF):** The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what he/she just read.
6. **Maze:** The student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence.

AimsWeb (3rd grade screener) measures these areas (those with a checkmark)

Measure	Acronym	Purpose	Grades 2-8 (Grades 9-12 use 8th grade forms)		
			Fall	Winter	Spring
		Screening or Monitoring			
Print Concepts	PC	Screening			
Initial Sounds	IS	Both			
Letter Naming Fluency	LNF	Both			
Phoneme Segmentation	PS	Both			
Letter Word Sounds Fluency	LWSF	Both			
Word Reading Fluency	WRF	Both			
Auditory Vocabulary	AV	Screening			
Nonsense Word Fluency	NWF	Both			
Listening Comprehension <i>(PreK-Grade 2 only)</i>	LC	Screening	✓	✓	✓
Spelling <i>(PreK-Grade 2 only)</i>	SP	Screening	✓	✓	✓

Measure	Acronym	Purpose	Grades 2-8 (Grades 9-12 use 8th grade forms)		
			Fall	Winter	Spring
		Screening or Monitoring			
Oral Reading Fluency	ORF	Both	✓**	✓**	✓**
Reading Comprehension	RC	Screening	✓*	✓*	✓*
Vocabulary	VO	Screening	✓*	✓*	✓*

Findings

- Current screening procedures require different assessments at different grade levels in an attempt to meet all areas of the screening mandate.
- Students must score below benchmark on *2 Universal Screeners* before the KTEA-III dyslexia screener is administered.
- Our assessment MAP Growth Reading does not effectively measure all of the Foundational Reading Skills as stated in SB 48

Findings

- Currently, in grade 3, Oral Reading Fluency is not universally screened for all students unless they score below cut off for risk on MAP Growth Reading.
- In 3rd grade MAP Growth Reading and Aimsweb do not measure foundational skills (phonological awareness, print concepts etc.)
- District may be missing some students that score above Universal Screening Cut Scores (20th PR) on MAP Growth reading or do not have **below benchmark or %tile scores on *BOTH* screeners.**
- Administration of screening can be time consuming and requires personnel capacity and expertise in administration due to Acadience, Aimsweb and KTEA-III being individually administered.
- Screening scores are a combination of Standard Scores, Criterion Referenced Scores and Percentiles which doesn't give a clear picture of granular skill levels.

Recommendations

- District should utilize Universal Screeners that comprehensively meet all areas of SB48.
- Students do not need to have below benchmark score on both Universal screeners to qualify for further testing of characteristics of dyslexia (via KTEA-III).
- Consider MAP Reading Fluency and Dyslexia Screener add-on as a universal screening tool for grade K-8. (Dyslexia screener K-3)
- Consider using cut-off scores that are aligned with CSD Multi-tiered Systems of Support.
- Consider an updated screening process that also incorporates a child's response to intervention as a pathway for further Dyslexia Screening (via KTEA-III).
- A focus should be made on progress monitoring in specific skill areas and timely transition between TIERs.

Recommended Screening process:

K-3rd universal SCREENING assessments:

- Acadience (Beginning, Middle and End of Year for all) - 10 minute assessment
- MAP Reading Fluency Dyslexia Screener (Once per term, per NWEA guidance) - 20 minute assessment
- Further screening assessments: KTEA-III

Grades 4-8 Map Reading Fluency

SCREENING PROCESS:

- Students who score below benchmark on Acadience OR MAP Reading Fluency (or MAP Growth, although it is not being given as a *dyslexia screener*), will receive Tier 2 or Tier 3 evidence-based intervention in their area of need, with frequent progress monitoring and timely transitions across tiers.* After an initial 6-8 week progress monitoring period, students who remain below benchmark proceed to take either KTEA or MAP Dyslexia Screener.

*See appendix

Recommended screening process:

All students in K-3	Acadience (Beginning, Middle, End of Year) and MAP Dyslexia Screener (once per term per NWEA guidance)
<p>Students who fall below or well below benchmark on any of the Acadience subtests*** or on any component*** of MAP Dyslexia screener:</p> <p>6-8 week progress monitoring period</p> <p>Or directly referred to further KTEA-III screening</p>	<p>Will receive Tier 2 or Tier 3** interventions for a 6- 8 week period, with appropriate progress monitoring</p> <p>If students still remain below benchmark, after 6-8 weeks of intervention, administer KTEA-III</p>
KTEA-III + Tier 3	<p>Given to students who remain below benchmark after 6-8 weeks of evidence-based intervention.</p> <p>Students who remain below benchmark after 6-8 weeks of skill-specific support, should also move to Tier 3 intervention (if not already in tier 3) and progress monitoring with school interventionists.</p>
Referred for special education evaluation	After no more than 12 weeks of progress monitoring, if a student is not making progress at an appropriate rate, refer for special education evaluation to determine if a learning disability (SLD/Dyslexia) is a factor.

Appendix: MAP Reading Fluency areas of measurement (left) and Benchmark Test Subtypes (right):

<https://teach.mapnwea.org/impl/MAPReadingFluencyGuide.pdf>

	MAP Reading Fluency Test Types			
	1. <u>Benchmark Tests</u>	<u>Progress Monitoring</u>		3. <u>Dyslexia Screener</u>
		Foundational Skills	Oral Reading	
Recommended grade levels	Pre-K through 5	K–5	Grade 1 (spring only) and grades 2–5	Available for K–3 only
Test content	Oral reading fluency, literal comprehension, and/or foundational reading skills, depending on <u>test subtype</u> assigned; universal screening for possible reading difficulty*	Phonological Awareness and/or Phonics & Word Recognition	Oral reading fluency and literal comprehension	Foundational reading skills and naming speed (Rapid Automatized Naming [RAN]); identifies students with possible risk factors for dyslexia or other reading difficulties

1. Adaptive Oral Reading (recommended for most students): This most adaptive option assesses students on Foundational Skills or oral reading fluency, depending on performance during the test and grade
2. Adaptive Oral Reading - Passages Only: Assesses students on oral reading skills only
3. Foundational Skills: Assesses students on Foundational Skills only
4. Foundational Skills - Beginner: Assesses students on print concepts and early Foundational Skills only

Appendix: MAP Dyslexia Screener areas of measurement

https://www.nwea.org/resource-center/fact-sheet/47615/MAP-Reading-Fluency_Dyslexia-screener_NWEA_factsheet.pdf/

The MAP Reading Fluency Dyslexia Screener measures the skills with which students with dyslexia and other reading difficulties are likely to struggle.

SKILL AREA	DESCRIPTION	MAP READING FLUENCY DYSLEXIA SCREENER MEASURES
Phonological and phonemic awareness	The ability to recognize and manipulate sounds in spoken language. Phonemic awareness is a subset of phonological awareness and refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words.	<ul style="list-style-type: none"> • Rhyme completion • Counting syllables • Initial sound matching • Onset-rime blending • Blending phonemes • Phoneme counting • Phoneme addition/deletion • Phoneme substitution
Sound symbol recognition	The ability to match the letters of written language to the sounds of spoken language.	<ul style="list-style-type: none"> • Letter sound fluency
Alphabet knowledge	The ability to name letters and distinguish letter shapes.	<ul style="list-style-type: none"> • Letter knowledge
Decoding	The process of translating print into speech by rapidly matching a letter or a group of letters to their sounds.	<ul style="list-style-type: none"> • Word families: initial letter • Decoding: CVC • Decoding: single syllable • Sentence reading fluency
Encoding	The process of translating phonological information (sounds) into symbols (a letter or group of letters). Encoding is commonly referred to as spelling.	<ul style="list-style-type: none"> • Building words: one letter • Building words: CVC • Building words: single syllable
Rapid naming	The ability to quickly retrieve and encode phonological information into spoken words.	<ul style="list-style-type: none"> • Rapid naming (objects)
Vocabulary	Knowledge of word meanings.	<ul style="list-style-type: none"> • Picture vocabulary
Language comprehension	The ability to understand spoken language, measured by matching pictures to spoken sentences.	<ul style="list-style-type: none"> • Listening comprehension

Appendix: KTEA-III Areas of assessment

<http://downloads.pearsonclinical.com/images/Assets/KTEA-III/KTEA-3-Parent-Report.pdf>

Subtest Descriptions

This test includes subtests to measure listening, speaking, reading, writing, and mathematics skills. The following is a description of each subtest that was administered to your child.

Reading

Letter & Word Recognition	The student identifies letters and reads grade-appropriate words.
Nonsense Word Decoding	The student pronounces made-up words.
Reading Comprehension	The student reads symbols, words, sentences, and passages appropriate to his or her grade level, and then responds to comprehension questions.
Reading Vocabulary	The student reads a word in the context of a picture (early items) or a sentence (later items), and then selects a word that means the same thing.

Reading Fluency

Word Recognition Fluency	The student reads as many words as possible within a time limit.
Decoding Fluency	The student reads as many made-up words as possible within a time limit.
Silent Reading Fluency	The student has two minutes to silently read simple questions, and circle yes or no to each one.

Mathematics

Math Concepts & Applications	The student solves math problems that relate to real life situations and assess skills such as number concepts, arithmetic, time and money, and measurement.
Math Computation	The student solves written math calculation problems.
Math Fluency	The student writes answers to simple arithmetic problems within a time limit. Problems include addition and subtraction, and for later items, multiplication and division.

Writing

Written Expression	The student hears a story presented with pictures in a booklet and completes the story by writing letters, words, sentences, and (for students in grade 1 or higher) an essay.
Spelling	The student writes single letters and spells words dictated by the examiner.
Writing Fluency	The student writes simple sentences, each one describing a different picture, within a time limit.

Oral Language

Listening Comprehension	The student listens to sentences or passages, and then responds to comprehension questions.
Oral Expression	The student says a sentence to describe a photograph. Later items require the use of specific words or phrases.
Associational Fluency	The student has 60 seconds to say as many words as possible that belong to a particular category, such as animals or games.

Language Processing

Phonological Processing	The student responds orally to items that require manipulation of the sounds within words.
Object Naming Facility	The student names pictured objects as quickly as possible.
Letter Naming Facility	The student names upper- and lowercase letters as quickly as possible.

Appendix: Resources behind our reasoning

*An important feature for identification and intervention of risk for dyslexia is **timely transitions across tiers**. (SOURCE: “**Dyslexia: An ounce of prevention is better than a pound of treatment**” - Hugh W. Catts and Tiffany Hogan, published in the Reading League Journal 2021.)

- Some have suggested that MTSS for dyslexia can function as a “wait to fail” model (Fuch et al., 2012). As noted above it has been common for children at risk for dyslexia to have to experience considerable failure before receiving appropriate intervention (Ozernov-Palichik & Gaab, 2016). This could also be the case in an MTSS approach that is highly regimented and lockstep in its transitions across tiers.
- ****For MTSS models to be effective, children need to have instruction matched to their needs as best as possible (Al Otaiba et al.,2009).**
- For children who fail screening (and follow-up assessments), the most appropriate action is to provide **Tier 2 supplemental code-based instruction** that involves more **explicit instruction, scaffolding, and practice**.
- However, **for those at the highest risk**, research indicates that a **transition directly to Tier 3 Instruction**, which is more intensive and carried out by a highly skilled interventionist, will be most effective.
- For example, Al Otaiba et al.(2014) found that ****a dynamic MTSS approach that immediately assigned some children to Tier3 (or Tier 2) based on initial screening resulted in better reading outcomes than those of at-risk children who transitioned across tiers in a more lockstep fashion.**
- **Compton et al. (2012) have shown that careful initial screening can predict who is unlikely to respond to Tier 2 instruction and should be immediately assigned to Tier 3 instruction.**

Appendix: Resources behind our reasoning

The importance of looking at all of the components* of the screeners, not just the composite scores:** Phonemic Awareness and RAN (Rapid Automatic Naming) are the best predictors of future reading struggles. There is vast research support for this.

- Good, R. H. III, Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading*, 5(3), 257–288. https://doi.org/10.1207/S1532799XSSR0503_4
- Torgesen, J. K., & Burgess, S. R. (1998). Consistency of reading-related phonological processes throughout early childhood: Evidence from longitudinal-correlational and instructional studies. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 161–188). Lawrence Erlbaum Associates Publishers.
- Torgesen, J. K. (2004). Lessons Learned from Research on Interventions for Students Who Have Difficulty Learning to Read. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 355–382). Paul H. Brookes Publishing Co..
- Blachman, B. A. (2000). Phonological awareness. In M. L. Kamil, P. B. Rosenthal, P. D. Pearson, and R. Barr (eds.), *Handbook of Reading Research*, 3, pp. 483-502. Mahwah, NJ: Erlbaum.

Appendix: Resources behind our reasoning

Phonemic Awareness Research Says:

- "The best predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness)" (Lyon, 1995) Lyon, G. R. (1995). Toward a definition of dyslexia. Annals of Dyslexia, 45, 3-27.
- The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills (Smith, Simmons, & Kame'enui, 1998)
- Phonological awareness is teachable and promoted by attention to instructional variables (Smith, Simmons, & Kame'enui, 1998)
- Smith S. B., Simmons, D. C., & Kame'enui, E. J. (1998). Phonological awareness: Instructional and curricular basics and implications. In D. C. Simmons & E. J. Kame'enui (eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith S. B., Simmons, D. C., & Kame'enui, E. J. (1998). Phonological awareness: Research bases. In D. C. Simmons & E. J. Kame'enui (eds.), What reading research tells us about children with diverse learning needs: Bases and basics. Mahwah, NJ: Lawrence Erlbaum Associates.
- The effects of training phonological awareness and learning to read are mutually supportive. "Reading and phonemic awareness are mutually reinforcing: Phonemic awareness is necessary for reading, and reading, in turn, improves phonemic awareness still further." (Shaywitz, 2003)
- Shaywitz. S. (2003). Overcoming dyslexia: A new and complete science-based program for reading problems at any level. New York: Knopf.

Appendix: Resources behind our reasoning

The importance of RAN (Rapid Automated Naming) as a predictor:

- Among them, phonological awareness (PA) and rapid automatized naming (RAN) are well established as having a major impact on literacy acquisition in a lot of alphabetic writing systems varying in orthographic consistency (e.g., [Vaessen and Blomert, 2010](#); [Ziegler et al., 2010](#); [Caravolas et al., 2012](#); [Moll et al., 2014](#); see also [Scarborough, 1998](#) for a meta-analysis). They are also among the most robust correlates of reading difficulties (e.g., [Pennington and Lefly, 2001](#); [Ho et al., 2002](#); [Landerl et al., 2013](#); [Torppa et al., 2013](#)).
- Longitudinal studies rather found RAN as the most important predictor of reading measures ([Landerl and Wimmer, 2008](#); [Furnes and Samuelsson, 2011](#)). In poor readers, some authors demonstrated that poor performance in RAN predicted dysfluent reading, but not spelling deficits ([Wimmer and Mayringer, 2002](#); [Torppa et al., 2016](#)). Furthermore, RAN was found to contribute even more to reading speed than to reading accuracy across numerous languages ([van den Bos et al., 2002](#); [Georgiou et al., 2016](#); see also [Araújo et al., 2015](#) for a recent meta-analysis). Therefore, RAN has been identified as a universal marker of reading speed through automaticity.
- Reading is a complex process that requires the automatic integration of multiple cognitive and linguistic abilities. Reading-related skills such as rapid automatized naming (RAN), phonological awareness, and letter knowledge can all be measured at the pre-reading stage and predict later reading ability (Byrne et al., 1997; Pennington and Lefly, 2001; Scarborough, 1998; Schatschneider et al., 2004). However, it is currently a major challenge to accurately identify reading difficulties early in reading development, when intervention is likely more effective (Al Otaiba et al., 2014; Blachman et al., 2014; Cavanaugh et al., 2004; Lovett et al., 2017; Torgesen, 2004; Vellutino et al., 1998). Optimizing screening batteries that allow early identification of reading problems at the outset of schooling, and therefore earlier intervention, is critical to optimizing long-term outcomes for children with reading difficulties (Connor et al., 2014).

Teacher Learning Workgroup

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Professional Learning Framework

Foundational Knowledge ←→ Specific to Curriculum / Program / Assessment

Structured Literacy Foundational Knowledge

- ❑ Hill Science of Reading Course
- ❑ Dyslexia Endorsement (GA PSC)
- ❑ OG-70
- ❑ LETRS Cohorts
- ❑ LETRS Facilitator

Implementation Professional Learning

- ❑ EL and IB
- ❑ American Reading Company
- ❑ FUNdations
- ❑ Wilson Reading System - Tier 3/SPED
- ❑ Acadience

Professional Learning Framework Goals

Role	Curriculum-Based & Assessment PD	Structured Literacy Foundational Knowledge at Basic / Proficient Level	Advanced Structured Literacy and Specialized Intervention	Consistently <u>Demonstrate</u> Structured Literacy Practices
K-5 Teachers	100%	100%	Opt In Basis	85%+
K-5 Paras	*as needed	*as needed	*as needed	85%+
K-12 EIP/SpEd	*as needed	100%	100%	85%+
Grades 6-12 as needed	100%	100%	100%	85%+
K-12 Instructional Coaches	100%	100%	100%	85%+
K-5 School Leaders	100%	100%	*K-5 Principals	PLC Structure + Integration into practice
District Leaders	100%	100%	*Instructional Leaders	PLC Structure + Integration into practice

Structured Literacy Training (K-5, completed or enrolled)

	Hill- Science of Reading Course	Foundations- Launch Workshop	LETRS year 1 of 2	OG 70 hour
General Ed. Teachers	100% (by May)	82%	2%	34%
Paras	optional- 13 paras	0%- not offered	optional- 1 para	optional-1 para
EIP	100% (by May)	57%	20%	52%
SpEd	100% (by May)	30%	19%	30%
Instructional Coaches	100% (by May)	100%	33%	22%
School Leaders	100% (by May)	Leadership Series - All Principals	Summer 23- LETRS for Admin	1 principal- Fall OG course
District Leaders	100% (by May)	Both DRCs	Summer 23- LETRS for Admin	Both DRCs OG Summer Training

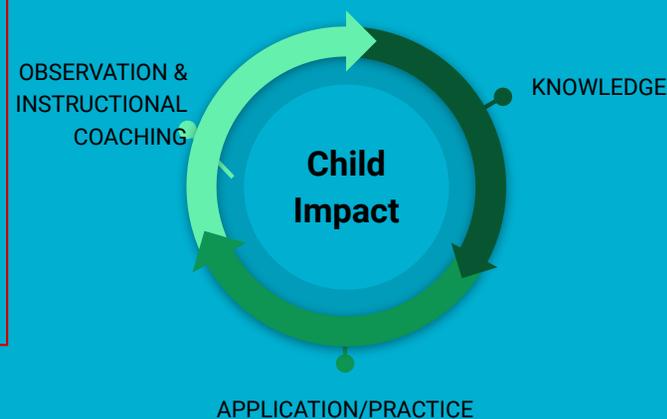
Professional Learning Framework

Foundational SoR Knowledge \longleftrightarrow Specific to Curriculum / Program / Assessment

Basic / Proficient SoR Understanding \longleftrightarrow Advanced / Specialized Understanding

Roles \longleftrightarrow

Teachers: K-5 Classroom, SPED, Paras
Instructional Coaches and Specialists
School-Based Instructional Leadership
District Instructional Leadership



Instructional Framework



K-2

Mastery of Knowledge & Skills
Inquiry-based



International Baccalaureate
Baccalauréat International
Bachillerato Internacional

3-5

Character	<p>Tier I - All Students/All Teachers Structured Literacy-</p> <p>American Reading Company-90 min/day Foundations Phonics- 30 min/day</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics • Fluency • Vocabulary • Comprehension <p>Universal Screening Assessments: K-5 MAP IRLA Acadience</p>	<p>Tier II- Students needing targeted intervention</p> <p>2 sessions per week</p>	<p>Tier III- Students needing intensive targeted intervention</p> <p>2 additional sessions per week</p>	Learner Profile
	<p>Aimsweb</p>			

High Quality Work

Transdisciplinary

Curriculum Based Training- Based on Perception of principals

"systemic and systematic training / consistent and pervasive"	ARC Knowledge Building/ Complex Text	IRLA Assessment	EL/IB
Glennwood	Yellow	Yellow	Green
Westchester	Red	Yellow	Green
Winnona Park	Yellow	Yellow	Green
Oakhurst	Yellow	Yellow	Green
Clairemont	Yellow	Green	Green
FAVE	Yellow	Yellow	Yellow
Tally	Yellow	Yellow	Yellow

Structured Literacy Assessment Administration and Data Interpretation Training

Teams	MAP Growth K-2	Acadience K-3	MAP Growth 3-5	AimsWeb
Teachers				
Paras				
SpEd				
Instructional Coaching				
School Leaders				
District Leaders				

Currently Planned PL for 2023-24

- Summer (June) Orton Gillingham Course, OG Certified courses on specific topics, OG Practicum
(Cost: OG 70 hour- \$16,000 for session, max 20 seats or \$1,200 per person)
- Continue to require new teachers to get Hill course (\$150 per person) and Foundations Launch Workshop (\$299 per person)
- Focus on SPED and EIP teachers- Wilson Reading System in pre-planning (\$679 per person for Intro), 3-day training in July 2023 *roughly \$64,000 for 50 people
- 10 hour admin/non-OG certified online course
- LETRS- Instructional Coaches, Leaders do LETRS for administrators

Professional Learning is ONE piece of the pie

Six Elements of Equitable Literacy Outcomes



Sample Framework

The Teacher Learning Workgroup talked about how professional learning is one piece of the pie, contingent upon many factors, including but not limited to:

- Support and investment (time, talent, treasure) from district and school leadership
- Clear and feasible district PD plan
- Scheduled weekly time for PD
- Stipends/subs as needed
- Aligned, clear and coordinated educational approaches (Ex. EL, IB, ARC, FUNdations)
- Aligned and available instructional materials
- Instructional Coaching to model, support and observe practices
- Aligned data and assessments that inform instruction, intervention etc.
- Tier 1 & Tier 2 instructional alignment and coordination - including ALL faculty/staff who work with students

Making it Work for Teachers

Protecting Teacher Time

Blending substitute coverage and stipends for PL

Purposeful use of monthly half days for literacy professional learning, scope and sequence outlined at the beginning of the school year

- Hill SoR cohort- new teachers
- Wilson Reading cohort -(SpEd and EIP)

Rollout

- FUNdations implementation with fidelity in every classroom
- LETRS for Leaders (Principals, APs + District Instructional Leader (2023-24)
- LETRS Training 100% Instructional Coaches (2023-24)
- Wilson Reading System for Grades 2-12 EIP & Special Ed (2023-24)
- LETRS Training 100% EIP & Special Ed (2024-25)

Final Thoughts and Reflections

1. Are we willing to align our investments to structured literacy (explicit, systematic, sequential, cumulative and diagnostic instruction in reading and writing), aligned to the Science of reading - including but not limited to core reading programs, assessments, intervention, teachers training, instructional coaching, etc.?

Without alignment, we undermine our own investments.

2. To what extent and with what urgency are we willing to leverage time, talent, and treasure needed to ensure every child-facing adult is trained in structured literacy?

We can not lead what we do not know.

Parent Resources

Courtney Simon

Patti Nation Fornwalt

Lori Garrett

Sarah Wyman

New CSD Dyslexia Webpage Mock-up [GaDOE](#)

[Dyslexia page](#)

District Home Our Schools ▾ Translate Language ▾ Website Admin



City Schools of Decatur

Home Our District Teaching and Learning Families Community Calendar

Home > Our District > Departments > Teaching and Learning > English Language Arts > Dyslexia Resources Popular Links ▾

ELA

- English Language Arts [↗](#)
- ELA Overview [↗](#)
- Reading Frequently Asked Questions [↗](#)
- Dyslexia Resources** [↗](#)
- Georgia Standards of Excellence [↗](#)
- Resources [↗](#)
- Curriculum Information [↗](#)
- Return to Departments [↗](#)

Dyslexia Resources

State/Federal Law	SB 48	 	
CSD Resources	MTSS	Pilot Information	
Guidance	Dyslexia Handbook	IDA Handbook	Advocating

Dyslexia FAQ's

CSD Dyslexia Web Page Enhancements

- Relocate from MTSS to ELA page (Teaching and Learning ⇒ English Language Arts ⇒ Dyslexia Resources)
- Include on the updated page information such as:
 - Dyslexia introduction (what it is and isn't, maybe myths, indicators by age, glossary of common terms or similar information)
 - Laws overview/links SB48, IDEA, etc
 - Pilot overview, both CSD and links to State info
 - Visuals/Graphics: Tables/process flows for important information like MTSS, the screening steps (easier to understand than lots of words)
 - Parent/Guardian advocacy information (requesting psych, etc.)
 - FAQs - address remaining after website is created
https://docs.google.com/document/d/1SG6bIGNNx_Qv369jWeEGS9gB9ThqEdY9/edit

Frequently Asked Questions

In an effort to provide as much information as possible in an easily accessible way, we suggest a comprehensive FAQ section that would include questions and responses in the following categories:

- General Literacy (instruction and how students learn to read)
- Universal Assessment/Dyslexia Screener
- Struggling Readers
- Dyslexia Information
- Evaluation
- Intervention/MTSS
- Other/General

CSD Dyslexia Campaign 2023-2024

In preparation for the implementation of the mandated Dyslexia screening in the 2024-25 school year, we propose information, education and interaction opportunities throughout the 2023-24 school year. Our proposed plan can be found here: [Campaign Plan](#)

