



PROFESSIONAL DEVELOPMENT

 **PARCA** 2022 ANNUAL FORUM

March 11, 2022 - The Harbert Center, Birmingham, Alabama



Laura Woolf and Cassandra Wheeler



A Focus on Literacy



**Creating a Shared Vision to Improve
Literacy Outcomes**

Improving Literacy Outcomes – Key Legislation

5



Early Learning Collaborative Act (2013)

Establishes Early Learning Collaborative (ELC) Pre-K programs in underserved areas throughout the state



Literacy-Based Promotion Act (2013)

Eliminates social promotion and focuses on improving the reading skills of all Kindergarten through grade 3 students



Kindergarten Readiness Assessment (2014)

Requires all Kindergarten students to be assessed at the beginning and end of year to determine readiness and growth



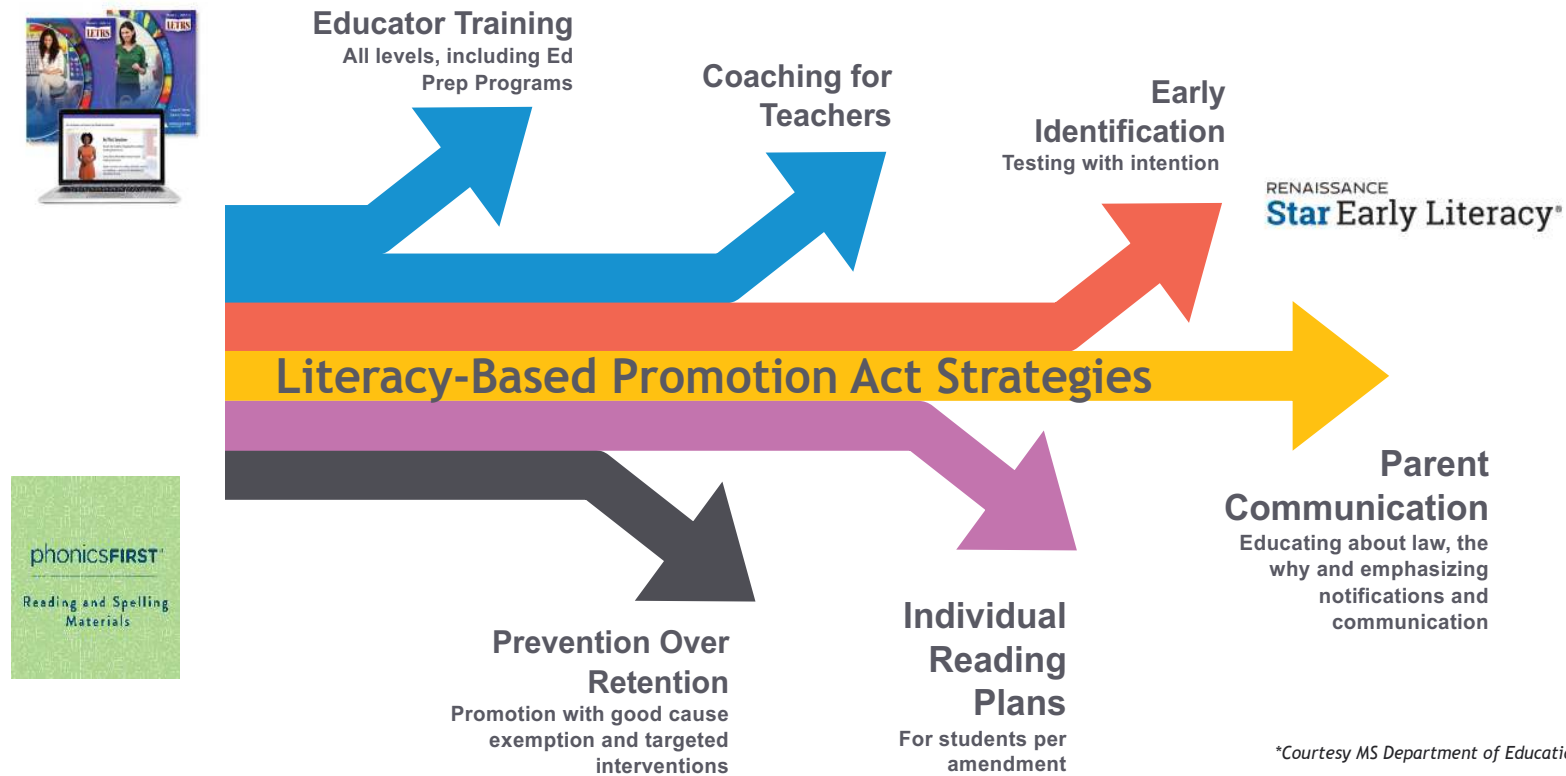
Dyslexia Scholarships

Provides school choice for students with dyslexia grades 1 through 12

Requires local adoption policies to screen students for dyslexia in kindergarten

A Focus on Literacy

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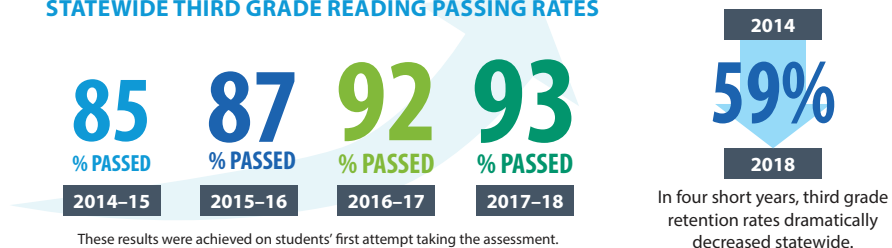




Mississippi Literacy Reforms Deliver Results

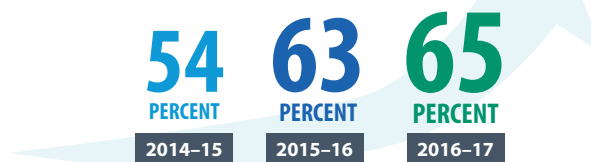
After four years, reforms implemented by passage of the Mississippi Literacy-Based Promotion Act are showing dramatic and consistent results as evidenced by student scores* on the state's Third Grade Reading Summative Assessment.

STATEWIDE THIRD GRADE READING PASSING RATES



The results* of the statewide early literacy assessment show Mississippi's kindergarten students made impressive gains, as well.

KINDERGARTEN STUDENTS MEETING END-OF-YEAR TARGET SCORES



Congratulations to Mississippi's students and educators!



Voyager Sopris Learning® has been working closely with Mississippi educators to improve literacy instruction. Contact **Laura Woolf** for more information about how we can help your district improve reading scores.
Laura.Woolf@voyagersopris.com | 205.394.1872

*Mississippi Department of Education



2018



LETRS initiative in Alabama over the years...

	LETRS 3rd Edition K-12	LETRS Early Childhood	LETRS for Adminstrators	Years Began	Year Complete	What content are participants learning now?
Cohort 1	232	128	0	Fall 2018	Spring 2020	Completed
Cohort 2	1,527	417	195	August 2019	August 2021	Starting Unit 7 Text-Driven Comprehension Instruction
Cohort 2B	486	60	92	Feb 2020	Feb 2022	
Cohort 3 General Population	4,661	616	372	June 2020	June 2022	Starting Unit 3 Teaching Beginning Phonics, Word Recognition, and Spelling
Cohort 3 Support Schools (58 lowest performing schools in state)	1027	4	111			
Total since 2018	7,933	1,225	770	Total # of Educators engaged in LETRS= Over 15,000		

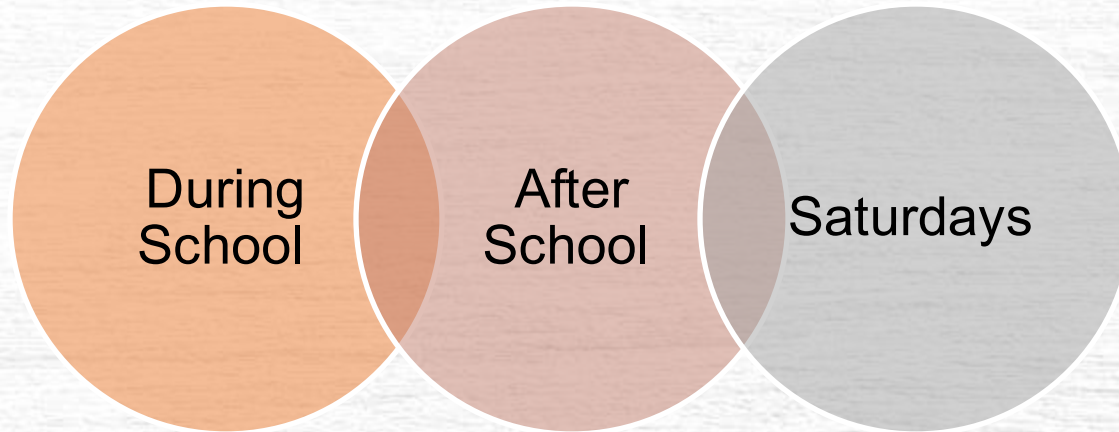


Knowledge of effective instruction is spreading across Alabama





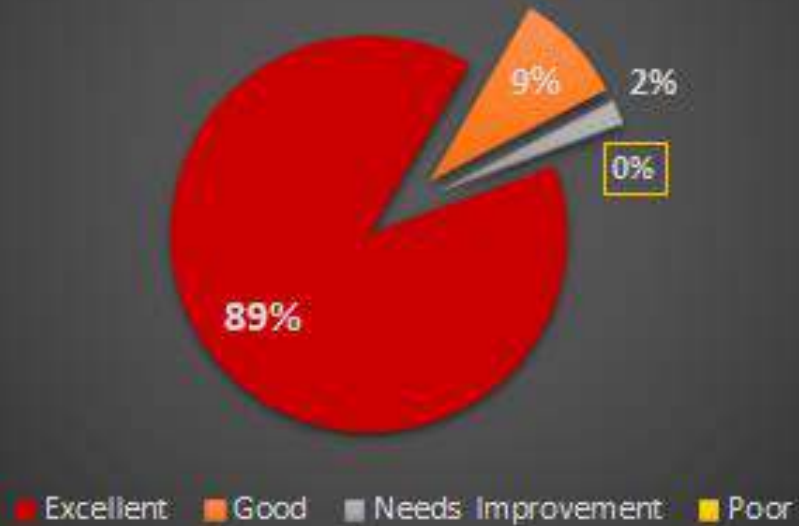
sessions offered



Unprecedented flexibility needed during COVID



Alabama Participant Feedback 2020 Training Sessions



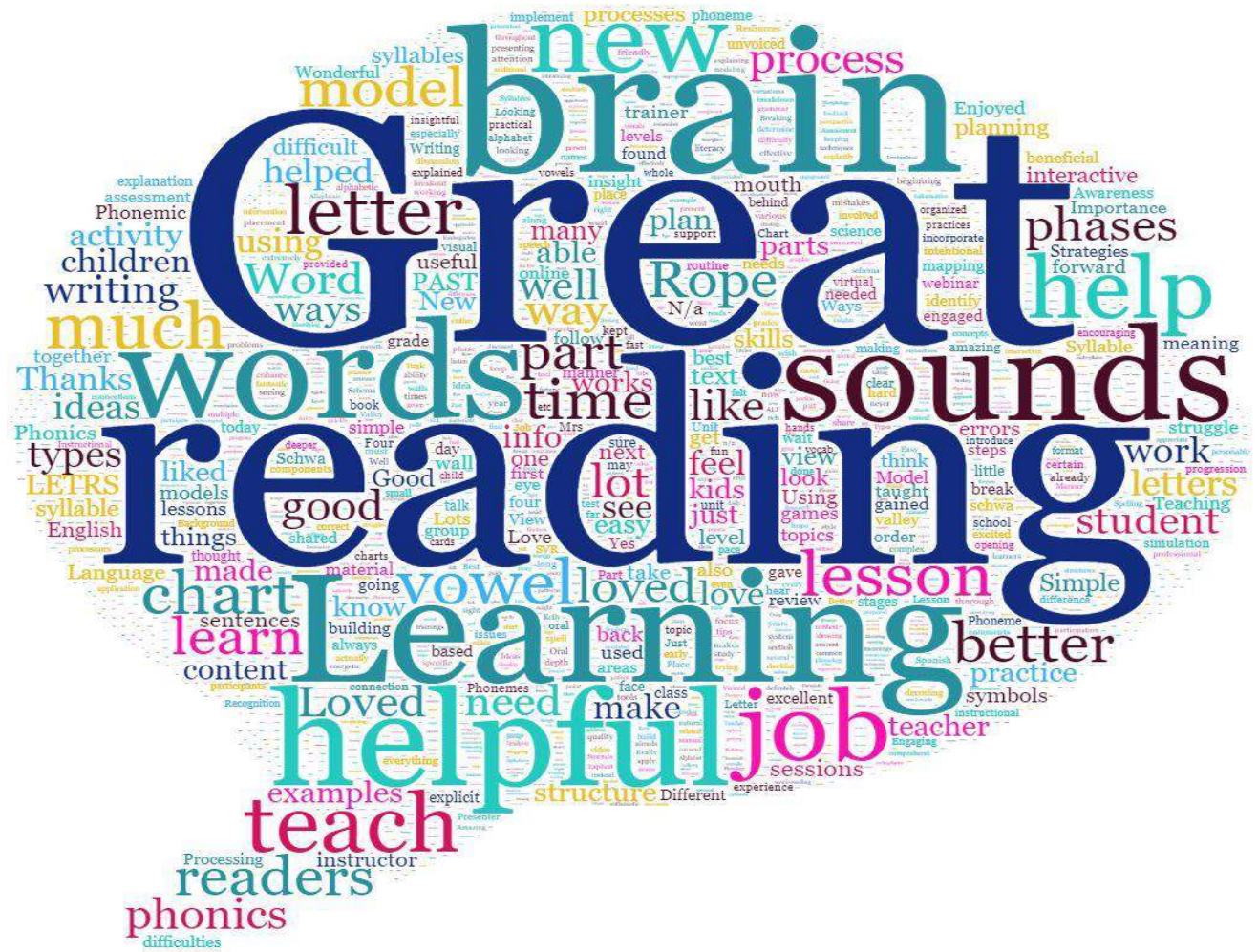
Despite Pandemic, Quality of the Training is Intact



13,755

Participant feedback forms

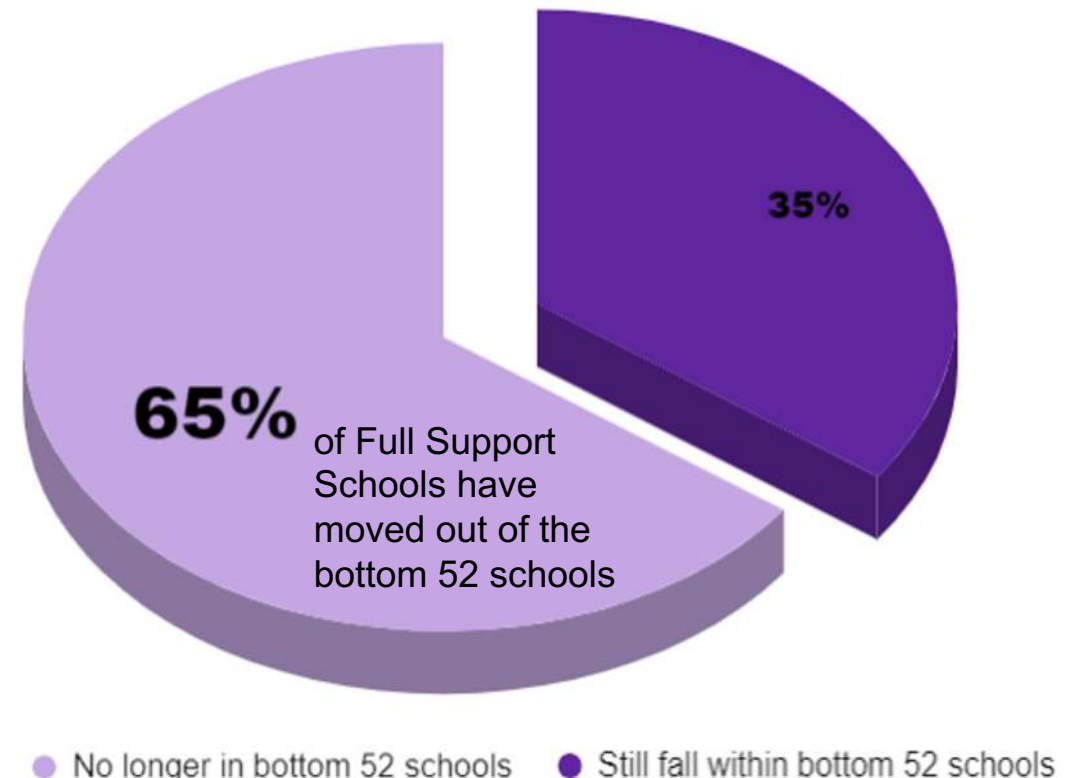
(completed at the
end of each session)



2018-2022 Full Support Schools: Where Are They Now?

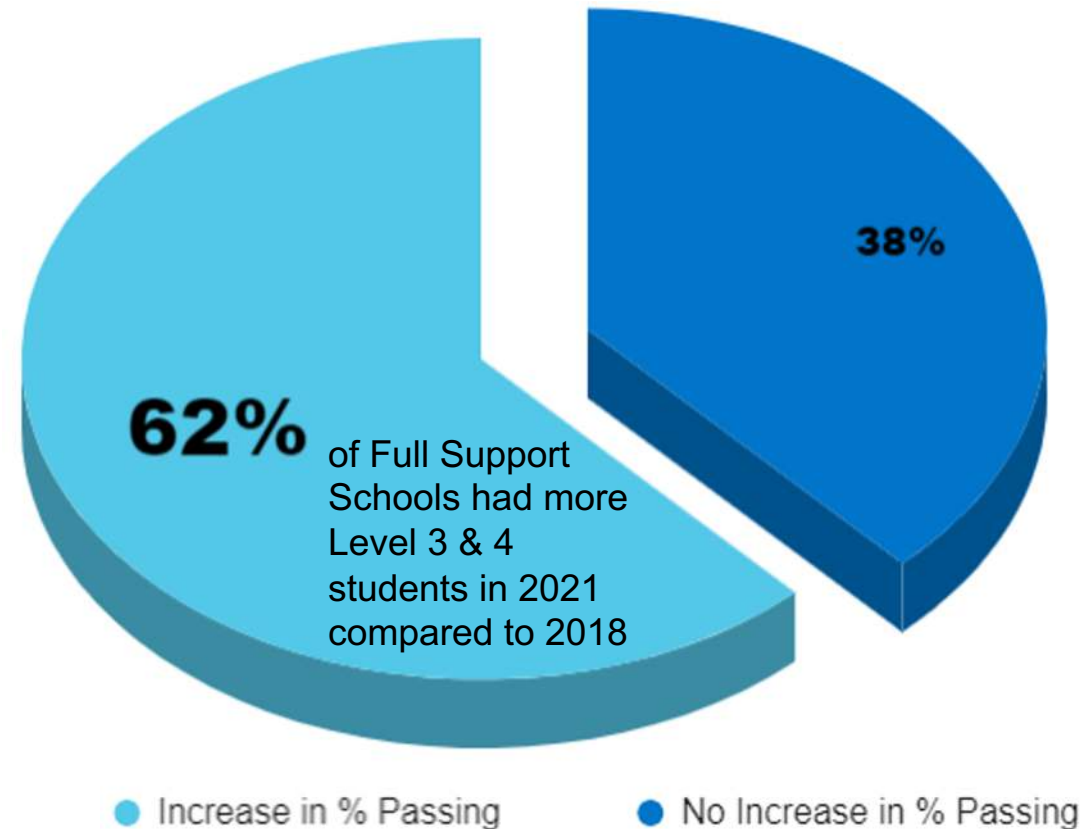
65% of the original Full Support Schools no longer fall in the bottom 52 schools, based on the percentage of students scoring Level 1 on the 2021 state assessment.

Only 19 of the original 52 Full Support Schools are still represented in the 52 schools with the highest percentage of Level 1 students.



2018-2022 Full Support Schools: Where Are They Now?

62% (34) of the Full Support Schools had a greater percentage of students scoring in the Level 3 or 4 (passing) proficiency range in 2020-21.





25% OF ALL STUDENTS CAN LEARN TO READ.

How many children can learn to read?



95% of students, regardless of background, are capable of learning with explicit, systematic, and sequential instruction in foundational skills. (Structured Literacy)

How many children learn to read?

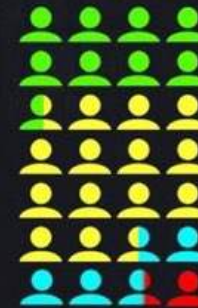
The 2019 NAEP Reading Scores show us that in a class of 28:



- 35%, or 9.8 students, scored at Proficient or Above
- 65%, or 18.2 students, did NOT reach proficiency

How do children learn to read?

The National Institute of Health indicates that in a class of 28:



- 30%, or 8.4 students, learn regardless of the method
- 50%, or 14 students, learn with explicit, systematic, and sequential instruction in foundational skills (Structured Literacy)
- 15%, or 4.2 students, require Structured Literacy and additional time and support
- 5%, or 1.4 students, with severe cognitive disabilities will struggle to become proficient

Source:

NAEP <http://nces.ed.gov/nationsreportcard/reading>

Education Advisory Board (EAB) District Leadership Forum. (2019). Narrowing the Third-Grade Reading Gap: Embracing the Science of Reading. EAB.

<https://tinyurl.com/DLFRsearch>

A Shift from Balanced Literacy to Structured Literacy

Reading
Writing
Spelling
Phonics
...other skills

Phonology
Morphology
Phoneme/Grapheme
Syllables
Syntax
Semantics

Vague / Exploratory

Specific / Direct



Non-explicit

Explicit



National Council on Teacher Quality

51%

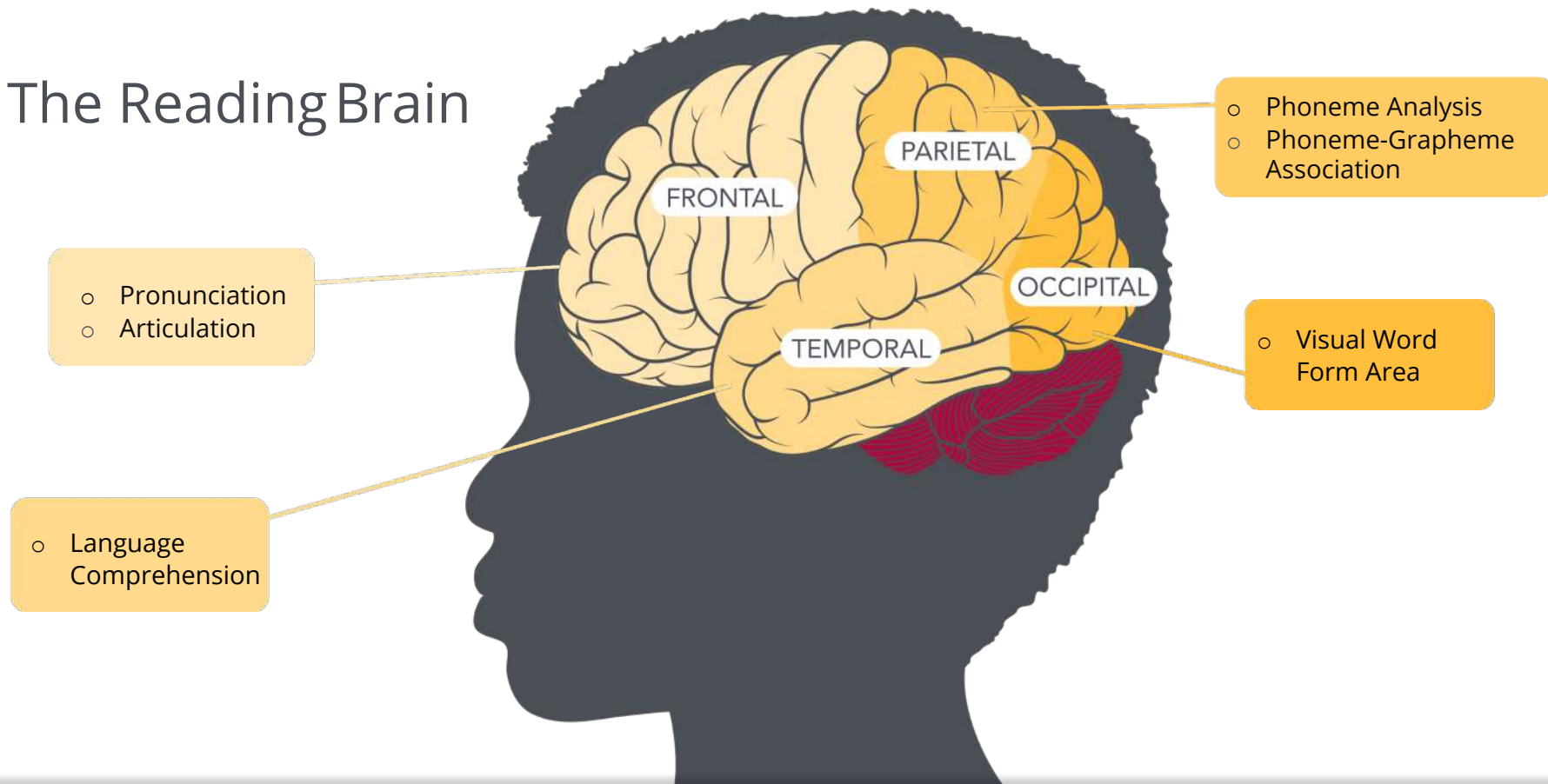
OF HIGHER EDUCATION TEACHING
PREPARATION PROGRAMS INCLUDE THE
SCIENCE OF READING

* Satisfies literacy continuing ed credits required for ES teachers -
G.S.115C-270.30(b)(2)

A National Issue



The Reading Brain





The Speech Sounds of English

tomato parker oil caught wash

Get your phonological processors ready...

L LANGUAGE
E ESSENTIALS for
T TEACHERS of
R READING &
S SPELLING



Dr. Louisa Moats



Dr. Carol Tolman

Essentials of Literacy

FOUNDATION OF *LETRS*

Writing • Spelling • Oral Language

1 Phonemic Awareness

2 Phonics

3 Fluency

4 Vocabulary

5 Comprehension





Language Essentials for Teachers
of Reading and Spelling

Professional Learning Solutions



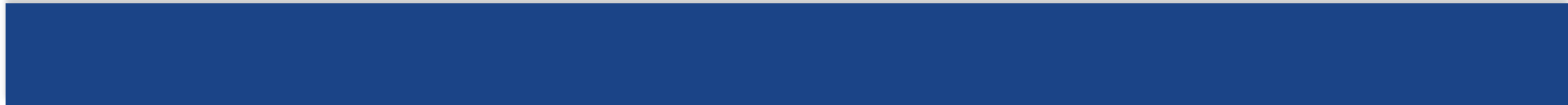
for Administrators



for Educators



*for Early Childhood
Educators*



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INFORMED TEACHERS CHANGE LIVES



“Just about all children can be taught to read and deserve no less from their teachers. Teachers, in turn, deserve no less than the knowledge, skills, and supported practice that will enable their teaching to succeed. There is no more important challenge for education to undertake.”

~Louisa Moats, Ed.D. (*LETRS author*)

Visionary Leadership

"Every child deserves a teacher who is equipped to teach effectively. More than 15,000 Mississippi teachers have been trained on LETRS, and the impact on our students has been significant. Mississippi now leads the nation for overall progress on the National Assessment for Educational Progress (NAEP) and holds the No. 1 spot for gains in fourth grade reading. Our investment in professional development for teachers has had a profound effect on student achievement."

**Carey M. Wright, Ed.D. State
Superintendent of Education**



"A child's journey to the love of learning and a healthy, happy, and prosperous adulthood starts with learning to read. Early childhood and elementary school teachers understand this concept deeply, and that is why they want to go above and beyond as they help every child learn to read. Alabama's investment in LETRS ensures competent and confident teachers of reading by strengthening their knowledge of the science of reading and the development of the reading brain. Applying these concepts in the classroom empowers young minds by helping children make the necessary neurological connections. The children may not understand all of the underlying science at their young age but the smile of success on the face of a young reader answers the question about its importance!"

**Eric Mackey, Ed.D., State
Superintendent of Education**

