



Our **vision** is to provide high-quality educational opportunities that inspire a community of learners

WELLNESS • EQUITY • ENGAGEMENT

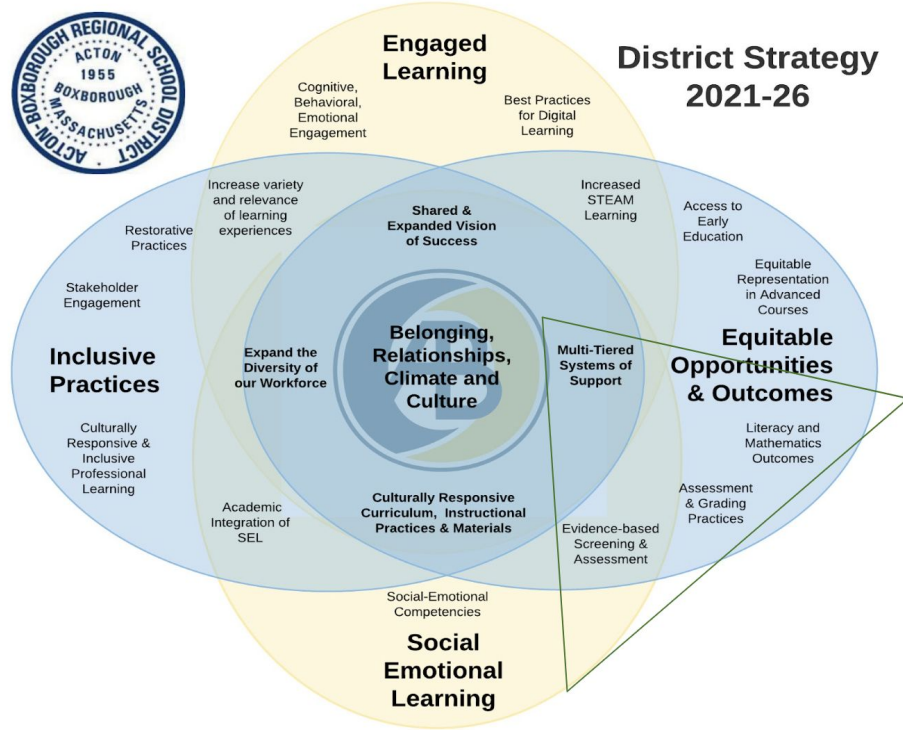
Our **mission** is to develop engaged, well-balanced learners through collaborative, caring relationships

# Literacy

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December 15, 2022

# District Strategy



# Topics and Presenters

District Goal & Outcomes: iReady and MCAS

Dyslexia Regulations

K-6 Literacy Teaching: Literacy Program

Multi-Tiered System of Support (MTSS)

Family Engagement and Professional Learning

Deborah Bookis, Ed.D., Assistant Supt. for Teaching & Learning

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Christy Nealon, Principal, McCarthy-Towne

Dora Sanchez, 3-6 Literacy and S.S. Curriculum Coordinator

Kerry Cusick, Reading Specialist, Blanchard

Stacy Vallely, Literacy Coach, Douglas and Gates

Anne Marie Phelan, Grade 2 Teacher, Douglas

*Sharon Ryan, Ed. D., PK-2 Literacy and S.S. Curriculum Coordinator*

# District Goals and Outcomes

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# District Goal(#2) and Outcomes

**Goal:** Increase the number of students on a pathway to proficiency in Literacy and Mathematics through implementation of a multi-tiered system of supports (MTSS).

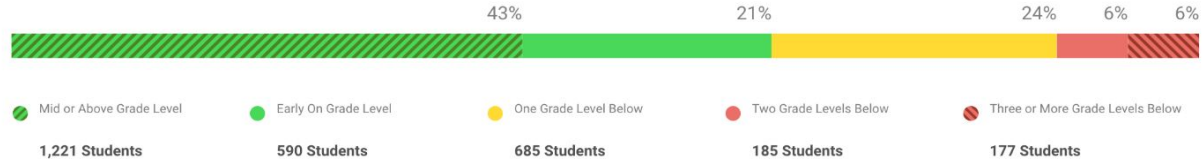
**Outcome:** Increased number of students meeting their stretch goals with particular emphasis on students performing one or more grade levels below benchmark on their baseline (fall) assessment.

# Universal Screening & Progress Monitoring

	District	Schools/Classroom Educators
<b>Universal Screener</b>	<p>As a universal screener, use the District level aggregate data and subgroup data to:</p> <ul style="list-style-type: none"> <li>remove District and School barriers for full MTSS implementation;</li> <li>identify access to learning barriers for students</li> <li>prioritize resources for MTSS including professional learning; and</li> <li>continue to provide vision for the MTSS model.</li> </ul>	<p>As a universal screener, use School and Classroom data (from school aggregate and subgroup to individual student data) to:</p> <ul style="list-style-type: none"> <li><i>start the discussion</i> about students who <i>may need</i> adjusted instruction (<b>by time and intensity</b> - how long and how frequent; <b>by instruction</b> - the program or from targeted to intensive; <b>by grouping</b> - smaller or different peers)</li> <li><i>start the discussion</i> about students who may need additional instruction in a focus area;</li> <li><i>look more closely</i> at the student's skills and progress utilizing survey/inventory measures.</li> </ul>
<b>Progress Monitoring</b>	<p>As a progress monitoring tool to:</p> <ul style="list-style-type: none"> <li>analyze District Aggregate and Subgroup Data</li> <li>determine how well we are meeting our <i>District Improved and More Equitable Academic Outcomes</i> "Directional information"</li> </ul>	<p>As a progress monitoring tool for teacher teams to:</p> <ul style="list-style-type: none"> <li>monitor how students are progressing</li> <li>determine if adjusted/additional instruction has had an impact on student progress and next steps</li> </ul>

[K-8 Assessment Timeline 2022-2023](#)

# Fall iReady- Reading Grades 1-8



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



# District Goal(#2) and Outcomes

Fall 2022 iReady Assessment: Reading  
 Number of Students Assessed: 2,894

Grade		1	2	3	4	5	6	7	8	Total
One Grade Level Below	#	139	120	54	103	77	70	68	64	694
	%	4.8%	4.1%	1.8%	3.6%	2.7%	2.4%	2.3%	2.2%	24%

**Students**  
 N= 694  
 24%



# District Goal(#2) and Outcomes

Fall 2022 iReady Assessment: Reading  
 Number of Students Assessed: 2,894

Grade		1	2	3	4	5	6	7	8	Total
Two Grade Levels Below	#	12	31	36	8	41	39	12	12	191
	%	.4%	1.1%	1.2%	.3%	1.4%	1.3%	.4%	.4%	6.6%
Three or More Grade Levels Below	#			14	23	19	38	39	53	186
	%			.5%	.8%	.7%	1.3%	1.3%	1.8%	6.4%

Students  
 N= 377  
 13%

# District Goal(#2) and Outcomes

Of 377 students assessed that were 2,3 or more grades below	#	%		Of the total subgroup population assessed	#	%
Multilingual	88	23%		Multilingual	178	49%
Special Education	189	50%		Special Education	439	43%
Economically Disadvantaged	120	32%		Economically Disadvantaged	326	37%
Asian	60	16%		Asian	924	7%
Black	35	9%		Black	90	39%
Two or More Races	20	5%		Two or More Races	180	11%
White	261	69%		White	1,693	15%
Hispanic	95	25%		Hispanic	239	40%

# Assessment - MCAS

## Purpose: System Monitoring (Accountability)

NAEP (National Assessment of Educational Practice)

MCAS (Massachusetts Comprehensive Assessment System)

## How Use:

- DESE strongly encourages districts to focus on **using the results for improvement purposes at the local level.**
- Caution should be exercised when **making comparisons** across Districts and across schools within the same district
- Last 2.5 years **have not been normal**, so the results are going to be different
- Access to instruction for some students **was disrupted**
- Find the **bright spots** and where the recovery has started
- Connect to ongoing to **District initiatives** for challenges
- The bigger picture is student **SEL and Sense of Belonging**

# Accountability

Every year the DESE uses MCAS achievement scores and other indicators to hold schools and districts accountable for all students' learning.

Due to interruptions and modifications to MCAS in 2020 and 2021, they petitioned for and received permission from the U.S. Department of Education to modify the accountability system this year.

All the indicators are provided but there are no accountability determinations for most districts (including Acton-Boxborough).

Accountability determinations will resume in 2023.  
2022 is the new baseline.

# MCAS Test Administration 2019–2022

2022 school year was the first full MCAS administration for grades 3–8 since 2019.  
Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	<b>No tests administered</b>	<b>No tests administered</b>
2021	<b>Half-test administered</b>	Full test administered
2022	Full test administered	Full test administered



# 2019–2022 English Language Arts MCAS Results by Grade

Variable losses across grades 3–7 while grade 8 showed signs of recovery in 2022.  
Total impact of 20% loss in grades 3–8 students meeting expectations since 2019.

Grade	2019 % M/E	2021 % M/E	2022 % M/E	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
03	56	51	44	-5	-7	-12
04	52	49	38	-3	-11	-14
05	52	47	41	-5	-6	-11
06	53	47	41	-6	-6	-12
07	48	43	41	-5	-2	-7
08	52	41	42	-11	1	-10
3-8	52	46	41	-6	-5	-11
10	61	64	58	+3	-6	-3

# ABRSD 2022 MCAS Data: English Language Arts

Signs of recovery in grade 6 and trending in the right direction except in grades 4 and 5. Total impact 11% decrease in grades 3-8 students meeting expectations since 2019.

English Language Arts						
Grade	2019 % Meeting and Exceeding Expectations	2021 % Meeting and Exceeding Expectations	2022 % Meeting and Exceeding Expectations	Change M/E 19-21	Change M/E 21-22	Cumulative Change M/E 19-22
3	79	69	68	-10	-1	-11
4	70	71	63	1	-8	-7
5	67	66	61	-1	-5	-6
6	73	72	72	-1	0	-1
7	76	68	63	-8	-5	-13
8	78	69	66	-9	-3	-12
3-8	74	69	66	-5	-3	-8
10	89	89	87	0	-2	-2

# Student Growth Percentile (SGP)

- Measures achievement over time
- Uses a cohort model - students are compared with all other students in the state who earned a similar score on the previous year MCAS
- Calculated in grades 4-8 and 10, ELA and Mathematics
- 2021 used a different calculation that is not comparable
- SGP score range
  - 1-19 Very Low
  - 20-39 Low Growth
  - 40-59 Typical Growth
  - 60-79 High Growth
  - 80-99 Very High Growth



# ABRSD 2022 MCAS SGP: English Language Arts

<b>Grade</b>	<b>ELA Student Growth Percentiles (SGP)</b>	<b>Designation</b>
10	56	Typical Growth
8	54	Typical Growth
7	49	Typical Growth
6	65	High Growth
5	52	Typical Growth
4	57	Typical Growth

# ABRSD 2022 MCAS ELA by Subgroup Grades 3-8

	N Students Included		% Meeting or Exceeding		Mean SGP 2022	Designation 2022
	2021	2022	2021	2022		
All	2,373	2,382	69%	66%	55	Typical
ED	222	278	37%	37%	48	Typical
Students w/Disabilities	408	398	32%	24%	47	Typical
EL	102	288	14%	43%	53	Typical
Race - Afr. Am/Black	73	64	32%	34%	48	Typical
Race - Asian	846	794	81%	81%	62	High
Race - Hisp./Latino	158	164	49%	39%	47	Typical
Race- Multi; Non Hisp/Latino	102	119	70%	64%	57	Typical
Race - White	1,185	1,235	65%	61%	52	Typical

# ABRSD 2022 MCAS ELA by Subgroup Grade 10

	N Students Included		% Meeting or Exceeding		Mean SGP 2022	Designation 2022
	2021	2022	2021	2022		
All	466	416	89%	85%	56	Typical
ED	43	41	51%	53%	50	Typical
Students w/Disabilities	57	47	49%	49%	61	High
EL	6	16	-----	56%	-----	-----
Race - Afr. Am/Black	19	13	47%	54%	-----	-----
Race - Asian	163	150	95%	92%	56	Typical
Race - Hisp./Latino	21	28	71%	64%	50	Typical
Race- Multi; Non Hisp/Latino	12	14	92%	78%	-----	-----
Race - White	251	210	89%	90%	57	Typical
Gender - Male	251	229	86%	83%	55	Typical
Gender - Female	214	187	92%	92%	58	Typical

# Item Analyses

MCAS ELA (Reading) Standard Domains and Clusters

## **Language**

Vocabulary Acquisition and Use: Grade 4

## **Reading**

Craft and Structure: Grades 3-4 and Grade 7

Integration of Knowledge and Ideas: Grades 3-4 and 6-7

Key Ideas and Details: Grades 3-5

iReady

**Vocabulary:** Grades 1-2 and 4-6

## **Comprehension**

Literature: Grades 1-2, 4, 6, 8

Informational Text: Grades 1-8

# Dyslexia Regulations

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# MA Dyslexia Regulations & Key Components

**January 17, 2019: MA Dyslexia Guidelines:** Address the need for early identification of reading difficulties as a critical step to promote effective instruction and targeted intervention. According to the Guidelines, “screening for risk is critical for efficient intervention” and when “coupled with meaningful data interpretation, targeted Tier 2 intervention, and progress monitoring, students receive support during the critical window of opportunity that occurs prior to fourth grade.

**September 20, 2022: Early Literacy Screening Regulation Amendment:** If a screening determines that a student is significantly behind relevant benchmarks, this regulation requires the school to determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. It also requires the school to promptly notify the student's parents or guardians of the assessment results (**Effective 2023–2024 School Year**).

# ABRSD Implementation

- Shift from reactive to proactive stance
- Kindergarten screening family history questionnaire
- Kindergarten–Grade 3 Universal Literacy Screenings
- MTSS with progress monitoring
- Streamlined data collection and focused Instructional Leadership Teams (ILTs)/Instructional Support Teams (ISTs)
- Timely and responsive intervention
- Investment in evidence-based materials for literacy
- Reading task force investigating potential core programs
- Comprehensive Special Education evaluation if/when appropriate

# K-6 Literacy Program

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# ABRSD Literacy Vision Statement

We believe that **strong literacy skills**--reading, writing, speaking, and listening--are essential to developing **responsible, self-motivated, engaged learners who demonstrate a love of reading.**

**Literacy is fundamental** to our personal and social development **to understand, evaluate, and disseminate complex thoughts and ideas.** The skills learned transcend settings and **promote equity and accessibility** for students to successfully participate in a **diverse global society and be lifelong communicators.**

**Direct instruction, differentiation, and access to complex and engaging texts** that include increasingly **rich vocabulary** are essential to increasing student reading and engagement.

Students will:

- express ideas and knowledge through interaction with **high-quality, evidence-based, inclusive, and culturally responsive instruction** through various modalities.
- engage with **highly diverse texts and digital media** to develop **comprehension, active listening, and discussion skills** anchored in evidence.

Furthermore, students will participate in **writing and discussions** anchored in evidence from the text to promote comprehension.

As a result, all ABRSD students will become **lifelong readers and learners empowered to share their voices to succeed as informed and productive citizens.**

# Components of the Core Literacy Block

<b>Foundational Skills</b>	<b>Engaging with Complex Text</b>	<b>Writing</b>
<b>Oral Language</b>		
<b>Consists of...</b>		
Print Concepts Phonological Awareness Phonics & Decoding Fluency & Sight Recognition	Building Vocabulary & Knowledge Reading for Understanding Responding to Text	Sentence Structure & Conventions Craft of Writing Writing Process
<b>High-Quality Instructional Materials</b>		
Heggerty (K-1) Foundations (K-3) Decodable Texts Word Study/Advanced Phonics (pending Core Program Review)	Partnership with Hill for Literacy for a Core Program Review	Evaluating the writing component as part of the review process. Continuing to integrate Self-Regulated Strategy Development (SRSD)

# Framing Our Work with Hill for Literacy



# Framing Our Work with Hill for Literacy

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Launch  
School Year  
2023–2024



Implement, monitor, &  
provide on-going PL

Ongoing



# Grades 7-8 and 9-12

## Grades 7-8

- Developed clear focus on type of writing along with **prompt writing practice**
- Ongoing **curriculum mapping** for skill vertical alignment
- Created text sets for **comparisons and connections**
- Inclusion of ELA Fundamentals into the grade-level class; students more ready for MCAS **reading and writing expectations**

## Grades 9-12

- Adjusted the scope and sequence - students practice with multi-text writing, rhetorical analysis, and nonfiction **earlier in the year**
- Created **single point rubrics** along with **shorter writing** assignments for **actionable feedback** with the writing process

# Elementary MTSS (Year 1 Implementation)

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# Key Components

- Universal screening and progress monitoring tool(s)
- Problem-solving process to:
  - Identify problem(s)
  - Analyze problem(s)
  - Plan interventions
  - Monitor/evaluate plans
- Tiered system of supports where every student receives core instruction, some students receive additional instruction
- Collaborative, team-based approach



## Highlights

- **All** elementary schools have a shared vision and are moving towards a robust MTSS model
- Progress on all tiers of instruction
- Data Meetings at all levels (district, building, grade level, classroom)
- Data Driven practices support equity and access

## Challenges

- Schedule and shared staff
- Balancing the many demands on time and resources
- Requires ongoing, differentiated professional learning for educators in data literacy, content and instructional practices, and social emotional learning



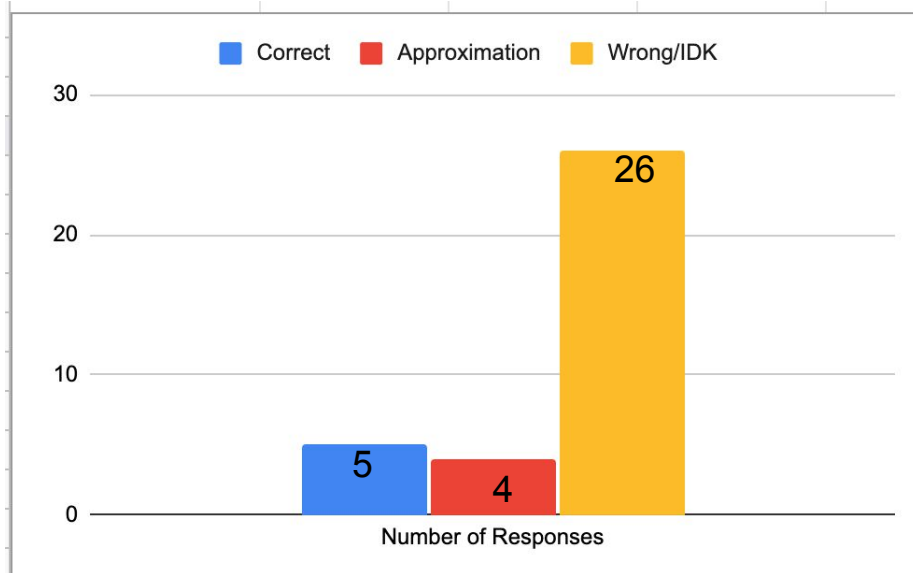
# Example at McT - 4th Grade Vocabulary instruction

- Analyze I-Ready data for the whole grade
  - **Noticed strengths** in phonics and high-frequency words
  - Noticed a weakness across the grade in vocabulary and reading informational text
  - Introduced new tier one instructional practices
- Reviewed data again during the progress monitoring meetings.
- Saw a smaller group that now needs tier-two instructions and planned intervention groups.
- Collaborative, team-based approach = students benefit from collective efficacy.

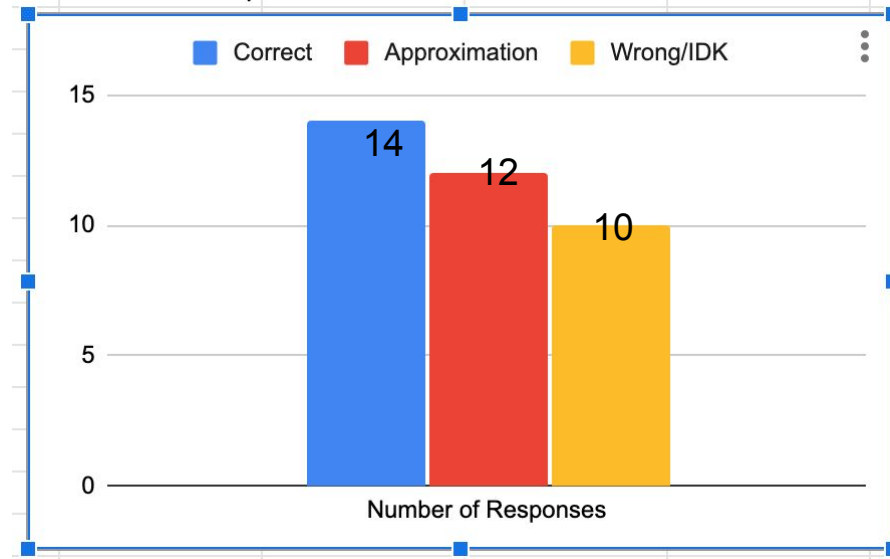


Explain how understanding prefixes helps you learn about new words.

Pre-assessment  
Number of Responses - 35



Post assessment  
Number of Responses 36



# Example at Blanchard - 3rd Grade

Where we began  
(September- early October 2022)

1. DIBELS 8th Screening Administered  
37% of 3rd grade students scored "at risk" or "some risk" in Oral Reading Fluency - Accuracy.

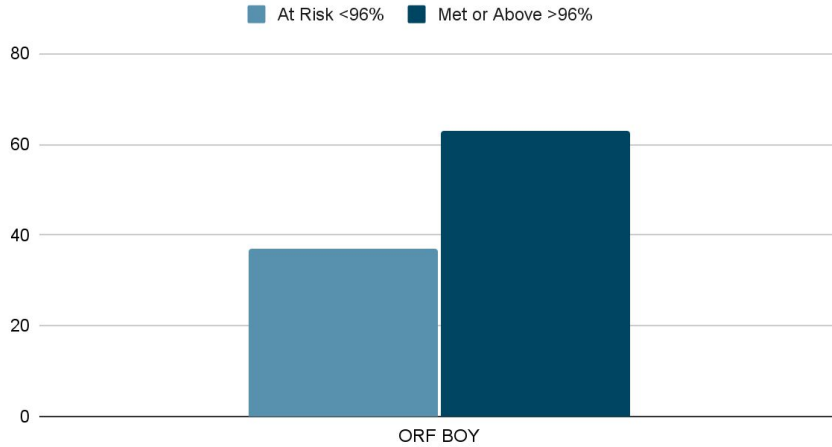
2. Then, in October 2022, our Flex Groups began.  
A **Walk to Learn** model was used by all of the third grade teachers and providers to support our students.

3. Instructional Focus Groups were led by these Flex block providers.

4. Throughout November and December 2022, educators have progress monitored to see if our targeted instruction has been effective.

5. Groups have continued their literacy focus or changed due to student growth.

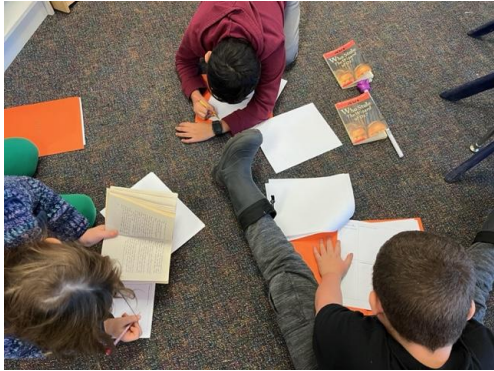
### Oral Reading Fluency Accuracy



### Progress Monitoring Data



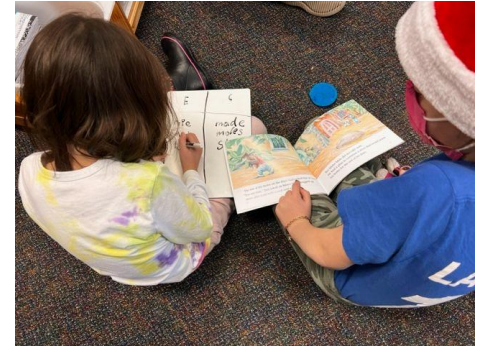
# Blanchard Students Are Having...



Engaging, meaningful text interactions,

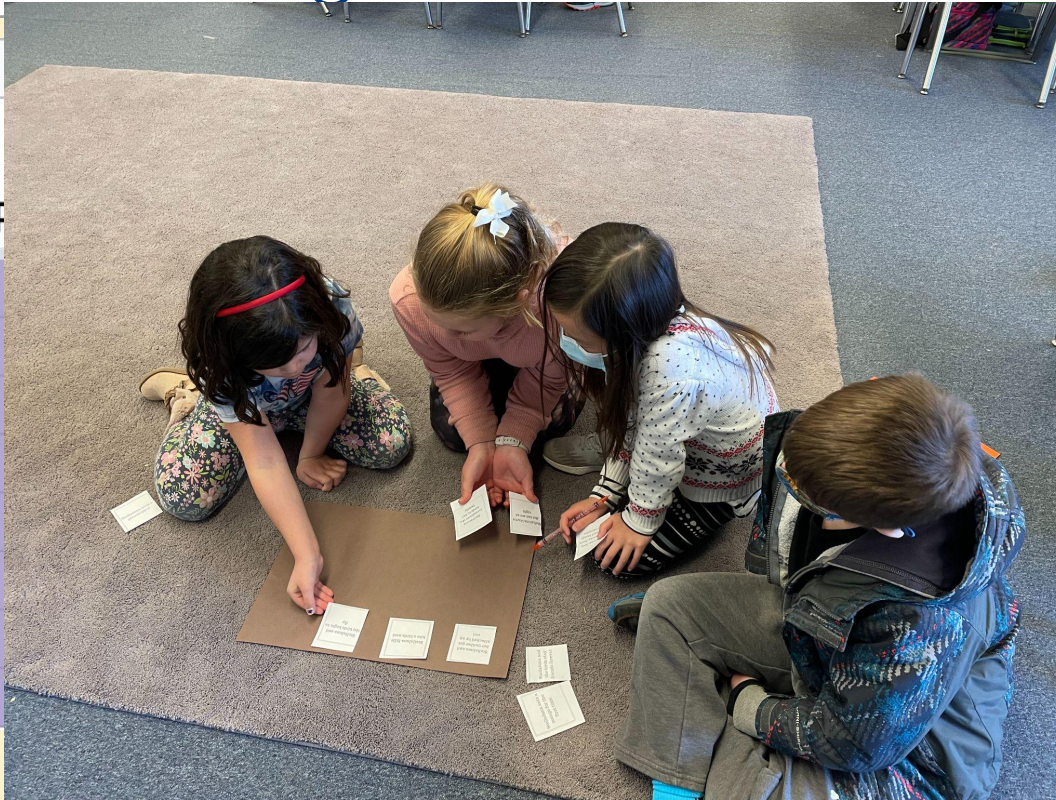


where literacy skills come alive.



# Example at Douglas- 2nd Grade

Step	F
Intensive	
Look at a	
Letter Sounds (NWF-CLS)	
	39
	33
Notice grad	43
or "s	29
deco	46
g Stu	30
lette	45
10 st	34
decoding words	



L	M
12/8	MOY Goal-20
5	16
3	11
14	21
15	16
7	21
27	33
7	20
23	32

meeting MOY, 27/8 some sk, 1/8 at risk

# Douglas- Coaching Model

- Coaching provides embedded professional learning for educators: Building-based, grade level, and individual Professional Learning
- Coaching provides educators with general and specific supports for student learning
- Coaching also provides educators with general and specific supports for their own professional practice growth
- Coaching cycles work with groups of educators or individual educators using a backwards design plan, progress monitoring students, and support for Tier 1 and Tier 2 lessons and activities

# Family Engagement & Professional Learning

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# Family and Community Engagement

- Literacy Guides for Families and Caregivers

**Acton-Boxborough  
Regional School  
District**

**Acton  
1955  
Boxborough  
Massachusetts**

**Elementary Literacy Guides for  
Families and Caregivers**

**"Students thrive when they're supported  
by a network of adults working together  
to create a supportive environment."  
~ CASEL, 2021**

**THIS GUIDE INCLUDES:**

- Literacy Milestones
- At-Home Activities to Support Learning

**Grades PK-6  
Translated Guides**

- Site to explain how we teach reading; the shifts involved and the materials used (coming soon)

# Professional Learning

## SY 2022-23

- Structured Literacy lessons for decodable texts (Summer R&D)
- Foundations and Heggerty Training, Grades K-3 (new to grade, new teacher)
- *Providing Targeted Support Through Small Group Instruction in K-3* with Melissa Orkin and Sarah Gannon from Crafting Minds
- *Structured Literacy Interventions: Teaching Students with Difficulties, Grades K-6*, research-Practice Seminar with Elementary Reading Specialists, Literacy Coaches, and Literacy/SS Coordinators
- Universal Literacy Screening, mCLASS DIBELS Training (K-3)
- Building-based PL across the schools facilitated by Literacy Coaches

## SY 2023-24

- Structured Literacy for Grades 4-6 through Crafting Minds, Melissa Orkin
- Core Program Implementation Support

# Professional Learning Quotes

Collaborative Discussion

Ability to make choices about a protocol, follow it, and have success with the process

More time for an independent look at the data

Productive and professional struggle

Dive deeper to define instruction and intervention needed

Thank you to our educators, staff, school and district leaders for the work you do to support the full talent development of every ABRSD student, every day.