

Creating Balance in Unbalanced Times

Implementing Science of Reading & Writing Through an MTSS Framework

2023 WASA/OSPI MTSS Fest
August, 4th 2023



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Lake Forest Park Elementary
Shoreline School District, Washington

Lake Forest Park (LFP) Elementary



ARE YOU
SMARTER

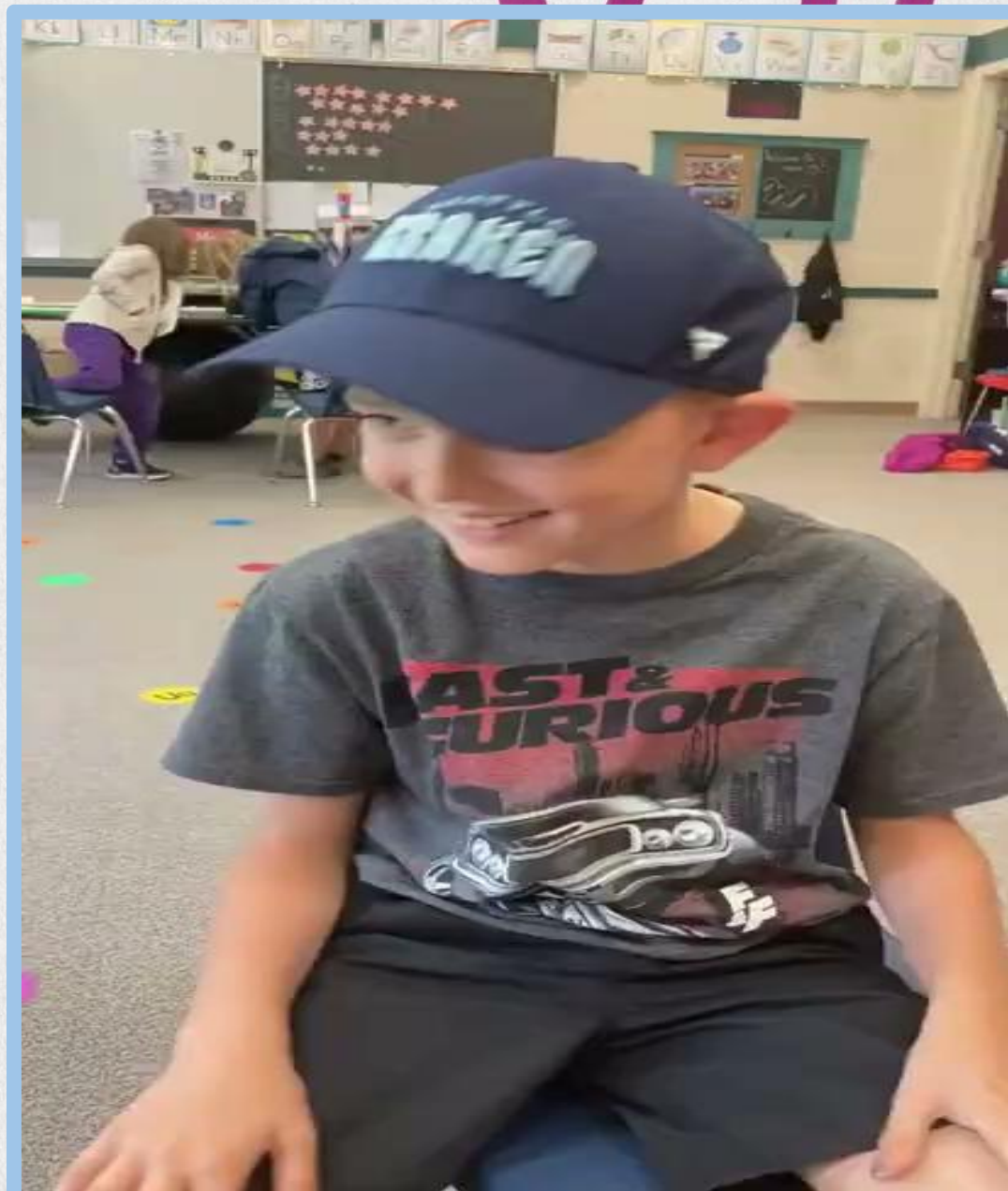
Than a 1st Grader?



WHY IS SPELLING IMPORTANT?



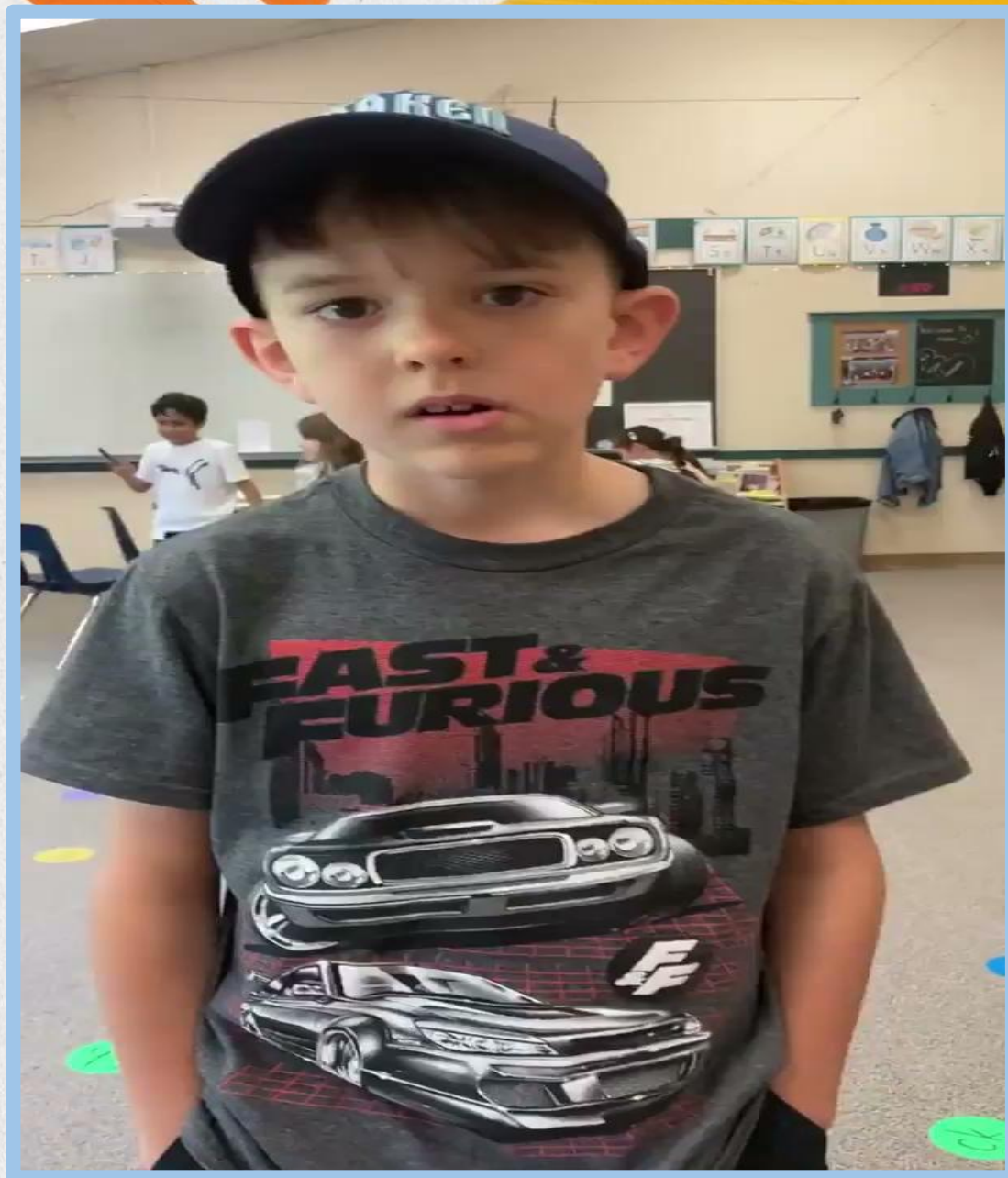
WERE WE BORN
WIRED TO LEARN
HOW TO READ
AND WRITE?



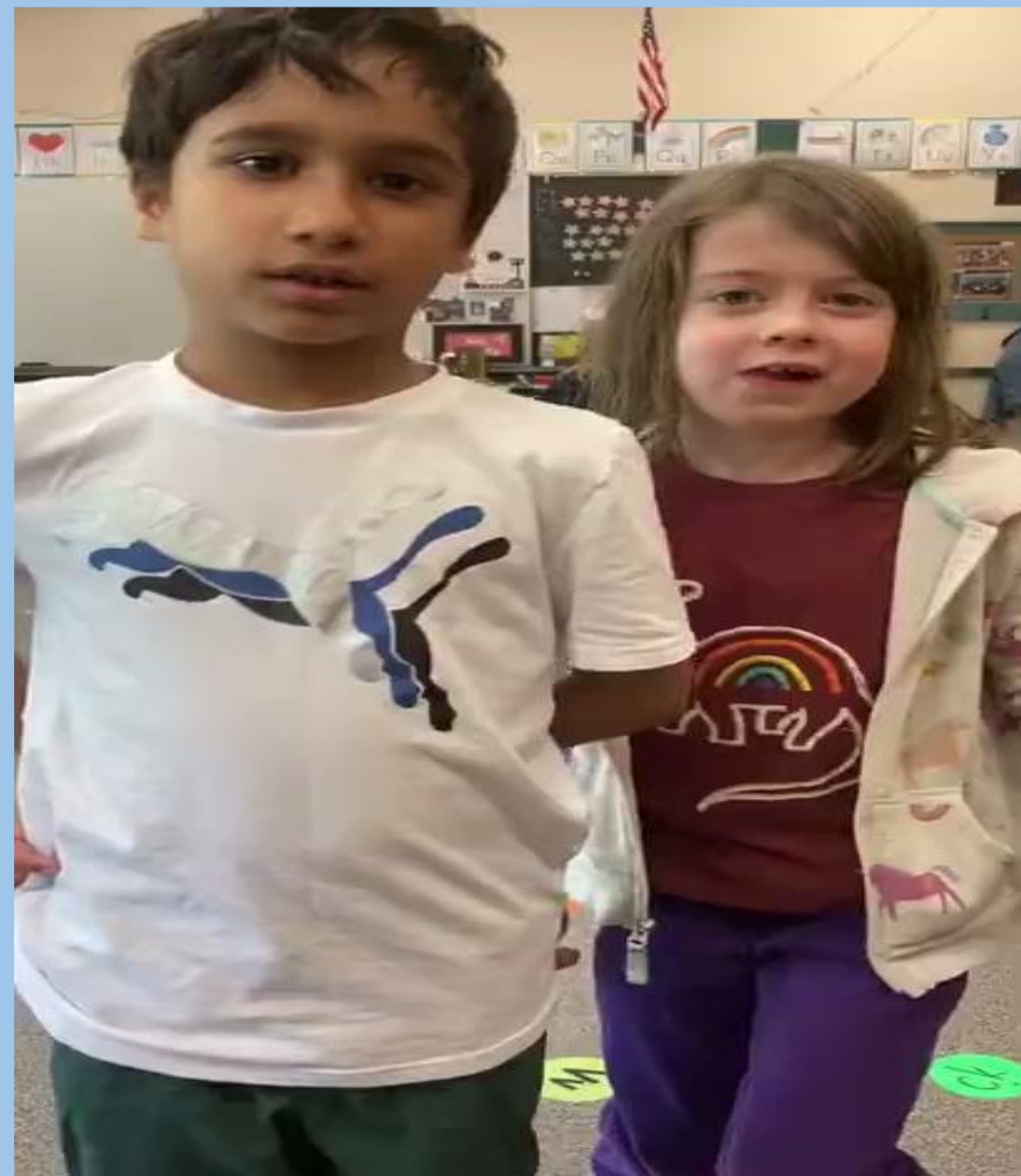
WHAT LETTERS
DO NOT END
ENGLISH
WORDS?



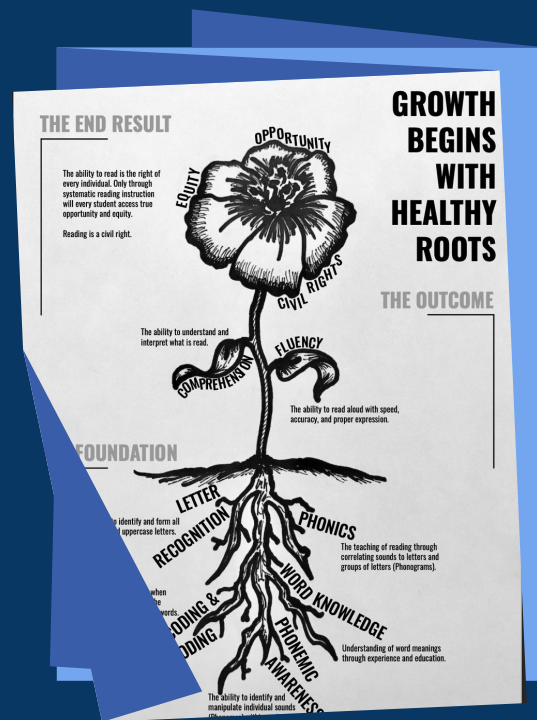
HOW MANY
VOWEL SOUNDS
ARE IN THE
ENGLISH
LANGUAGE?



WHY DOES
THE LETTER
'O' SAY THE
SOUND /UH/
IN WORDS
LIKE LOVE,
AND OF?



Session Goals



Created by Andy Harrington

1. State of literacy in our nation, state and school
 - What the data says about how the Science of Reading (SoR) and Writing disrupts race and socioeconomic status as a predictor of academic success (**this is EQUITY!**)
2. Defining the SoR and Writing
 - What is the science and why does it matter?
3. Implementing SoR at the building level through an MTSS framework
 - How to bring SoR to a building amidst staff burnout, budget cuts and minimal resources
 - Power of collaborative leadership
4. Networking & mobilizing grassroots advocacy groups to facilitate systems-level change



"I'm reading an amazing novel that really captures this moment."

State of Literacy in Our Nation, State, and School

The Right to Read

SXSW
K-12 EDU

Official
Film

GRADUATE
LIL FRED

This is EQUITY work!



“The social justice thing to do is to teach (kids) explicitly how to read.”

- Kareem Weaver

THE END RESULT

The ability to read is the right of every individual. Only through systematic reading instruction will every student access true opportunity and equity.

Reading is a civil right.

**GROWTH
BEGINS
WITH
HEALTHY
ROOTS**

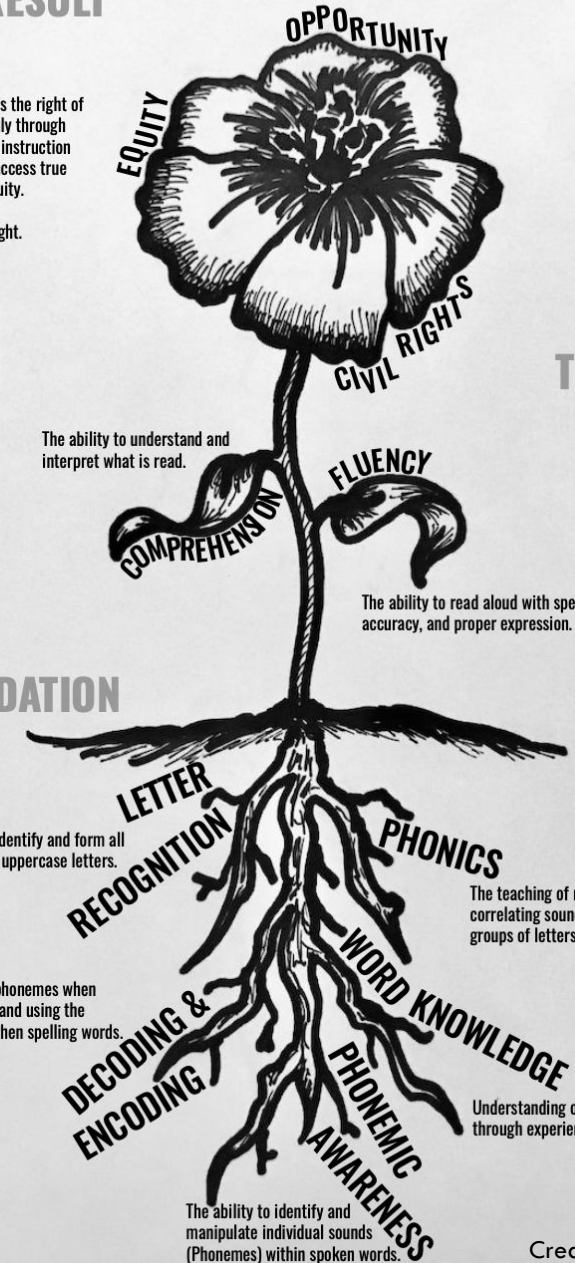
THE OUTCOME

THE FOUNDATION

The ability to identify and form all lowercase and uppercase letters.

Identifying correct phonemes when sounding out words and using the correct phonemes when spelling words.

The ability to identify and manipulate individual sounds (Phonemes) within spoken words.

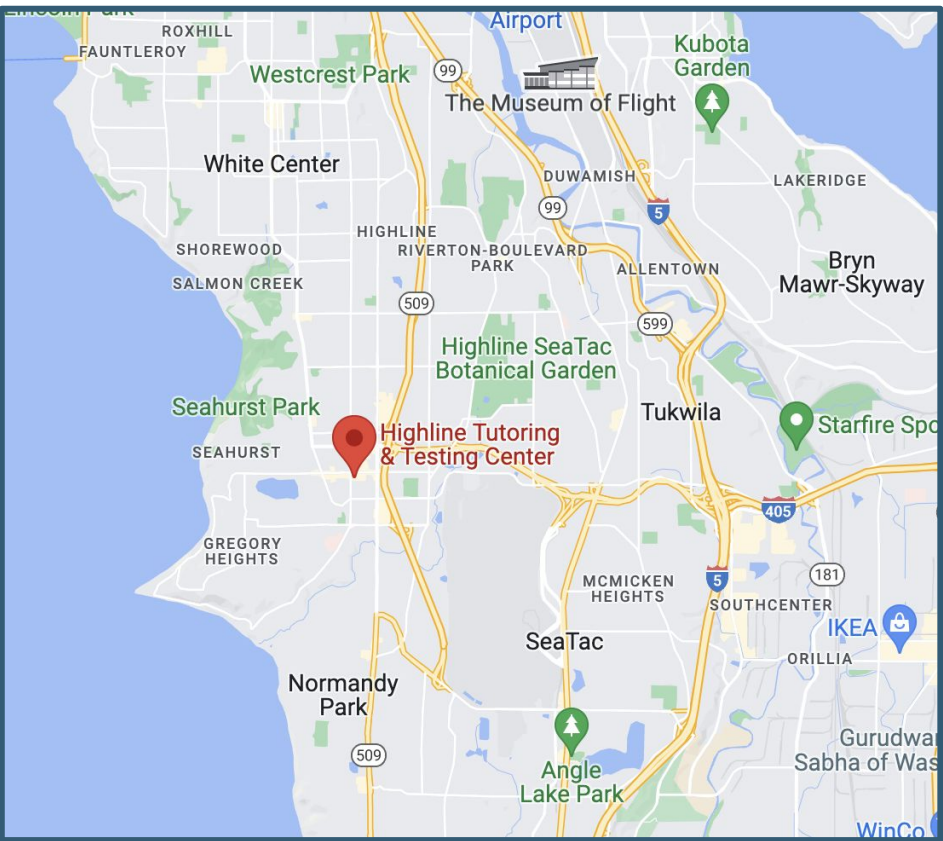


The teaching of reading through correlating sounds to letters and groups of letters (Phonograms).

Understanding of word meanings through experience and education.

Created by Andy Harrington

Highline area tutoring centers as of 2023



Dyslexia WA State Legislation RCW 28A.320.260

How We Approach Dyslexia at Lake Forest Park Elementary



WASHINGTON STATE LAW

IN 2018 WASHINGTON STATE LEGISLATURE PASSED A NEW LAW THAT REQUIRES SCHOOLS TO SCREEN STUDENTS FOR LITERACY PROBLEMS. THERE ARE 5 MAIN ELEMENTS OF THE LAW.

Screening

Multi-Tiered Systems of Support (MTSS)

Structured Literacy

Teacher Training

Communication with Families



A Further look

- **Screening**- Grades K-2 for literacy difficulties and characteristics of dyslexia. Shoreline is using the DIBELS 8 to screen in these areas- (Phonological Awareness, Phonemic Awareness, Rapid Naming Skills, Letter Sound Knowledge) It is important to note, we are screening for and not diagnosing dyslexia.
- **MTSS**- Schools must use increasingly intensified levels of support for students flagged in the screener. A Multi-tiered systems of support (MTSS) must be used by schools to provide supports in the general education classroom. Extra layers of intervention are added if difficulties persist. Schools must make a referral for a special education evaluation if the interventions do not appear to be helping the student. See attached pages for more information on supports.
- **Structured Literacy**- Teachers have been provided multi-modal and evidence based resources. At LFP, we are using multiple systematic and explicit phonological awareness curriculums. We also use phonogram cards, as well as other district provided resources. Please see attached pages for more information regarding the specific curriculums we use.
- **Teacher Training**- Shoreline is focused on equitable literacy and it is the main component in LFP's school improvement plan. Staff regularly receive professional development in structured literacy on Wednesday early release days.
- **Communicating with families**- If and when a student is flagged as having a weakness associated with dyslexia, we will notify families in writing and communicate the plan for multi-tiered systems of support to intervene in the classroom.



Will LFP diagnose Dyslexia?

No. The bill states that schools must use increasingly intensified levels of support, starting in the general education classroom. Extra layers of intervention, such as reading support by a reading specialist (Learning Assistance Program), may also be added. This model is called Multi-Tiered Systems of Support (MTSS). A single assessment for diagnosing dyslexia does not exist.

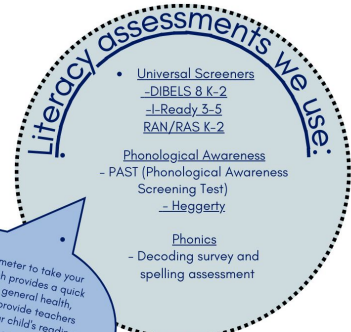


Just like using a thermometer to take your child's temperature, which provides a quick indicator of your child's general health, with information about your child's reading health and how well he or she is progressing on a particular early reading skill.
-DIBELS 8

What is Dyslexia?

Dyslexia is a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities.

This definition of dyslexia is adopted by the 65th WA State Legislature, 2018 Regular Session.



What we look for

- Difficulty with language (articulation processing, retrieving, and storing auditory information)
- Struggles with phonological awareness skills such as rhyming, identifying syllables, hearing/manipulating phonemes (individual speech sounds /m/))
- Difficulty with letter/sound correspondence
- Consistent struggles to correctly identify visually similar letters (p/q, m/n, b/d)
- Poor decoding and spelling
- Leaving off word endings such as -s, -ed, ing
- Frequent misreading of high frequency words
- Poor response to instruction and intervention
- Struggles decoding real and nonsense words
- Listening comprehension that is better than reading comprehension
- Secondary consequences: poor fluency and comprehension, lower volume of reading
- Difficulty with grammar, understanding textbook material, and writing essays.
- Students' feeling "numb" or capable of less than they actually are.
- Discouragement about continuing school

Sources
International Dyslexia Association
CSPH Dyslexia Resource Guide
CSPH Early Screening of Dyslexia Guide

Our response to Dyslexia

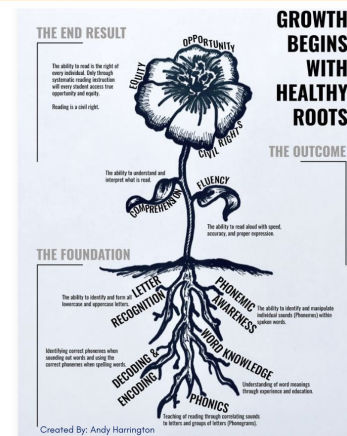
Prevention- The key to overcoming dyslexia is to prevent it through intense remediation for those who don't respond to intervention. 70-90% of kids at risk can learn to read in K-2. To prevent future reading failure, we strengthen the areas of the brain required for reading in our early grades. This includes and begins with phonological and phonemic awareness instruction and practice. Students must develop their awareness that the words we speak are made up of individual speech sounds (phonemes, 44 in English!) that they will later map to the symbols we call letters and phonograms. We prepare our youngest students for reading by providing enough practice for them to obtain automatic recall of letter sounds and explicitly teach students to the correlations between those 44 sounds and the 73 phonograms that represent them.

Early Intervention- Students K-2 are screened 2-3 times a year for reading difficulties. If a child is having difficulty developing phonological awareness or decoding skills, we do not wait to see if they develop it on their own. Early identification and intervention of at-risk students is critical and effective interventions early-on will allow our students with dyslexia to become skilled readers.

Structured Literacy-Structured literacy teaching is the most effective approach for students who experience unusual difficulty learning to read and spell printed words. The term refers to both the content and methods of instruction. We deliver reading instruction to students K-5 with a structured literacy approach. The content taught within this approach includes:

- Phoneme awareness (awareness of individual sounds)
- Sound symbol correspondences (phonograms)
- Patterns and Conventions of Print (spelling)
- Morphology (the smallest units of meaning in words, i.e. cat vs. cats)
- Syntax (word order)
- Semantics (meaning)
- Comprehension

This approach requires instruction that is explicit, systematic, cumulative, multi-modal, diagnostic and responsive.



Tiered Instruction-We have MTSS in place that allow us to provide high quality intervention with differing focus and intensity based on student need. We provide structured literacy instruction to all students in the general classroom. We can differentiate instruction by creating and teaching in small groups, including additional small group or individual interventions based on screening data. Interventions are intensified and vary in time, size, and the instructional plan.

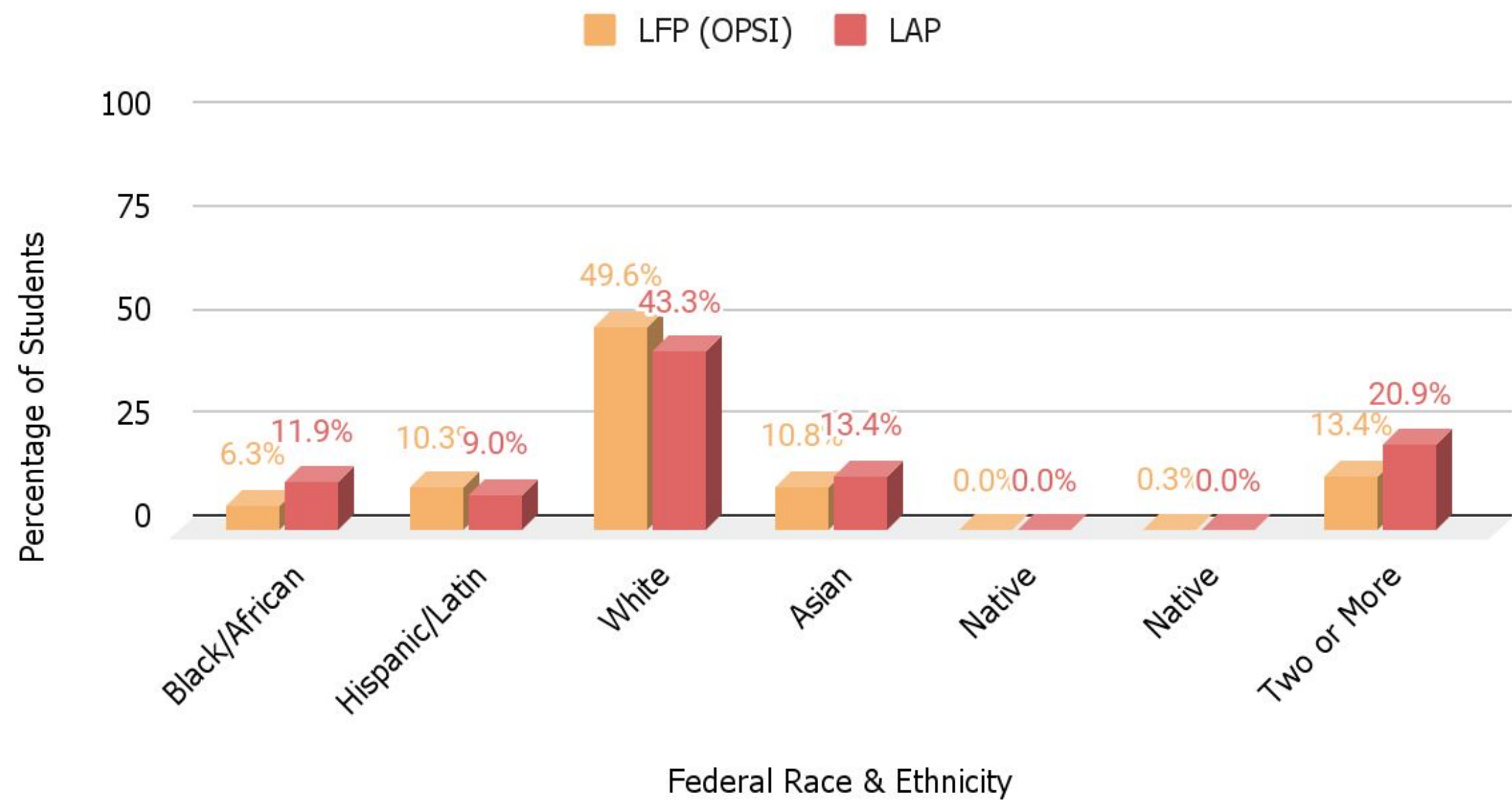
Progress Monitoring-Our students at risk for dyslexia are monitored frequently through a MTSS framework. We use the results of these frequent checks to make decisions about whether or not the instruction is effective or should be modified.

Cultural Shift-We are committed to changing our school culture surrounding dyslexia. This starts with educating parents, students and teachers about the brain difference we call dyslexia. Having honest conversations about dyslexia helps students understand how they learn as well as helps them to advocate for themselves as they progress through school and life. We want our students with dyslexia to find success and feel confident about their futures.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Students in LAP by Federal Race & Ethnicity (Spring 22-23)



LFP Data: DIBELS 8

Grade	Beginning	Middle	End
K	No students with data.	<div> n=66 19 (29%) 13 (20%) 18 (27%) 16 (24%) </div>	<div> n=66 11 (17%) 6 (9%) 25 (38%) 24 (36%) </div>
1st	<div> n=63 22 (35%) 9 (14%) 19 (30%) 13 (21%) </div>	<div> n=62 18 (29%) 12 (19%) 16 (26%) 16 (26%) </div>	<div> n=62 10 (16%) 8 (13%) 20 (32%) 24 (39%) </div>
2nd	<div> n=77 17 (22%) 12 (16%) 23 (30%) 25 (32%) </div>	<div> n=77 11 (14%) 10 (13%) 23 (30%) 33 (43%) </div>	<div> n=77 9 (12%) 7 (9%) 22 (29%) 39 (51%) </div>

2022-2023

K

MoY - **51%**
at/above grade level

EoY - **74%**
at/above grade level

1st

BoY - **51%**
at or above grade level

EoY **71%**
at or above grade level

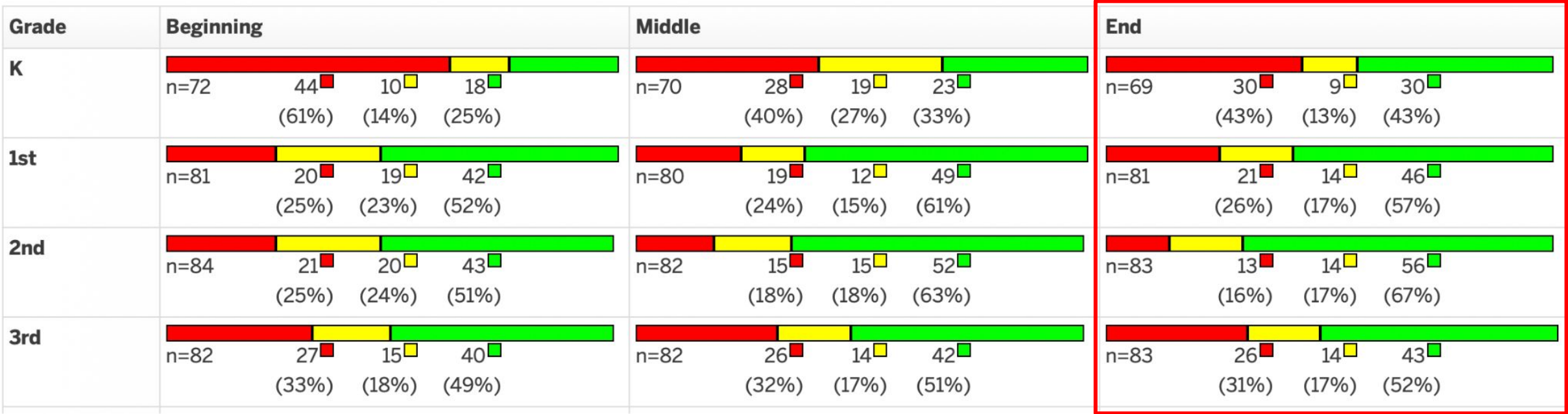
2nd

BoY - **62%**
at or above grade level

EoY - **80%**
at or above grade level

Past comparison to the last time we had a complete set of data as a district, due to different budget changes.

2017-2018 School Year



K- **43%** ending the year at grade level
(57% not at grade level going into first grade)



2022-23 - **74%** at grade level end of year

1st - **57%** ending the year at grade level
(43% not at grade level)



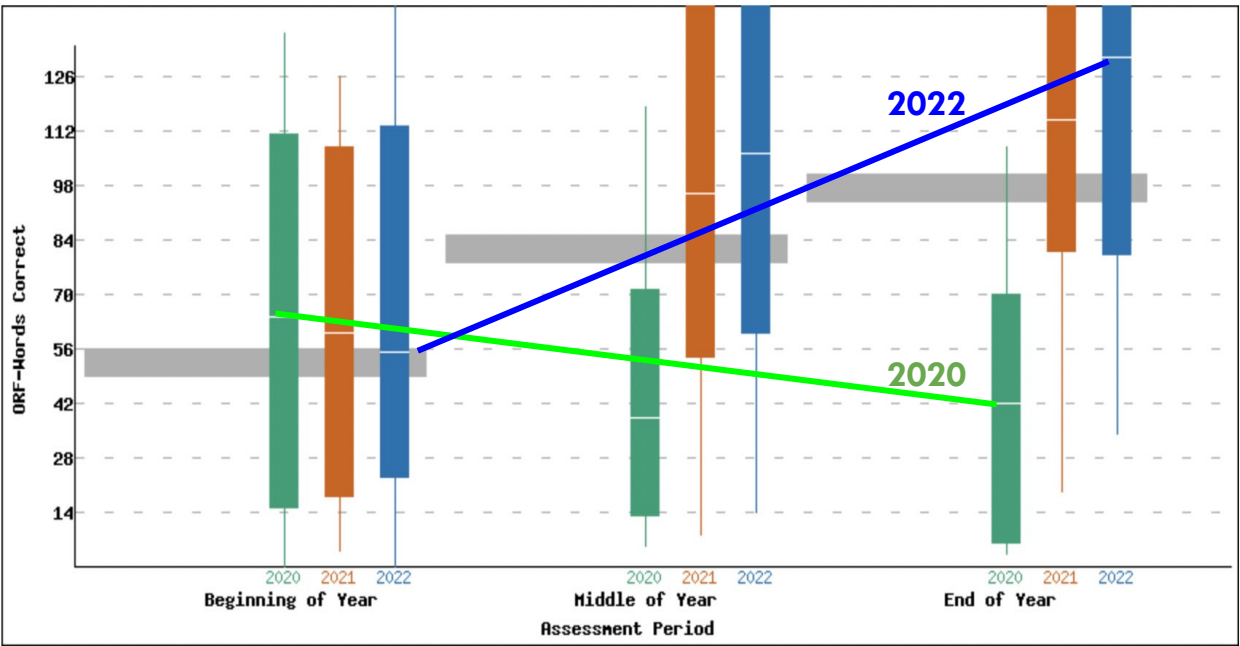
2022-23 - **71%** at grade level end of year

2nd- **67%** ending the year at grade level
(33% not at grade level)



2022-23 - **80%** at grade level end of year

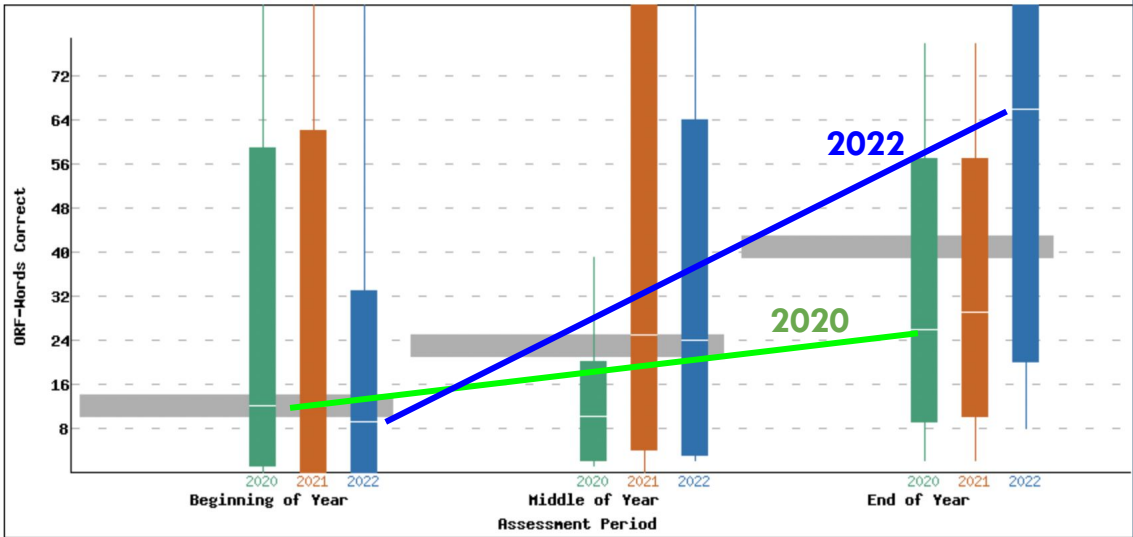
Oral Reading Fluency - Words Correct (ORF-Words Correct)



1st Grade 2020-2022

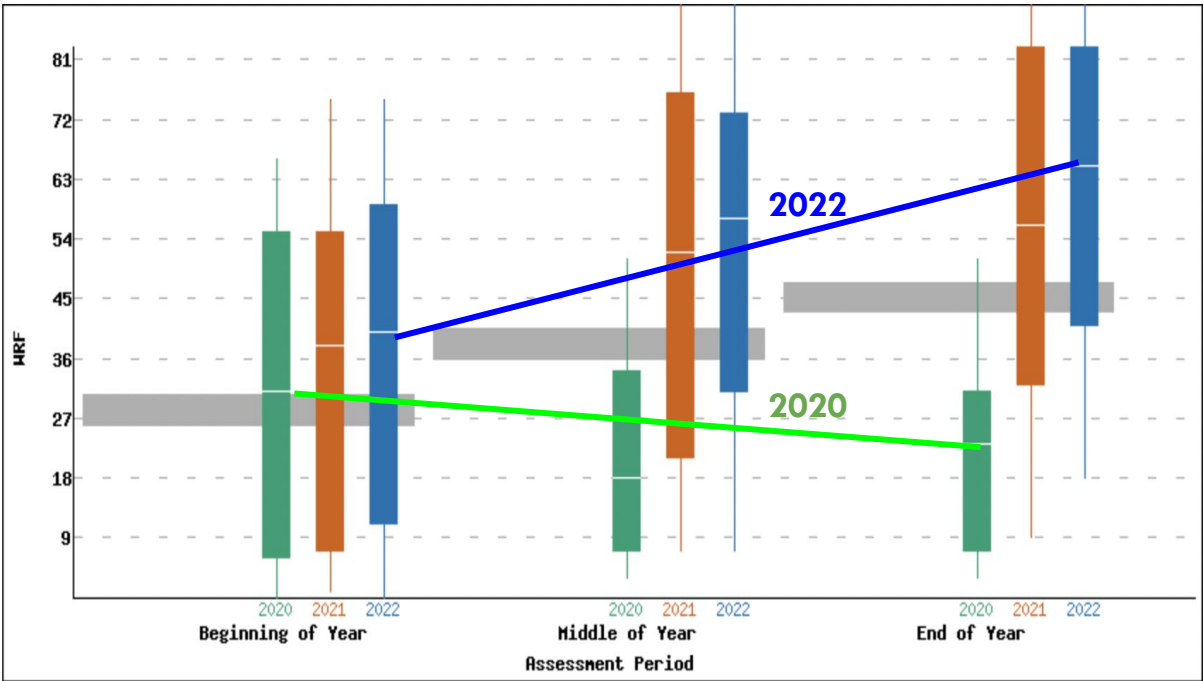
Oral Reading Fluency Growth Over Time

Oral Reading Fluency - Words Correct (ORF-Words Correct)



2nd Grade 2020-2022

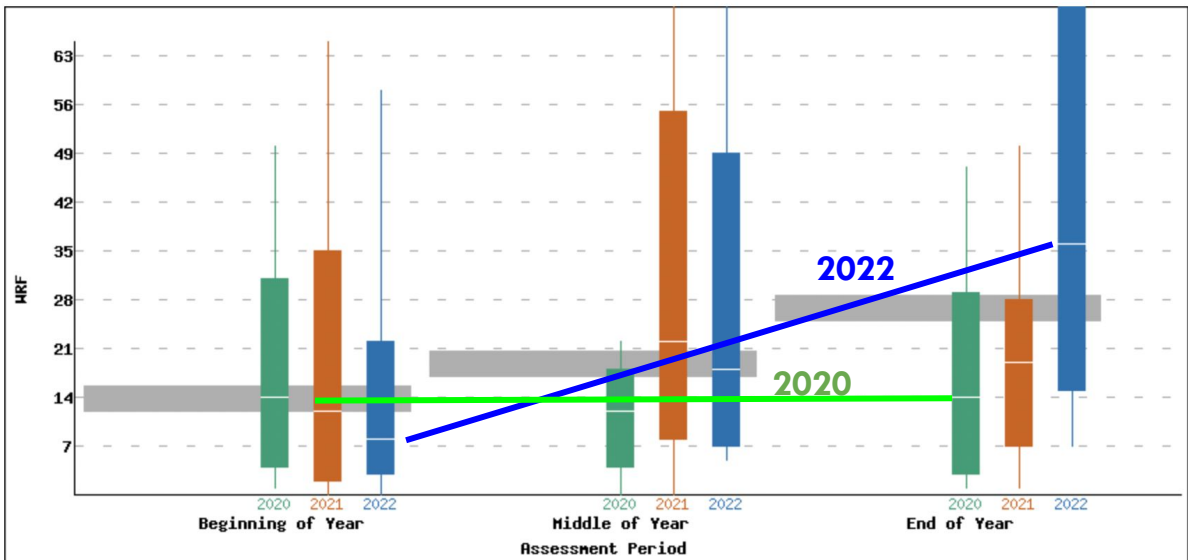
Word Reading Fluency (WRF)



1st Grade 2020-2022

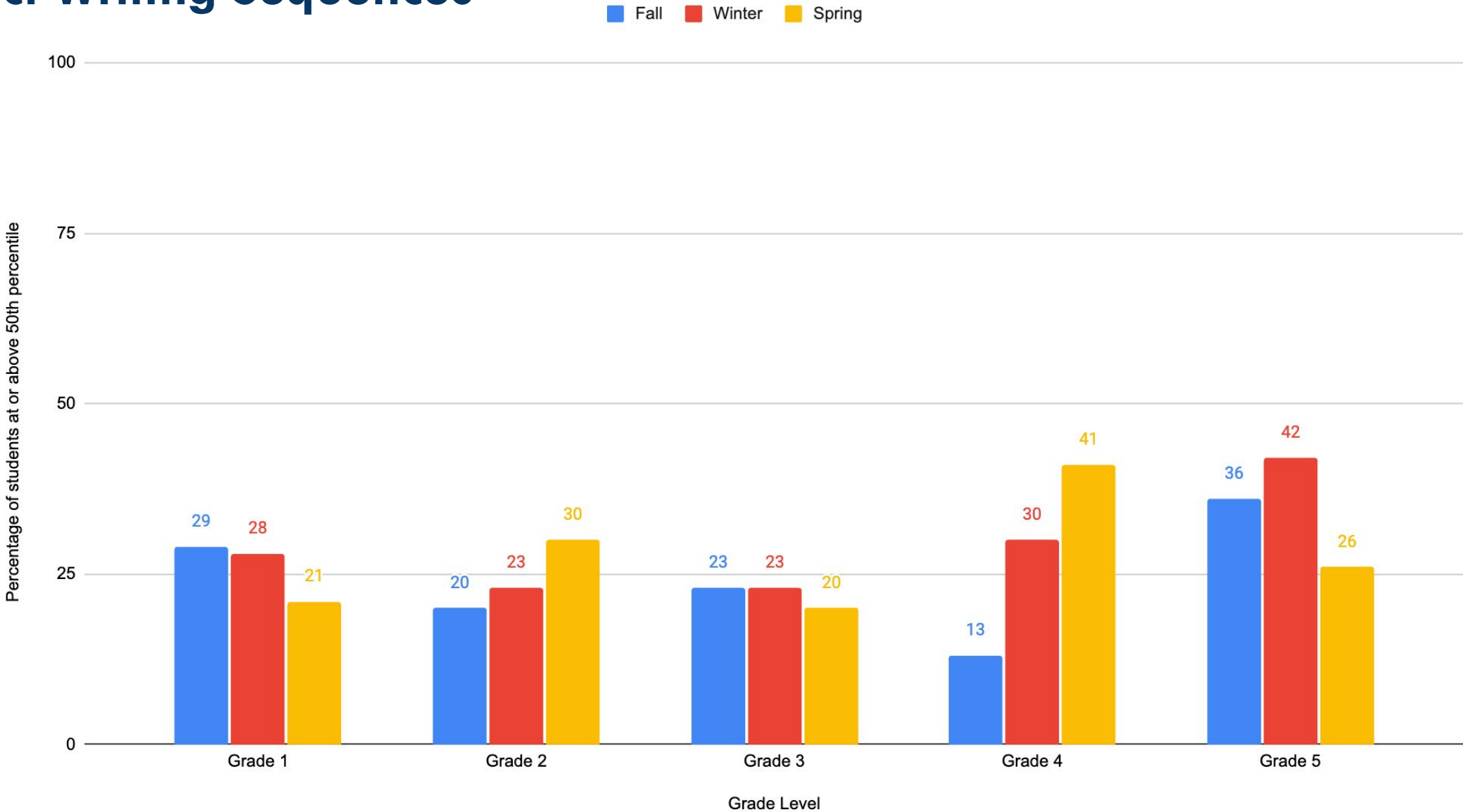
Word Reading Fluency Growth Over Time

Word Reading Fluency (WRF)



2nd Grade 2020-2022

Baseline Writing CBM: Students At or Above 50th %tile for Correct Writing Sequences



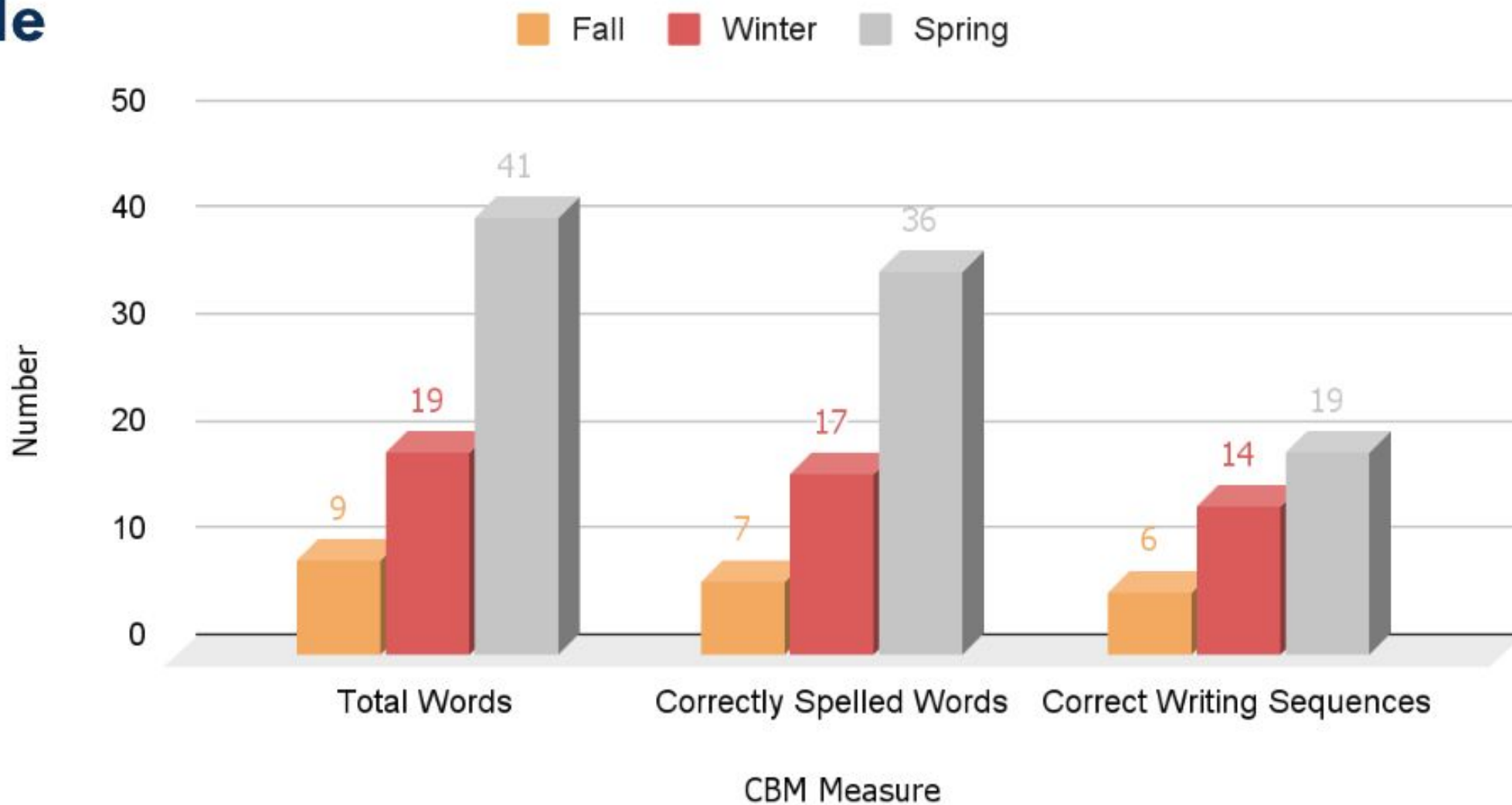
Fluency in Transcription

Transcription

- Letter formation
- Handwriting, Keyboarding
- Spelling
 - Sound-Symbol recall
 - Spelling Patterns
 - Sight Recall
 - Punctuation
 - Capitalization

If handwriting and spelling are not fluent and require considerably effort, students can't focus on higher level composing skills.

Student Case Sample



Student
Case
Sample

The Direct Correlation Between **Daily Letter Formation**
and **Letter Recognition / Reading Growth**

Student: [redacted]
Grade: **1st**

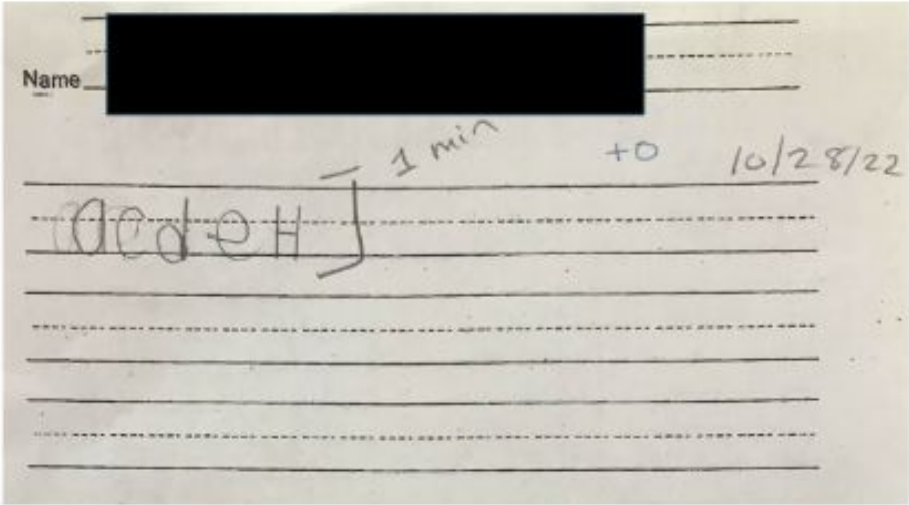
Lowercase Letters Written Correctly in 60 Seconds:

Fall 2022
0

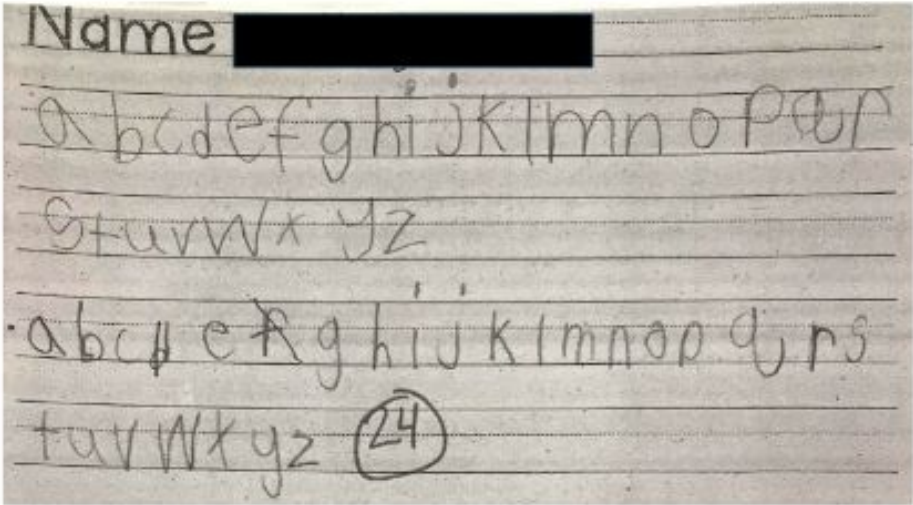
Winter 2023
10

Spring 2023
24

Growth
+24



Fall 2022



Spring 2023

Student Case Sample

The Direct Correlation Between **Daily Letter Formation** and **Letter Recognition / Reading Growth**

Dibels Data

Letter Recognition	Fall 2022 14	Winter 2023 39	Spring 2023 61	Growth +47
PSF	Fall 2022 0	Winter 2023 28	Spring 2023 36	Growth +36
NWF - CLS	Fall 2022 5	Winter 2023 32	Spring 2023 59	Growth +54
WRC	Fall 2022 0	Winter 2023 5	Spring 2023 19	Growth +19
WRF	Fall 2022 0	Winter 2023 2	Spring 2023 15	Growth +15
ORF Words Correct	Fall 2022 0	Winter 2023 0	Spring 2023 23	Growth +23
ORF Accuracy	Fall 2022 0%	Winter 2023 0%	Spring 2023 85%	Growth +85%
Composite	Fall 2022 305	Winter 2023 363	Spring 2023 434	Growth +129

Student: [REDACTED]
Grade: 1st





Science of Reading and Writing



**Your turn
to talk...**


**What was your
experience learning
to read?**

**Was reading and/or
spelling hard for
you?**

Balanced Unbalanced Literacy- from Equipped for Reading

Success Dr. David Kilpatrick

1. Letters/Graphemes - phonics approach
2. Word parts/rime units - linguistic word family approach
3. Words - Whole word approach
4. Sentences/Paragraphs - whole language, balanced literacy



The third and fourth approaches routinely draw attention away from the phonemic and orthographic sequences needed for both level of word- level reading.

The effectiveness of these is directly related to how closely they align with the phonemic nature of alphabetic writing.

If a child memorizes ten words, the child can only read ten words, but if the child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words, and 21,650 five sound words.

What the Science of Reading IS

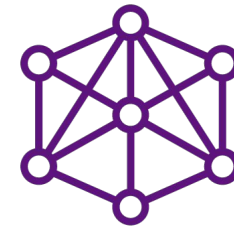


Dr. Maria Murray

Founder and President of
The Reading League

Five decades of interdisciplinary scientifically-based research tells us:

- how proficient reading and writing develop
- why some have difficulty
- how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties



The Science of Reading

A Defining Movement

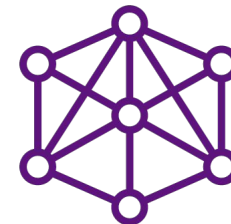
What the Science of Reading is NOT



Dr. Maria Murray

Founder and President of
The Reading League

- an ideology or philosophy
- a fad, trend, new ideas, or pendulum swing
- a political agenda
- a one-size-fits-all approach
- a program of instruction
- a single, specific component of instruction, such as phonics



The Science of Reading

A Defining Movement

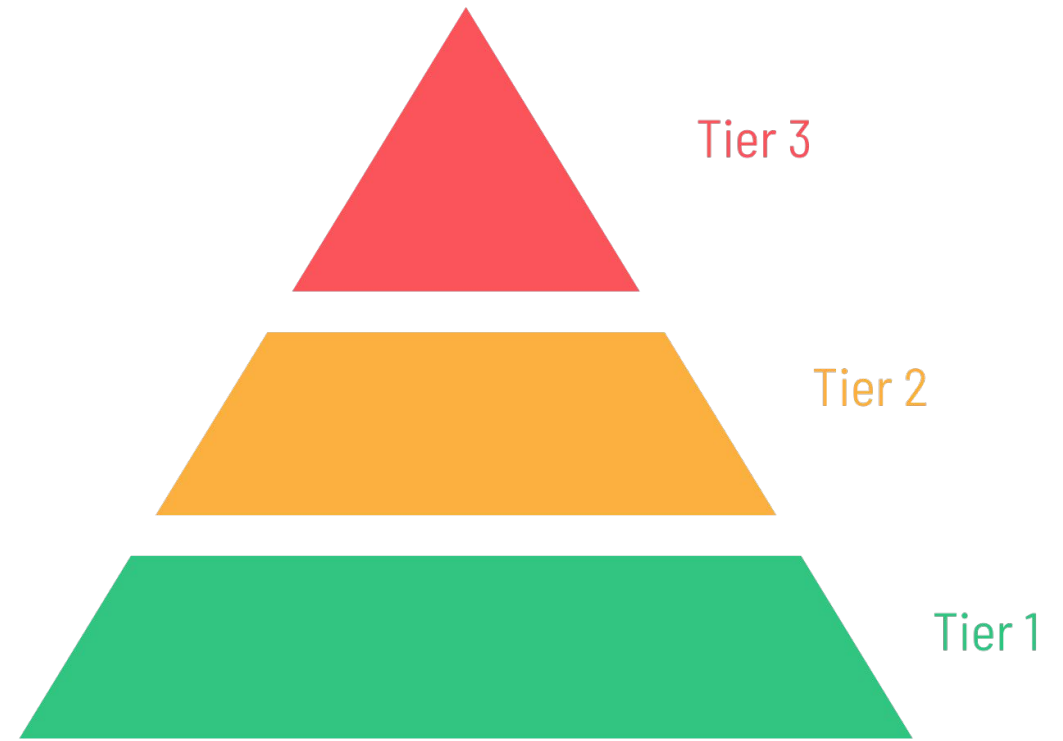


Implementing SoR in a building
through an MTSS framework

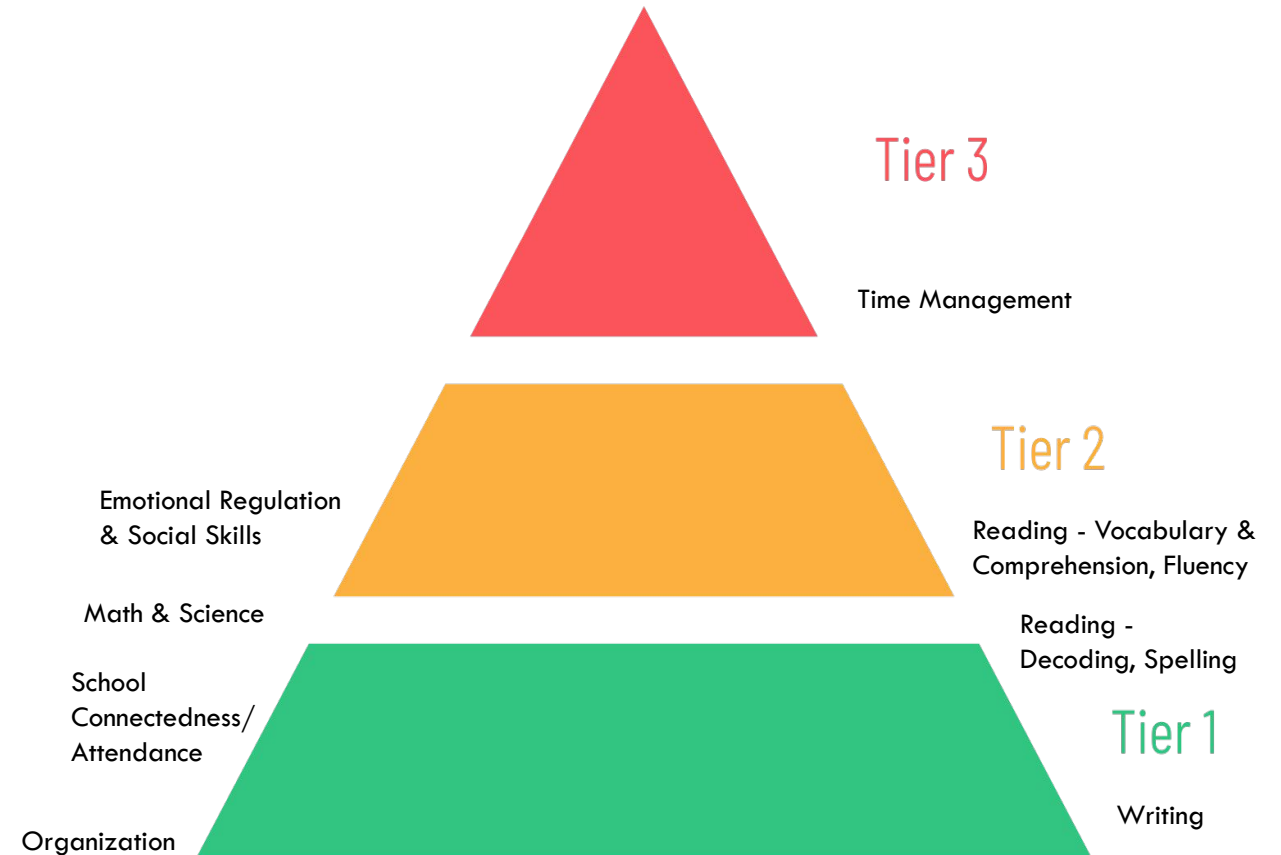
MTSS yourself in school

What would your pyramid look like?

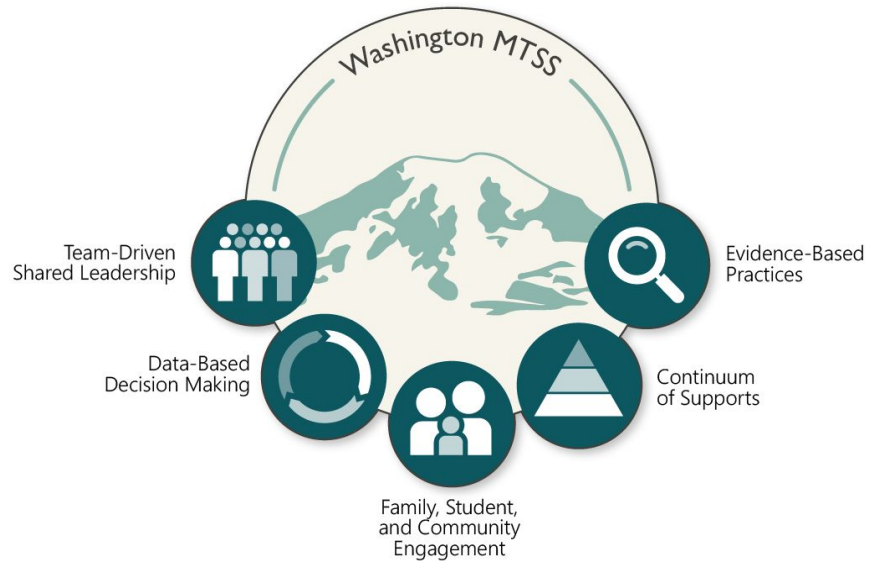
- Academics
- Social/Behavior/Relationships
- Executive Functioning
- School Connection
- Attendance



What my pyramid looks like



MTSS Core Components



American Institute of Research:

- Culturally responsible assessment and instruction
- Data-based decision making to facilitate equitable outcomes



Team-Driven shared Leadership



Data-Based Decision Making

Universal Screening
Progress Monitoring
Problem Solving/Continuous Improvement Cycles



Continuum of Supports matched to student need

Universal Instruction
Layered tiers of support



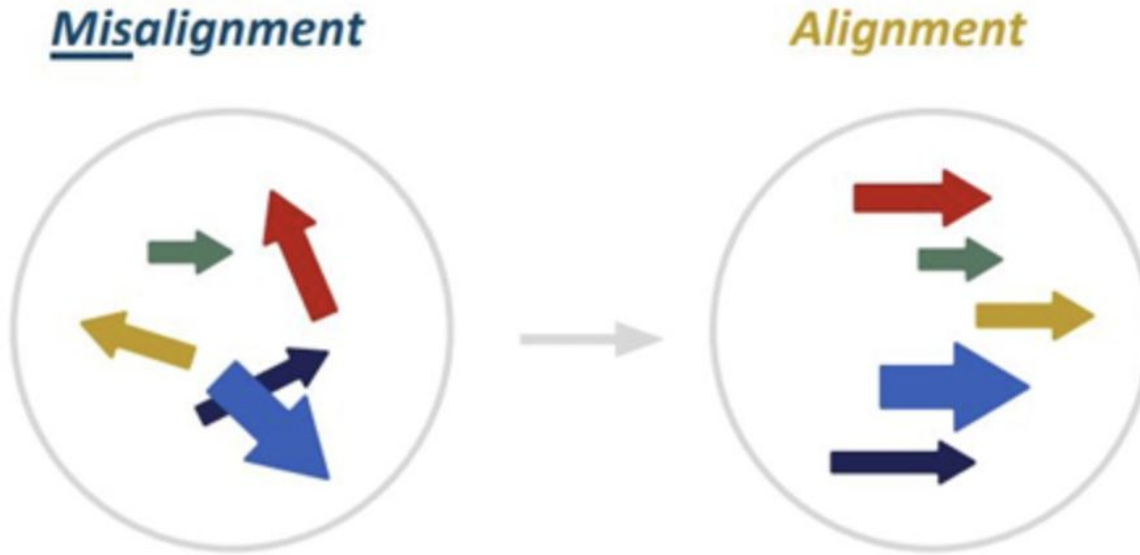
Family, Student, Community Engagement



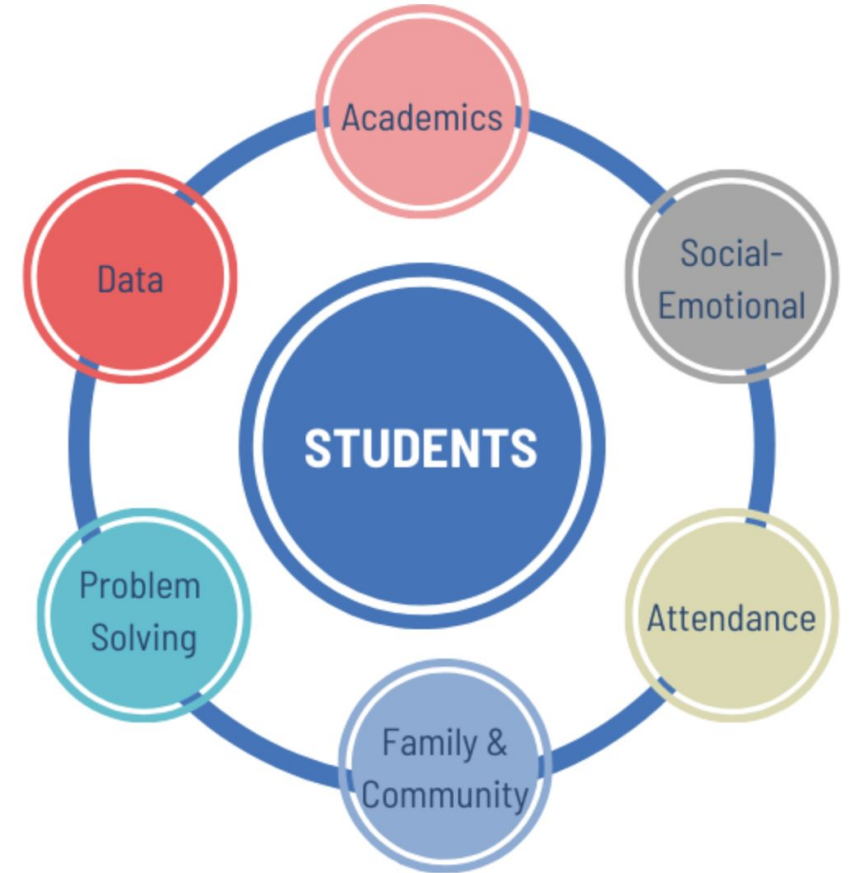
Use of Evidence Based Practices



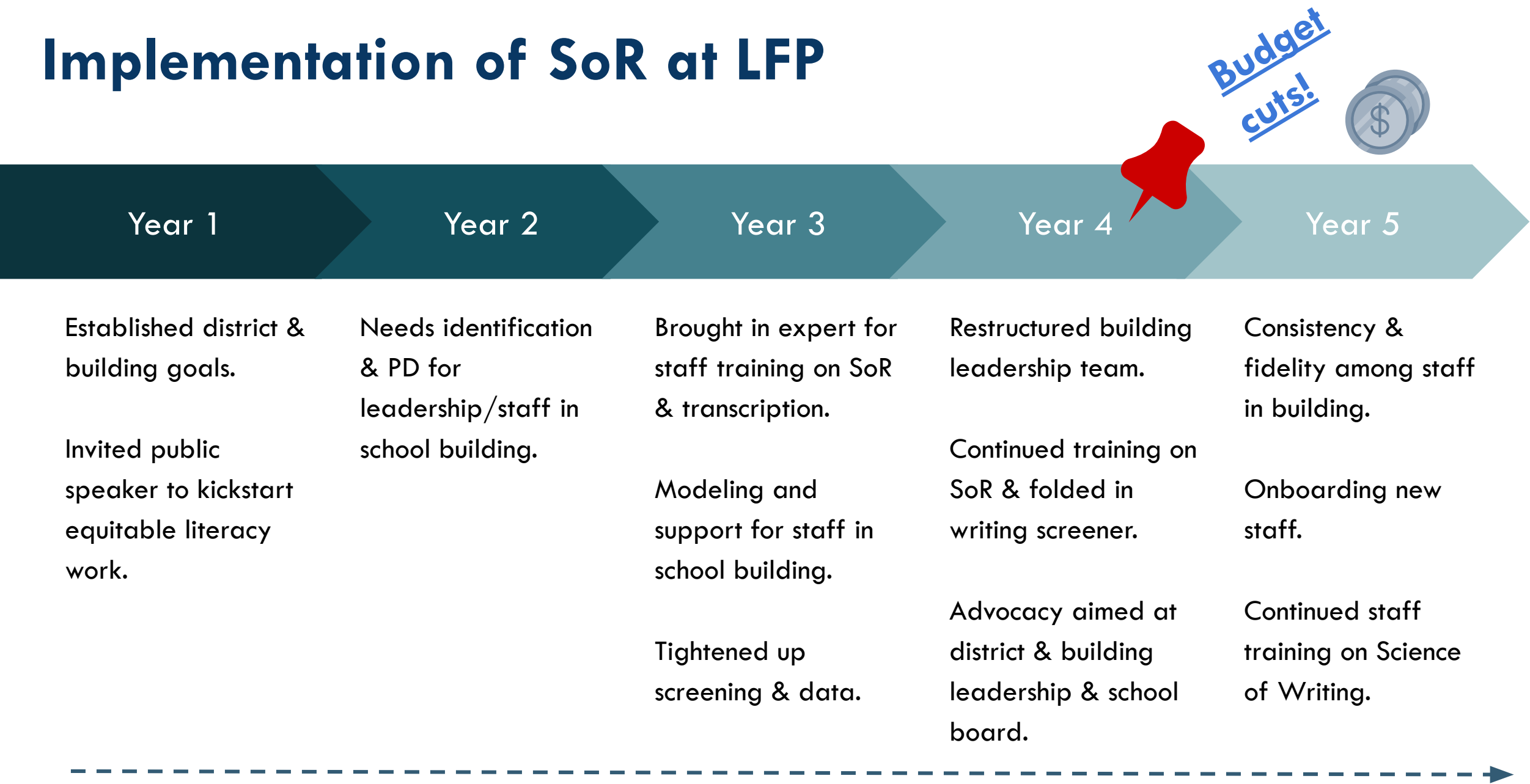
Multi-Tiered System of Supports (MTSS)



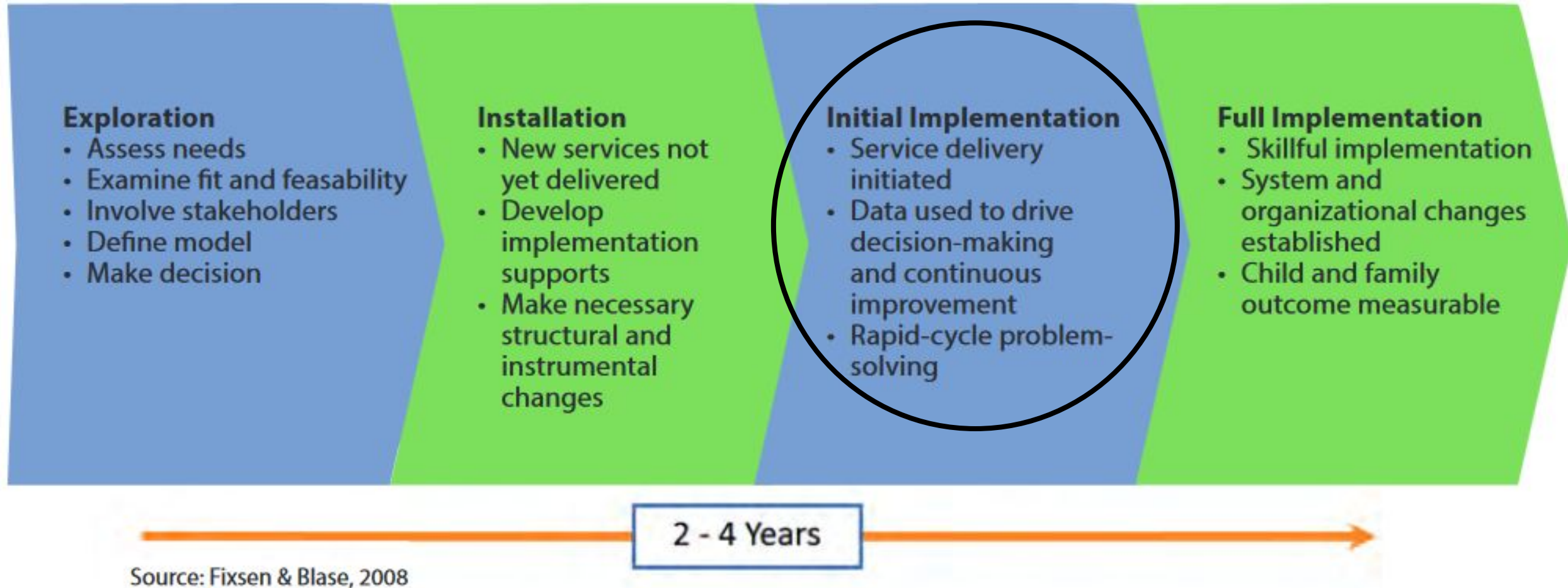
Alignment: getting people, process, program and structure on the same page, going in the same direction.



Implementation of SoR at LFP

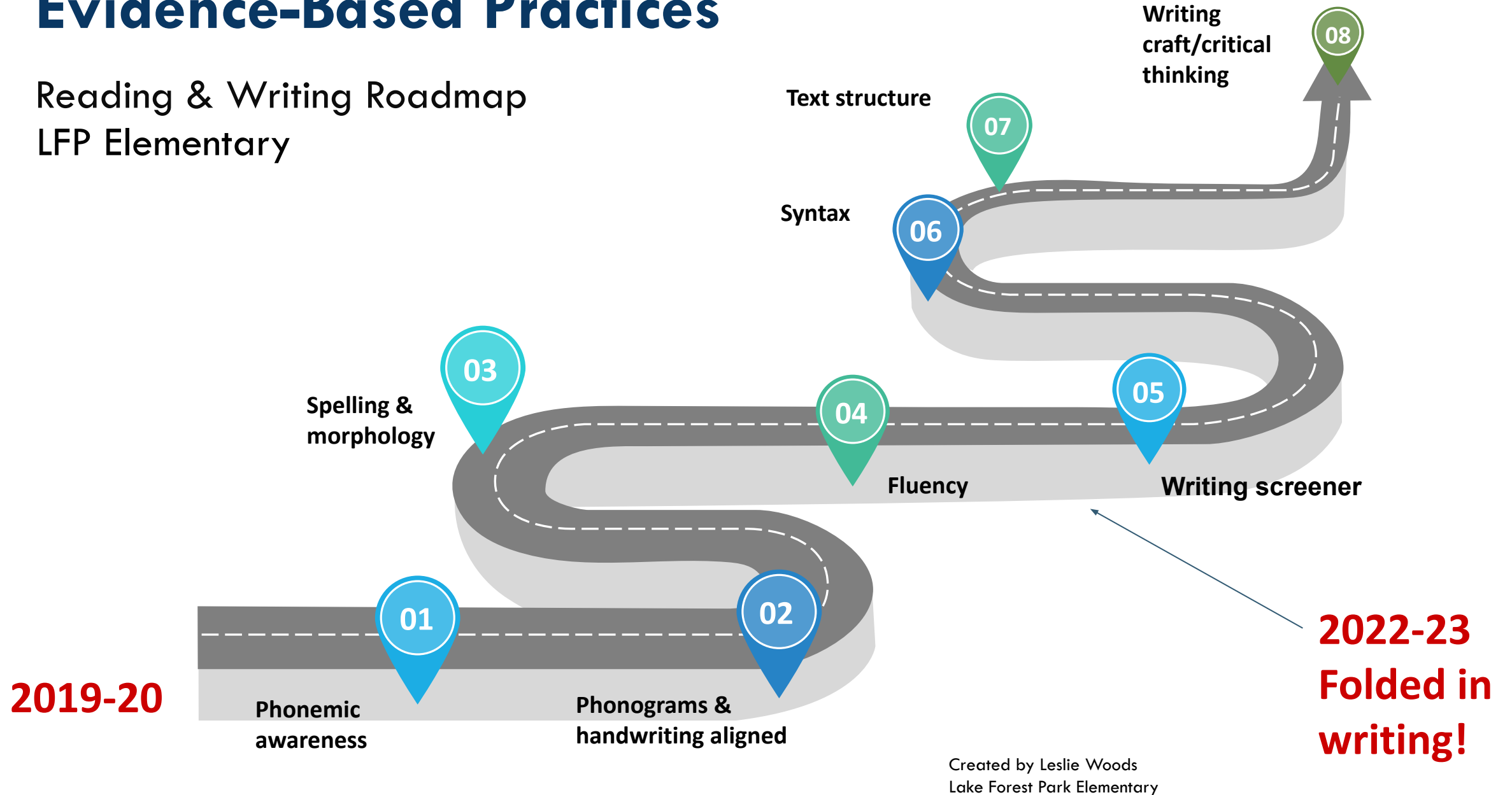


Implementation Stages



Evidence-Based Practices

Reading & Writing Roadmap LFP Elementary



Norms for Universal Assessments

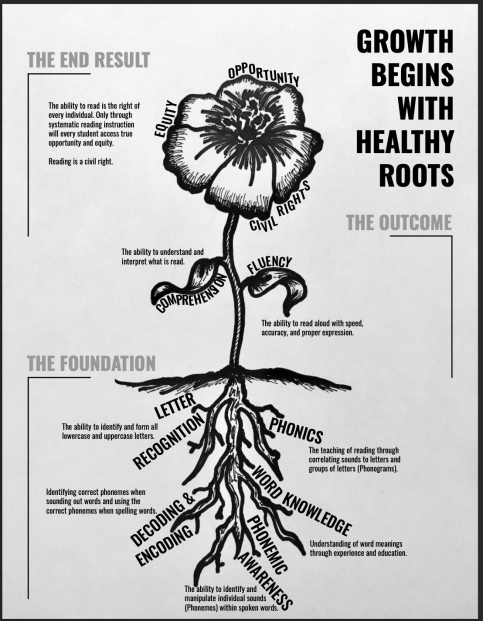
Legend	
Blue goal = Core support; Negligible risk	(nearly all students in this range score at or above the 40th percentile rank on criterion measure)
Green range = Core support; Minimal risk	(about 80% of students who score at or above the 40th percentile rank on criterion measure fall in this range or above)
Yellow range = Strategic support; Some risk	(about 80% of students who score below the 40th percentile on criterion measure fall in this range or below)
Red range = Intensive support; At risk	(about 80% of students who score below the 20th percentile on criterion measure fall in this range)
DIBELS 8 (University of Washington, 2020)	

Writing CBM									
Key	75-90%								
	50%								
	25%								
	10%								
	Below 10%								

Based on norms for Writing CBM: aimsweb (2015).
Students below 50%tile score on the norms would be considered at risk in the area of writing and could possible benefit from additional instruction.

High Leverage Moves for Equity & Inclusion at LFP

Instruction	Assessment
<ul style="list-style-type: none"> ■ Phonemic Awareness ■ Phonics/Phonogram Cards ■ Morphology ■ Explicit Spelling Instruction ■ Handwriting/Transcription Skills 	<ul style="list-style-type: none"> ● Alphabet Handwriting Fluency ● Decoding Survey ● Phonogram Assessment ● Morrison-McCall Spelling Assessment ● Curriculum-Based Measures in decoding, fluency, writing



Implementing the Writing Screener

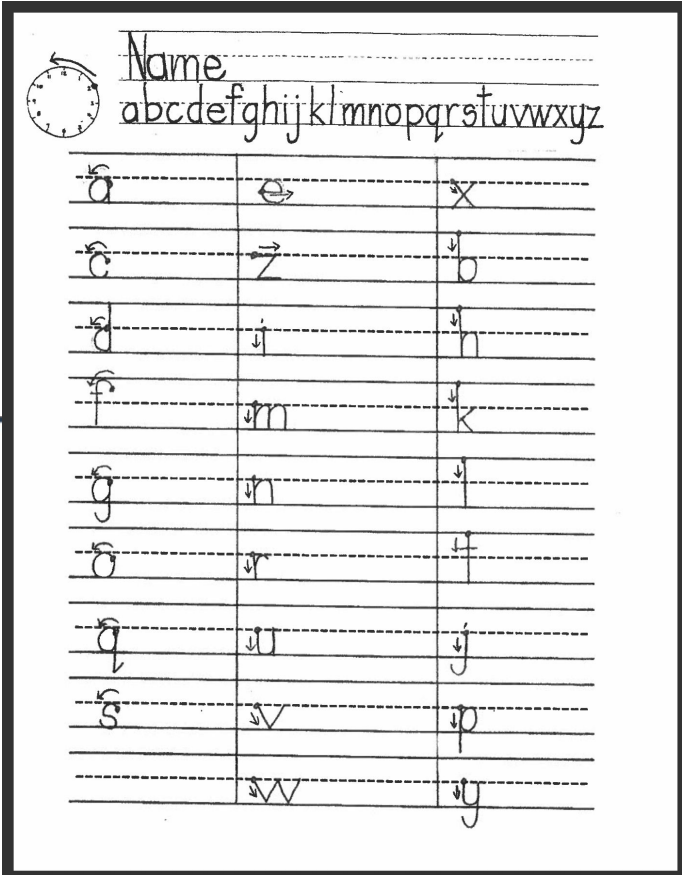
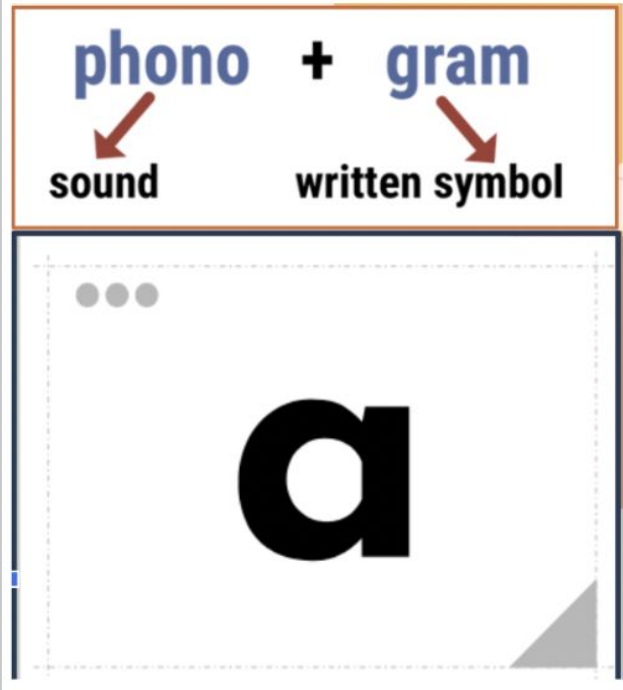
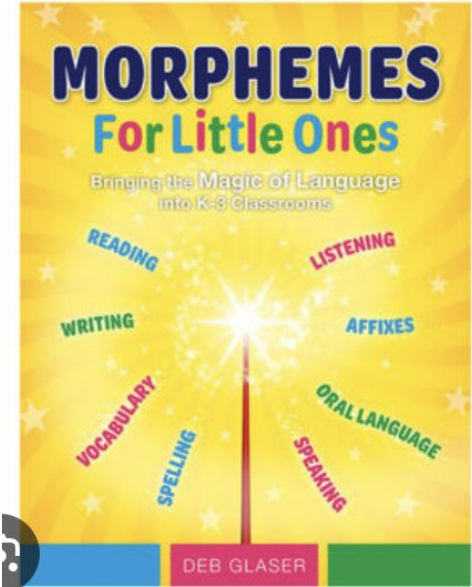
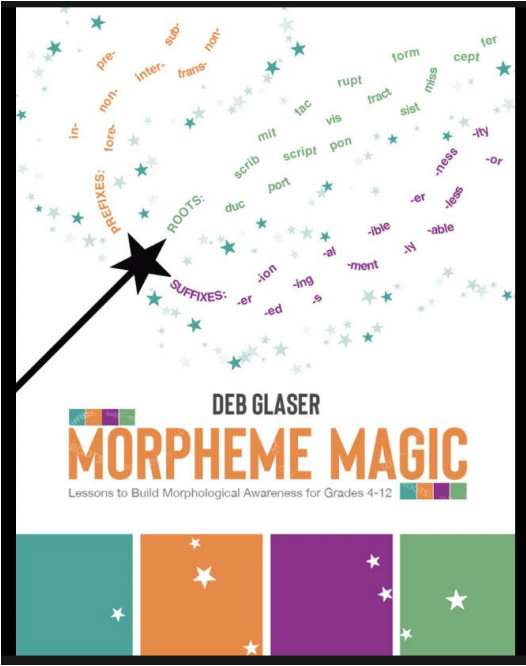
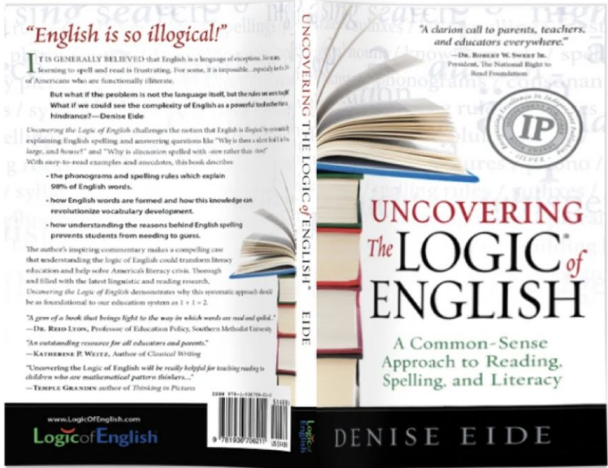
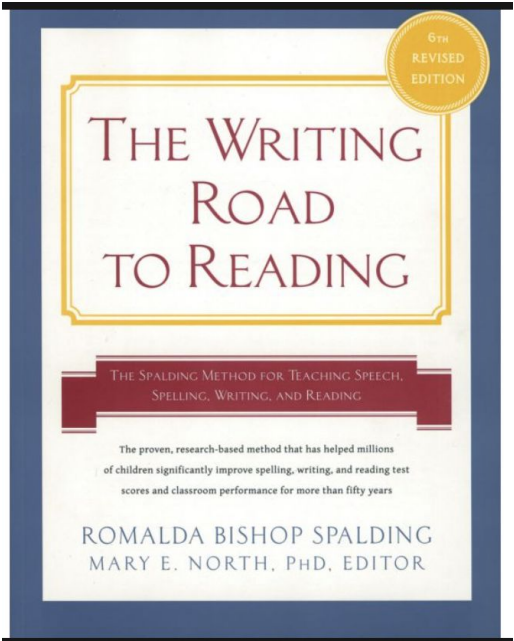
- Implemented a universal Writing CBM for 1st-5th graders Fall, Winter, and Spring
- 1st also completes Alphabet Fluency
- Quick temperature check of student's writing: total words, spelling and correct writing sequences



The zookeeper noticed that the cage was open and...

^The^tiger^ got out, ^
the^cage^ the tiger
destroyed the^Zoo^
2nd grader, LFP

Evidence-Based Practices at LFP



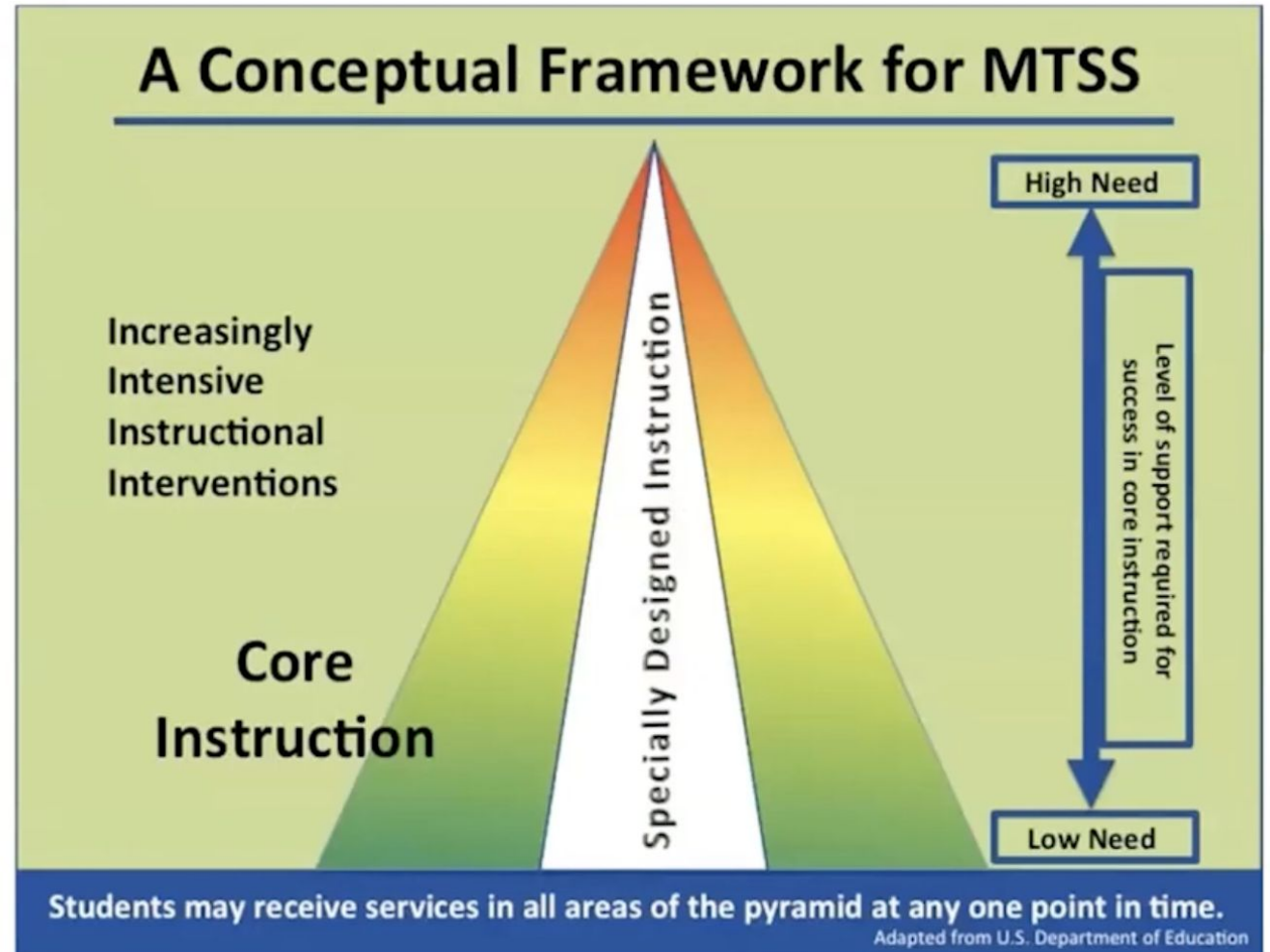
Team Driven Shared Leadership

Leadership explains about 25% of the variation in student learning across schools. Classroom factors explain more than 33% of the variation in learning across schools. (Louis Leithwood, Walstrom, & Anderson. (2010) Investigating the links to improved student learning.)



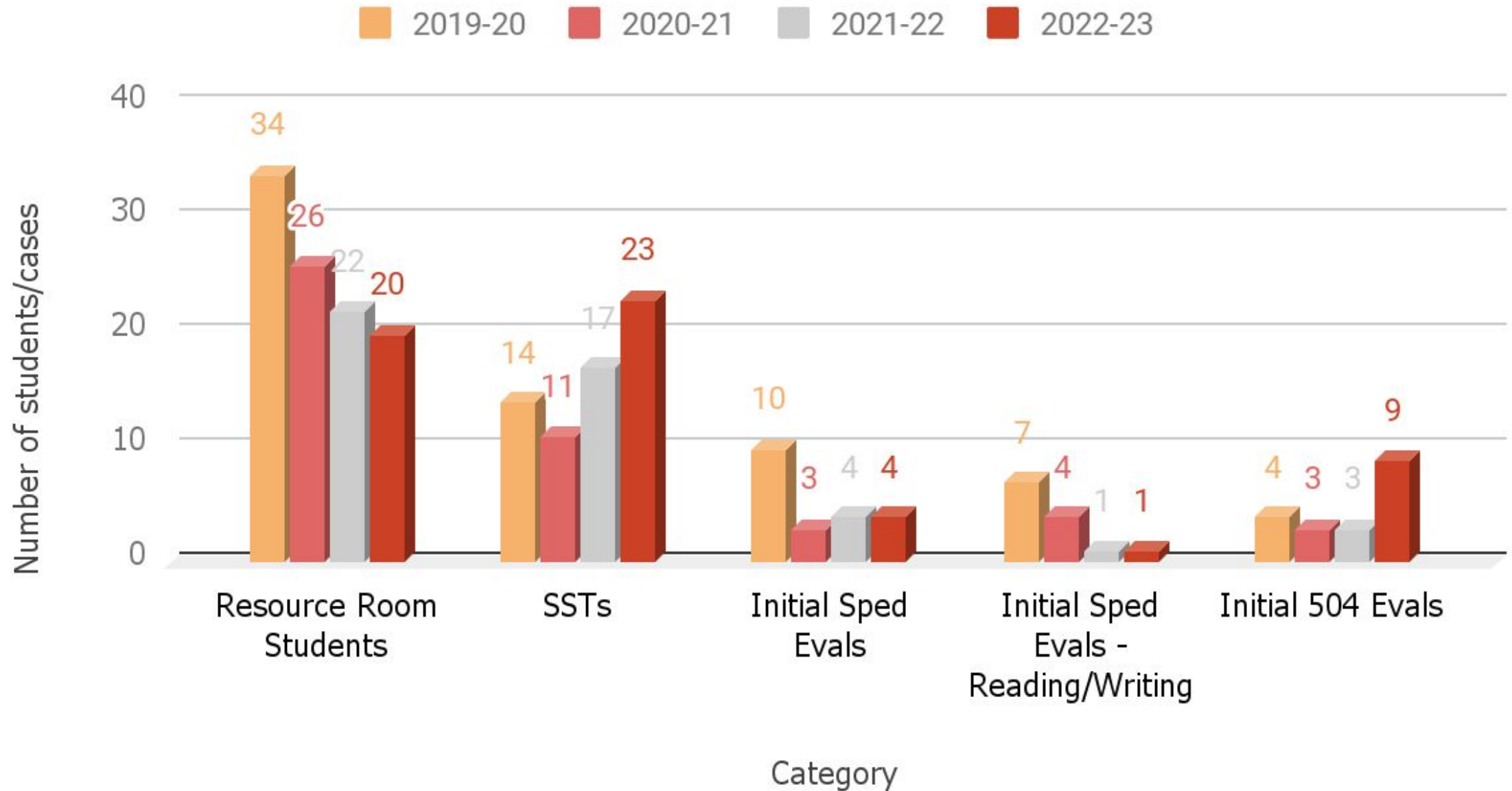
Continuum of Supports

blt staff tierii
pbis data gt iep
mtss ilt 504 equity
sst



<https://www.pcsb.org/mtss>

MTSS Data at LFP



Student, Family and Community Engagement

phono

+

gram


↙

↘

sound

written symbol

LFP Family Literacy Night



Learn ideas for supporting your child's reading, writing and spelling at home.

...

a

/sound/ example

1 - /ă/ - apple

2 - /ā/ - paper

3 - /ä/ - want

Teaching Point:

The Right to Read



1:47

1

Primary factors contributing to success at LFP



- Strong, engaged, and collaborative leadership
- Teacher knowledge of SoR and writing
- Shared responsibility, consistency, and fidelity (all hands on deck)
- Focus on improving Tier 1 instruction first
- Integration across tiers
- Integration of MTSS and equity work
- Emphasis on celebrations, student stories
- Outside the box thinking amidst budget cuts and invested in building PD
- Networking with state leaders of nonprofits, parent coalitions



Networking & Mobilizing Grassroots Advocacy

Advocacy for Systems-Level Change

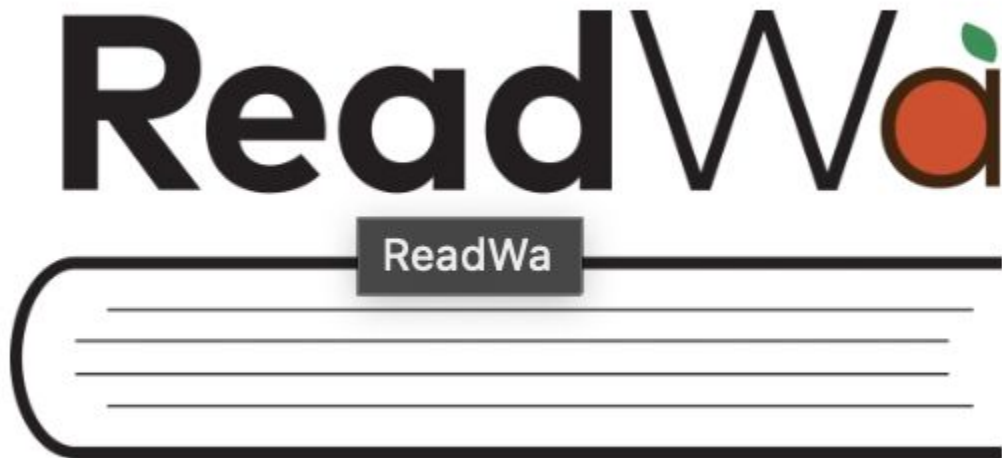


“Either you're teaching them to read or not. Either they're internalizing to automaticity, or they're not. And if they're not, then let's get together as an adult community and figure out what's happening. Where's the disconnect? So that is my idea of justice. Getting the job done, because that, their life depends, their liberation, their ability to have agency in the world, depends on us mastering that ability to get them to understand, internalize, and move through this idea of reading, right?” – Zaretta Hammond

Science of Reading, The Podcast, Season 7, Episode 4
“Scaffolding is built to be temporary with Zaretta Hammond”

Networking & Mobilizing Grassroots Advocacy

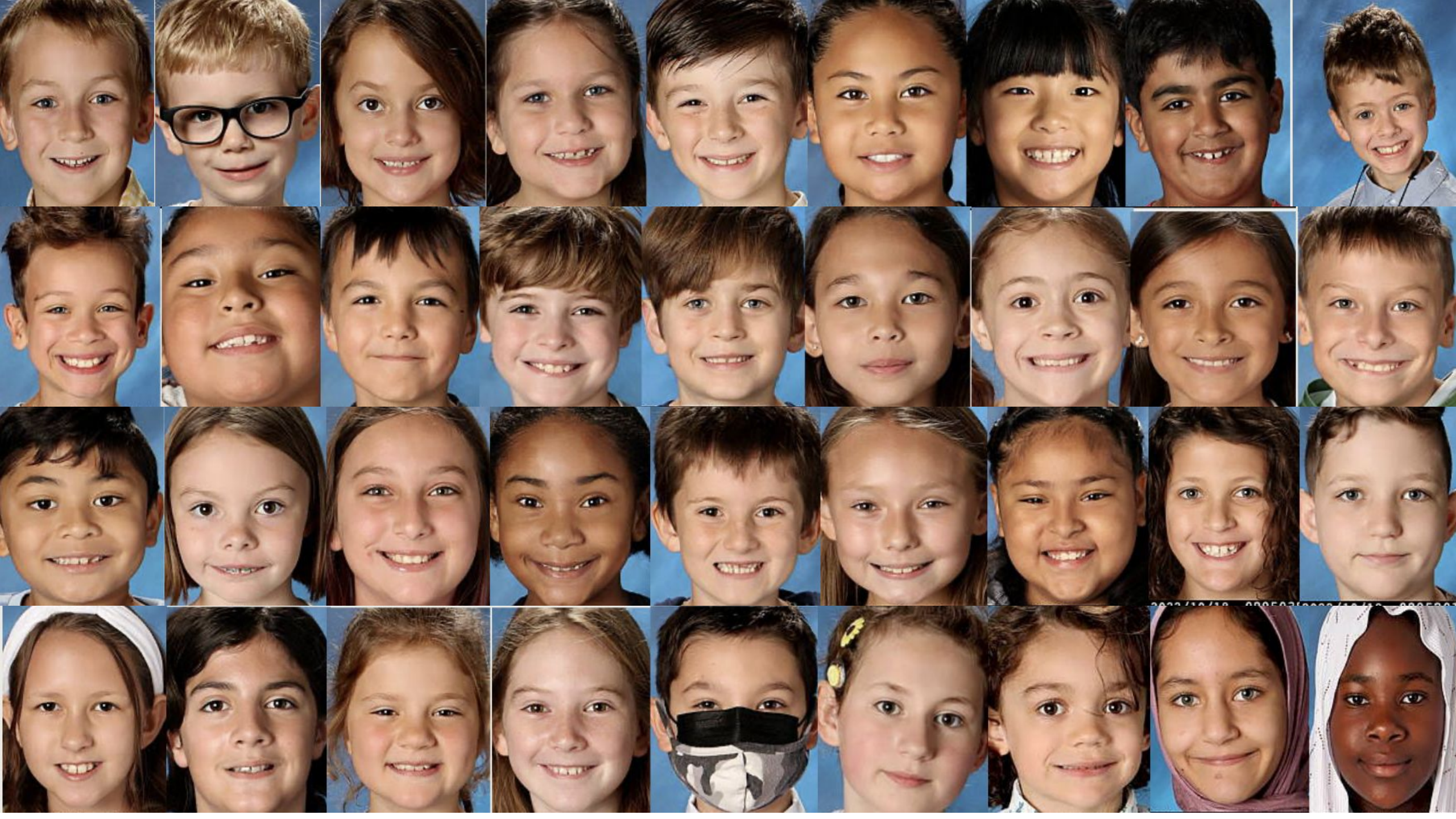
A great deal of our funding for supplemental materials has come from grants that were generously awarded by the Shoreline Public Schools Foundation.



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Thanks!

Do you have any questions?

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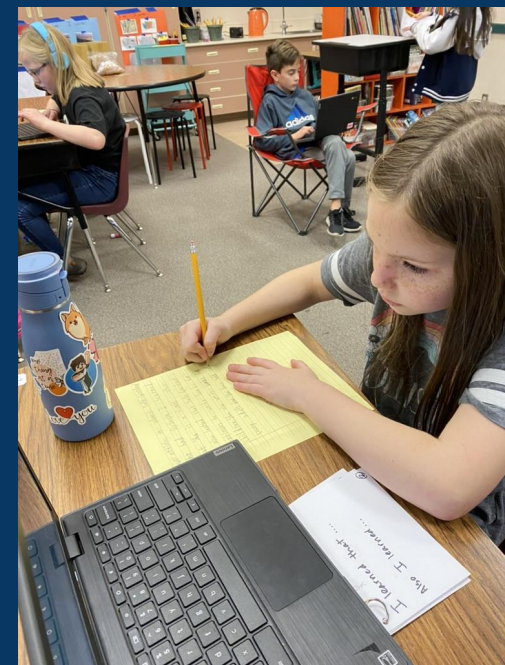
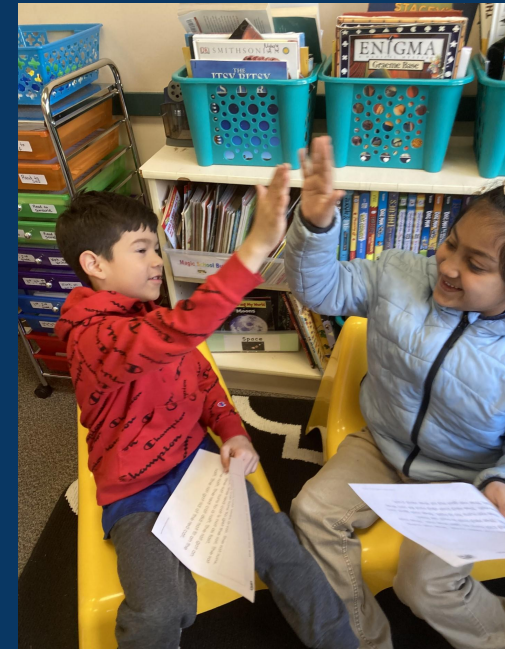
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Lake Forest Park Elementary

Shoreline School District, Washington



Resources that helped us on our SoR journey:

The Why:

- <https://www.seattletimes.com/education-lab/fed-up-with-low-reading-scores-wenatchee-schools-turned-to-science/>
- <https://www.apmreports.org/episode/2020/08/06/what-the-words-say>
- <https://www.apmreports.org/episode/2019/08/22/whats-wrong-how-schools-teach-reading>
- <https://features.apmreports.org/sold-a-story/>
- <https://heggerty.org/resources/blog-post/phonemic-awareness-in-older-learners/>
- <https://www.nationsreportcard.gov/highlights/reading/2022/>
- <https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss/mtss-components-and-resources>
- <https://www.readingrockets.org/sites/default/files/teaching-reading-to-african-american-children.pdf>

Materials:

- <https://morphememagic.com/>
- <https://www.spaldingeducation.org/the-writing-road-to-reading-program>
- <https://heggerty.org/product/primary-phonemic-awareness-curriculum-english-2022-edition/>

PD:

- Science of School Leadership- Patti Montgomery Produced by ReadWa
- Science of Reading 2.0 A Deeper Understanding- Jan Hasbrouck produced by ReadWa