Literacy Update for Board Advance
6/11/2022

[How did students perform on PALS?](#)

[How did students perform on MAP?](#)

[Where are we with implementation of the science of reading?](#)

[How is HMH connected to our Science of Reading Implementation?](#)

[LETRS Update](#)

How did students perform on PALS?

Purpose of PALS

- ***PALS-K*** *is a measure of students' knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those students who are relatively behind in their acquisition of these fundamental literacy skills.* https://pals.virginia.edu/pals-k-assessment
- ***PALS 1-3*** *is used with students in 1st through 8th grades to identify students at risk of reading difficulties. These assessments are designed to measure students' knowledge of important literacy fundamentals and can be used as a diagnostic tool to provide teachers with explicit information to help guide their teaching.* https://pals.virginia.edu/pals-1-3-assessment

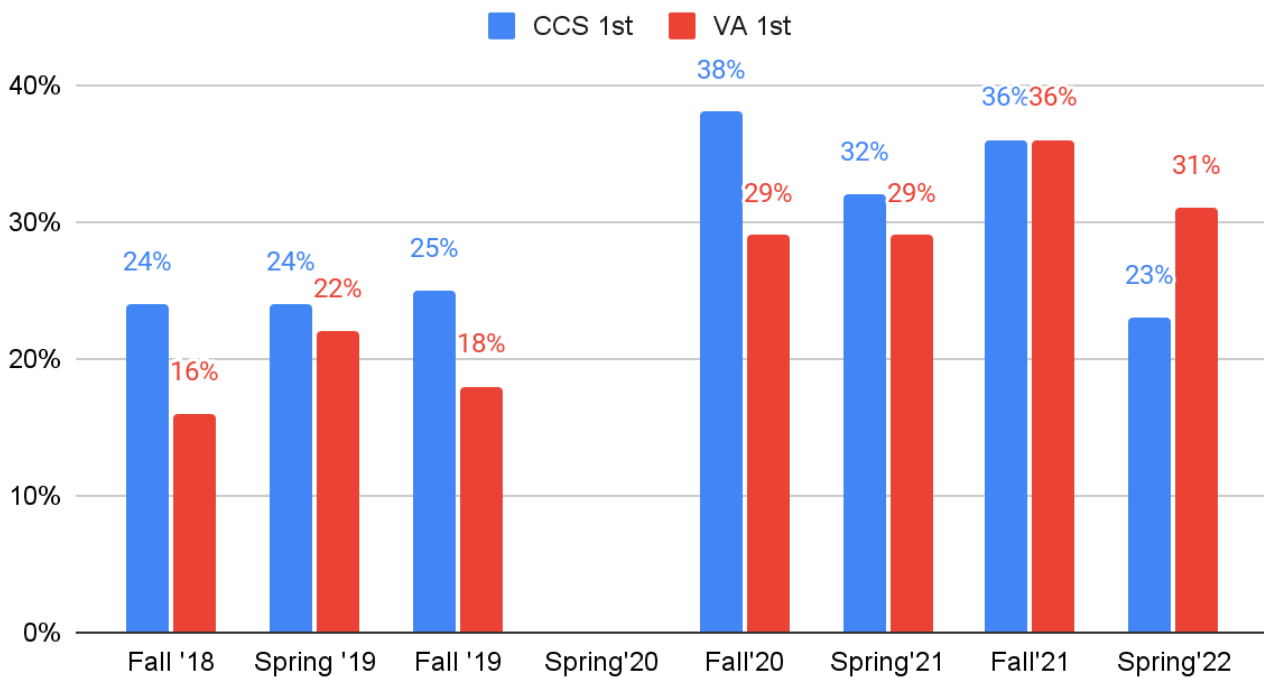**How did CCS Students Perform on PALS?**

The following tables compare the percentage of students in CCS (BLUE) below the PALS benchmark to the percentage of students across all VA (RED) below the PALS benchmark in grades K, 1, and 2. Note that the PALS benchmark captures about the lowest quartile of achievement therefore it is not equivalent to "grade level achievement" but it is a helpful benchmark for us to look broadly at programmatic impact. Pay attention to the change from fall to spring for each grade level - we want to see the percentages getting SMALLER. COVID has a significant impact on early literacy achievement in CCS and VA. While the percentage of students remains higher than we want, we are moving in the right direction because we are implementing science and evidence-based literacy curriculum and instruction.

% of KDG Students Below PALS Benchmark CCS/VA
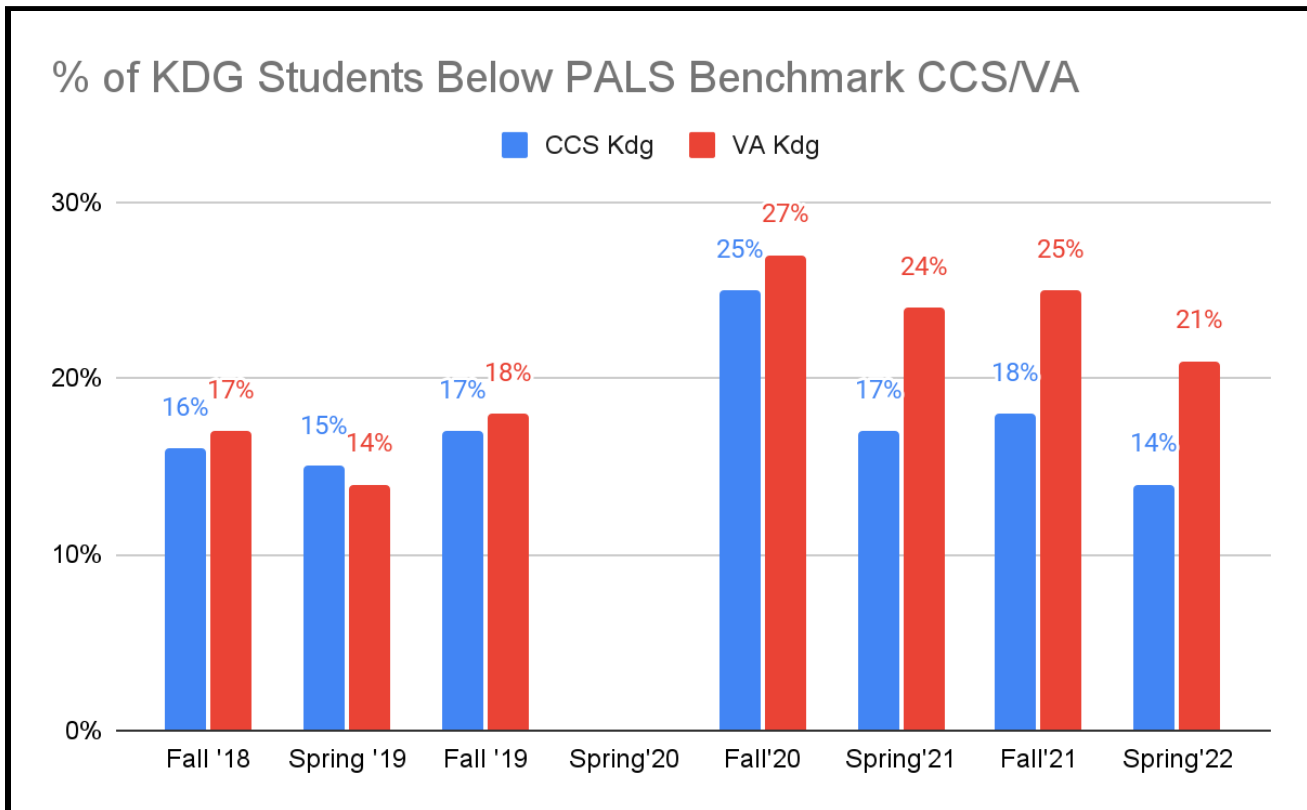
- Our Kdg students are outperforming students across VA. We closed significant gaps during COVID considering many of our current kindergarteners did not have access to in person PreK.

Note: Spring '22 data excludes EL Level 1 Newcomers, Level 1s, and students enrolled after 10/1
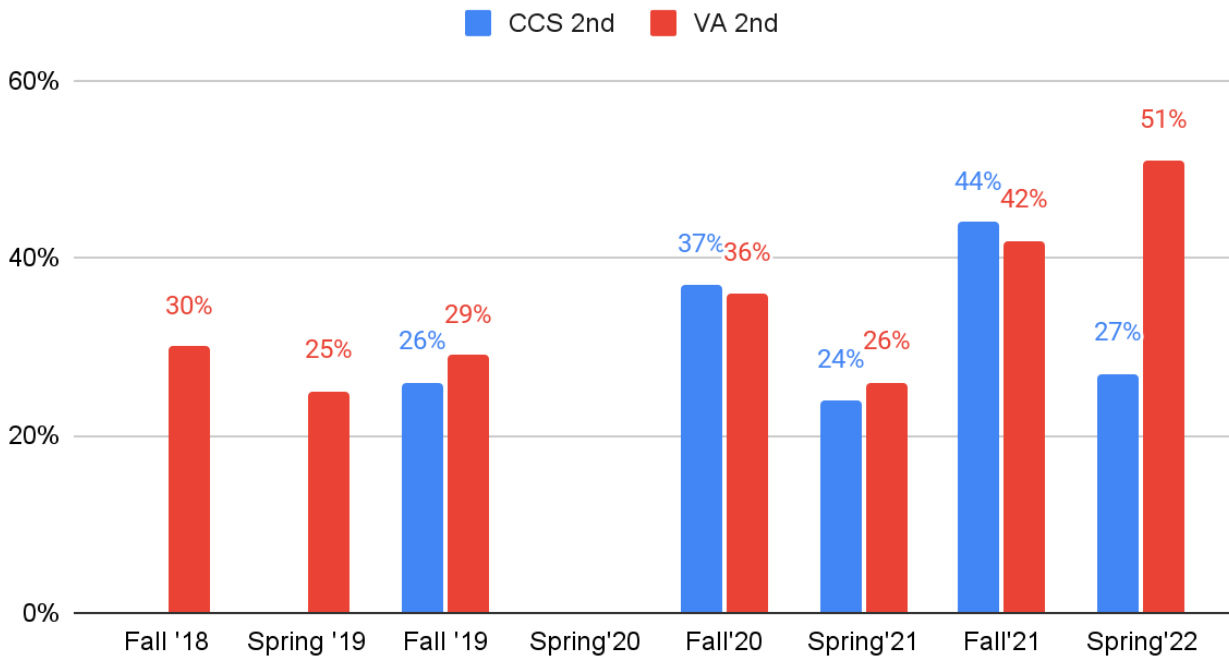
% of 1st Graders Below PALS Benchmark CCS/VA

Legend: ■ CCS 1st   ■ VA 1st

Term	CCS 1st	VA 1st
Fall '18	24%	16%
Spring '19	24%	22%
Fall '19	25%	18%
Spring '20		
Fall'20	38%	29%
Spring'21	32%	29%
Fall'21	36%	36%
Spring'22	23%	31%

- The impact is greater on our first graders than our Kdg students because they were virtual for much of K. Learning phonemic awareness and language is hindered by masking, attendance issues, and social distancing.
- While our first graders lagged VA at first, we are now closing gaps more significantly than VA students as evidenced by our fall to spring drop in identified students.
- Percentage of 1st graders below PALS benchmark in Spring 22 the lowest since pre-COVID - that speaks to powerful instruction based on the science of reading.

Note: Spring '22 data excludes EL Level 1 Newcomers, Level 1s, and students enrolled after 10/1.

% of 2nd Graders Below PALS Benchmark CCS/VA

Legend: ■ CCS 2nd ■ VA 2nd

Term	CCS 2nd	VA 2nd
Fall '18		30%
Spring '19		25%
Fall '19	26%	29%
Spring'20		
Fall'20	37%	36%
Spring'21	24%	26%
Fall'21	44%	42%
Spring'22	27%	51%

- Because CCS did not require PALS on all second graders until Fall'19 we are not including that data here because the percentages reported are out of a small selection of students.
- This year's second graders were in Kdg when COVID forced school closure. They experienced most of 1st grade virtually - this explains the increase in IDd students from Fall'20 to Fall' 21
- CCS significantly closed gaps in 2nd graders this year.
- We will want to continue to monitor this particular cohort of students.

Note: Spring '22 data excludes EL Level 1 Newcomers, Level 1s, and students enrolled after 10/1.
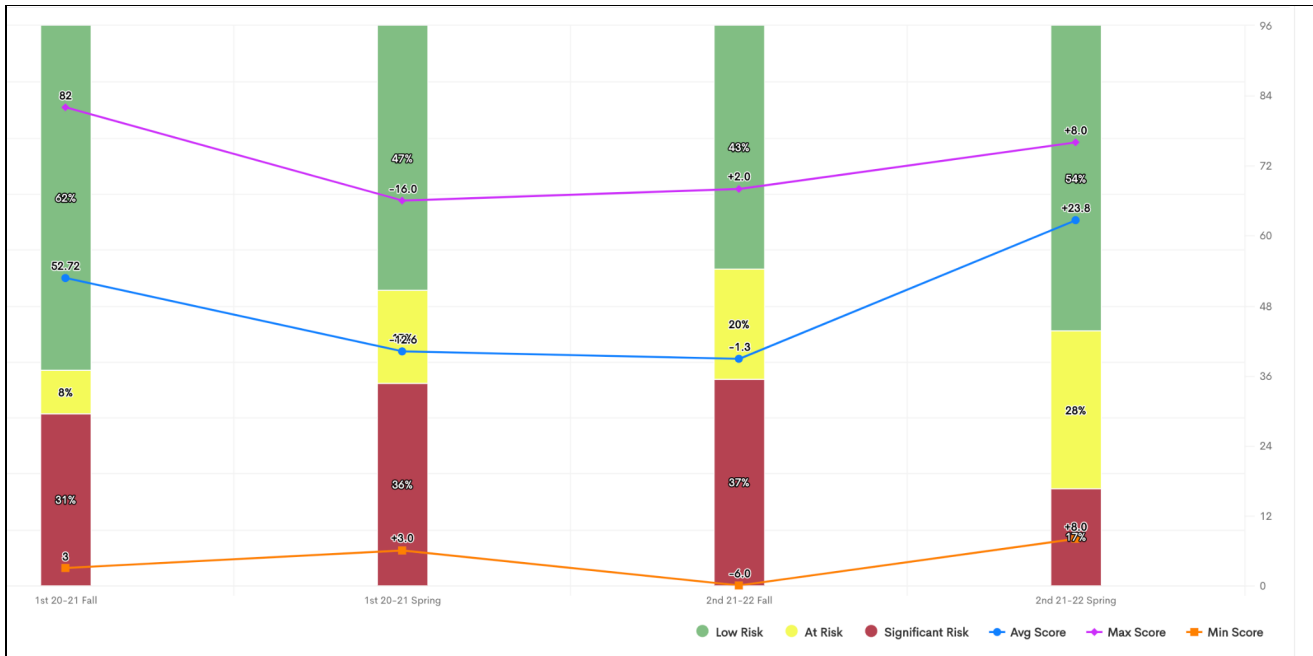
This graph shows the percentage of students in each of the 3 risk bands in PALS for our current 2nd grade cohort from fall of first grade to spring of second grade. Note the recovery from covid this cohort has experienced after 1 year of in person instruction using the science of reading in CCS classrooms.

This is exciting progress.

How did students perform on RMAP?

RMAP Student Growth Summary Report Aggregate by District Fall 21 - Spring 22

Language Arts:
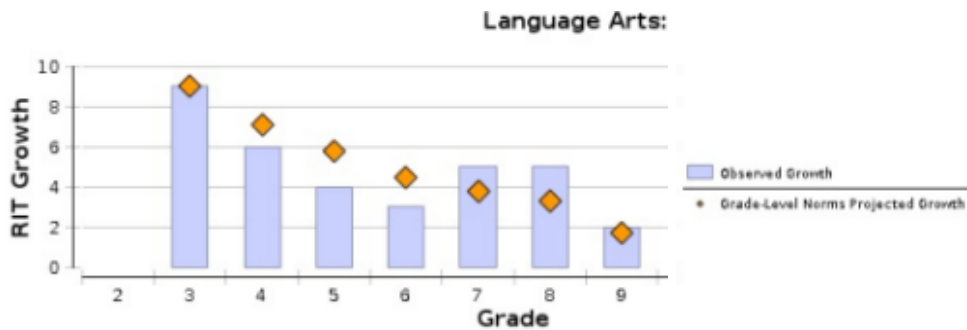
Explanation
- This table shows the projected growth (yellow diamond) and observed growth (blue bar) from Fall to Spring on the reading MAP assessment.
- RIT Growth is expected to be faster at the lower grades, so we would expect to see growth projections decrease from grades 3 to 8.
- Students in grades 3, 7, 8, and 9 made the greatest growth this year.

Note: EL Level 1 Newcomers are exempt from the reading MAP and the reading SOL in their first year in the country.

Where are we with implementation of the science of reading?

2019 - 2020
- VDOE Literacy Summits held for division leadership across Virginia to bring awareness of the Science of Reading.
- CCS adopted HMH Into Reading as the core curriculum for K-5 and MyPerspectives for 6-8 after rigorous curriculum adoption processes.
- Teacher teams began to work on alignment and implementation.

2020-2021
- Presentations on the Science of Reading provided for all elementary staff.
- First CCS LETRS cohort.
- Selected components of HMH Into Reading implemented across K-5.
- During virtual grades K-4 offered literacy only twice a week.

2021-2022
- Second LETRS cohorts, 1 reading specialist trained as LETRS facilitator.
- First full year of HMH implementation.
- PLC-embedded PL in K-4 delivered by reading specialists and instructional coaches focused on implementation of evidence and science based reading and literacy instruction using HMH as the core resource.
- Reading Specialist / ESL Teacher Book Study "Literacy Foundations for English Learners" focused on multilingual learners and the Science of Reading

2022-2023
- Third year of LETRS cohorts, 4 total reading specialists trained as LETRS facilitators.
- Will continue to provide PLC-embedded PL by reading specialists and Instructional Coaches on evidence and science based reading and literacy instruction using HMH as the core resource.
- Will implement Handwriting without Tears in Kdg to better align to the science of writing and support a strong foundation in writing.

How is HMH connected to our Science of Reading Implementation?

- **HMH Into Reading has been essential to move us away from Balanced Literacy and Whole Language towards implementation of the science of reading.**
  - It includes a phonics scope and sequence, decodable text, and an instructional flow that reflects structured literacy for Tier 1 INSTEAD of the Word Study incidental phonics approach that tracks students into low level activities.
  - The Foundational Skills scope/sequence and instruction are systematic, explicit, cumulative, and aligned to the standards.
  - It includes thematic - topical units of study with diverse grade-level complex text sets INSTEAD of leveled readers that promote 3-cueing and tracking students into low level text.

- **We are using what we know from LETRS to be smarter than our resources. Teams of reading specialists, teachers, and instructional coaches continue to refine our implementation of the resource. Every program requires PL, teacher support, and modification to be responsive to student needs.**
  - Literacy block structures and phonics lesson plan templates provided for each grade level K-5
  - We have modified some routines in HMH to enhance the strategies aligned to the science of reading.
  - Supplemental standards-based lessons provided where needed, such as syllabication lessons starting in grade 2.
  - Bite-sized PL modules are provided to support teachers with implementation of HMH (ex: Phoneme Grapheme Mapping of Heart Words, Scaffolding Complex Text, Text-First Planning Process, etc)

LETRS Update

Role/Grade	# Trained in LETRS V1 between 2020 - 2022	# not trained (accounts for moves to other grade levels and leaving CCS)	# trained in LETRS V2	# Registered for LETRS V1 22-23
PK	2	Approx 17		1
K	12	12		4
1	13	6	1	2
2	9	7	1	
3	4	15		2
4	1	16		2
K-12 Reading	17	6	4	4
K-12 ESL	4	12	2	1
GRT	2			1
SPED K-4	9	14	1	3
Instructional Coach	6 (all K-4 coaches trained)	6	2	1
Principal K-4	2	4		1
AP K-4	2	4		
Coordinator	2	NA	1	