



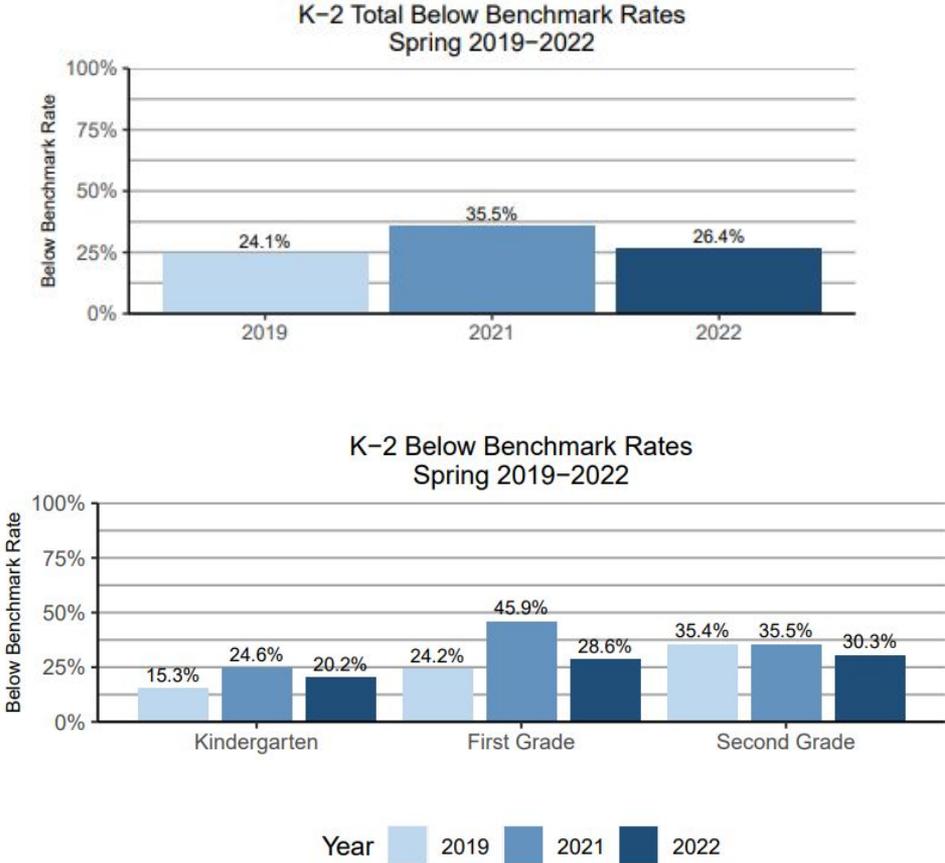
Literacy Update

Charlottesville City Schools
November 3, 2022

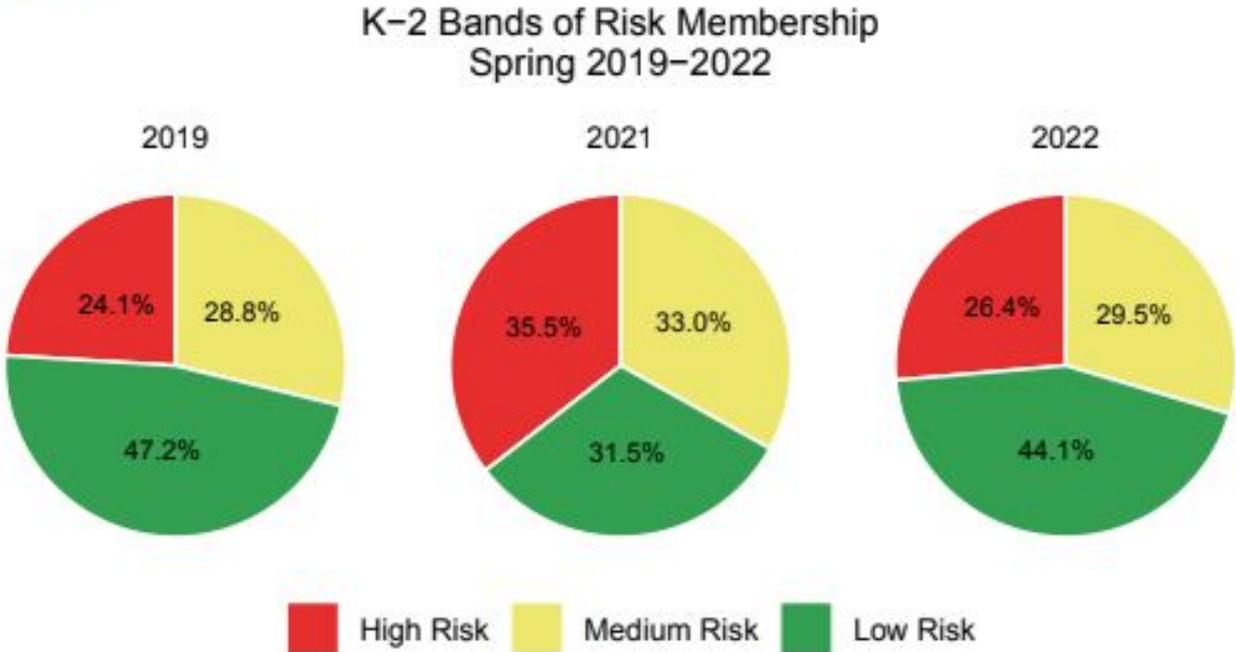
Overview

- K-2 Literacy Data from VLP (Virginia Literacy Partnerships, formerly known as PALS)
- K-2 VLP Fall 2022 Data: Current Cohorts
- Fall 2021 - Fall 2022 MAP Growth Grades 3-8
- Implications and Impact
- What Are We Doing Differently?
- Next Steps

K-2 VLP Below Benchmark Rates, PreCovid to Now

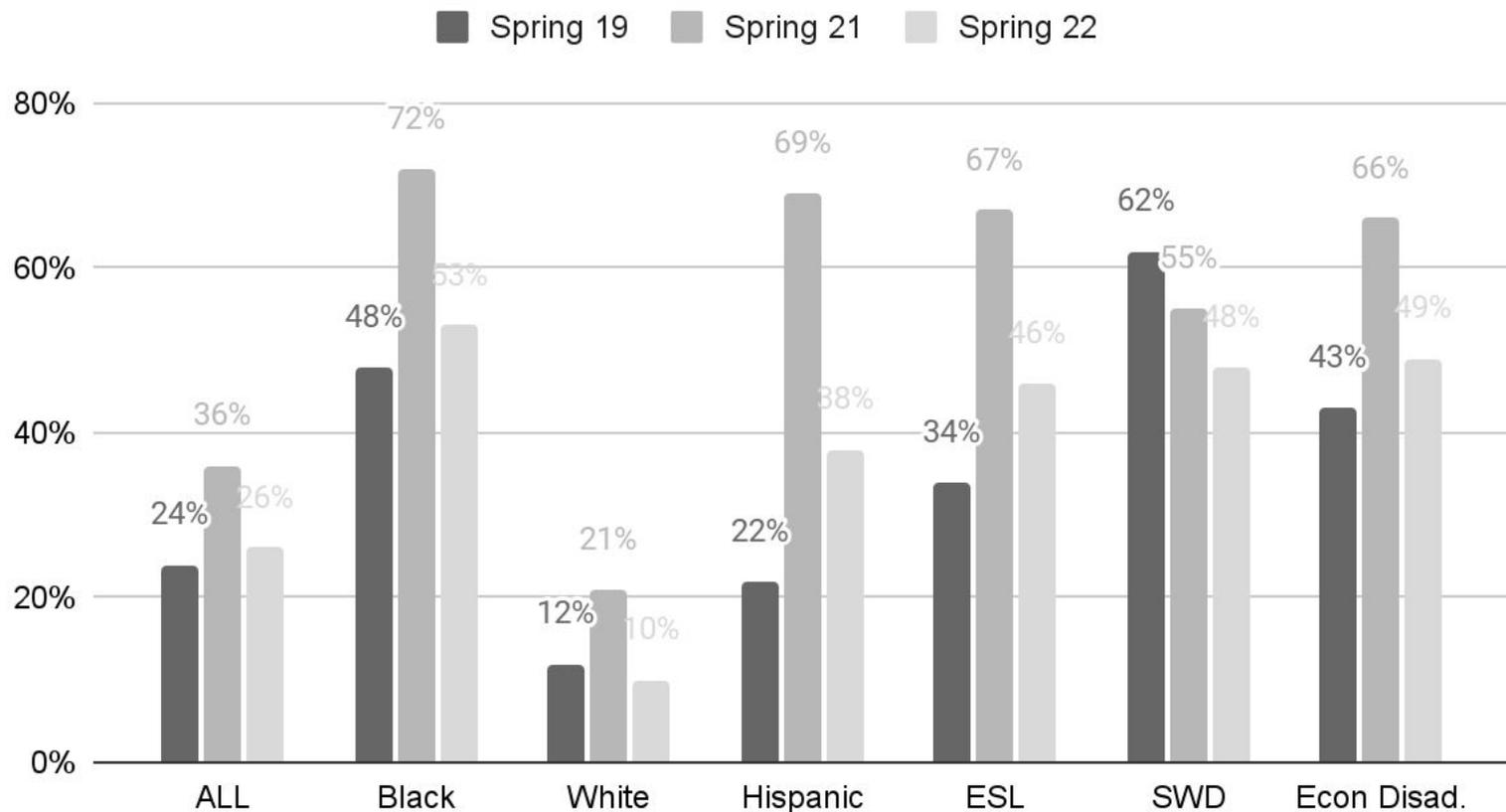


K-2 VLP Bands of Risk Membership, PreCovid to Now

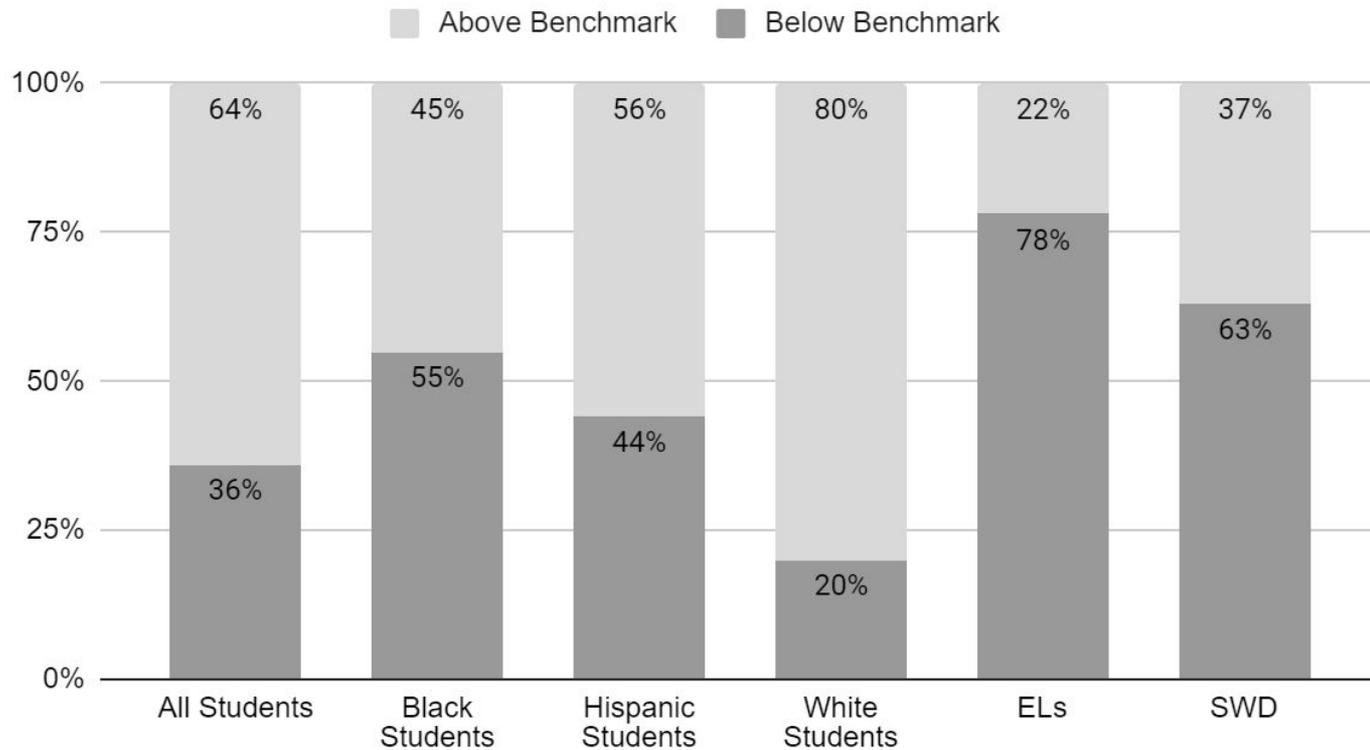


COVID Exacerbated Existing Inequities

1st Grade from Spring 2019 - Spring 2022

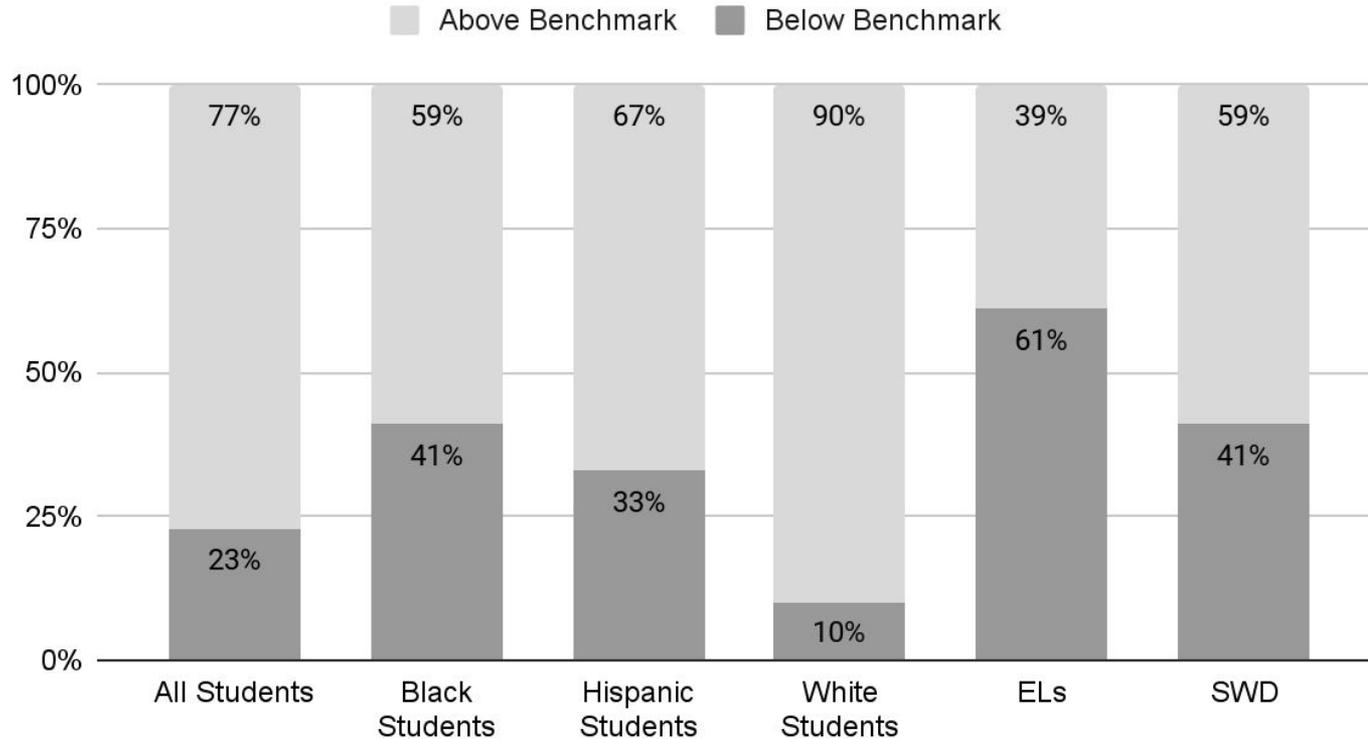


Current Second Grade Cohort, Fall 2022



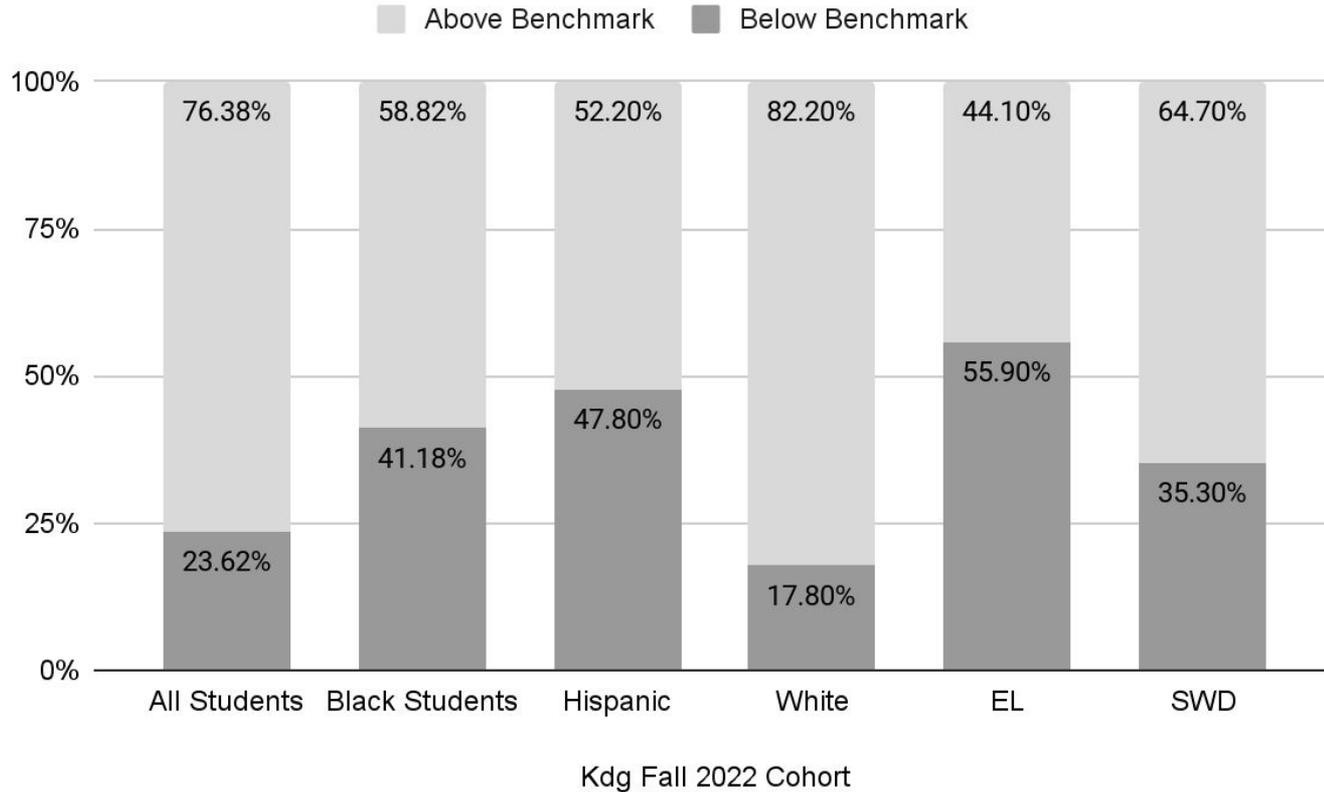
Fall 2022 2nd Grade Cohort

Current First Grade Cohort, Fall 2022



Fall 2022 First Grade Cohort

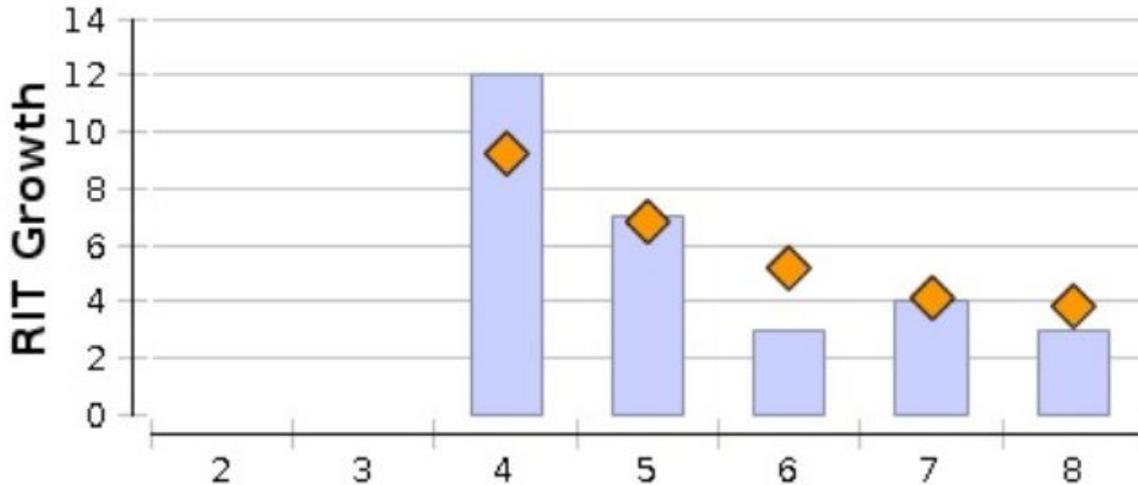
Current Kindergarten Cohort, Fall 2022



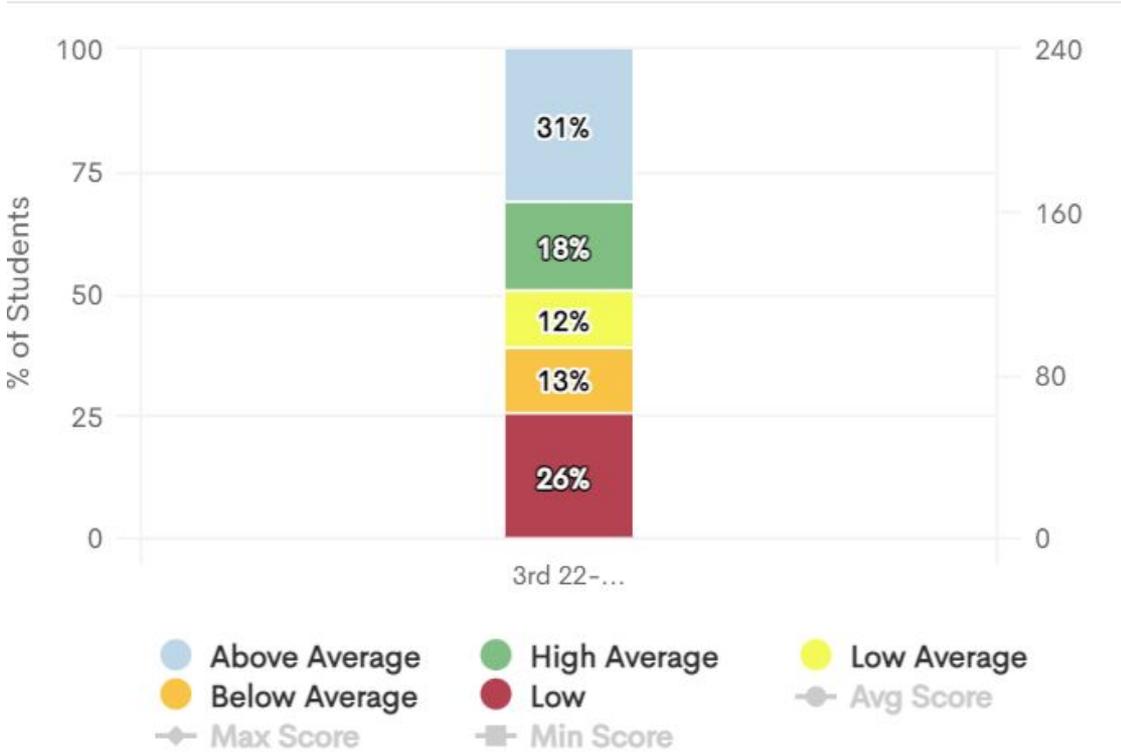
Reading MAP Growth Grades 4-8 Fall 2021- Fall 2022

Language Arts:
Reading

Grade (Fall 2022)	Total Number of Growth Events†	Comparison Periods					
		Fall 2021			Fall 2022		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile
2	0	**			**		
3	0	**			**		
4	289	190.3	21.0	70	202.4	19.1	82
5	254	198.4	21.1	59	205.0	21.9	57
6	212	202.9	19.5	41	206.1	19.6	31
7	235	212.7	18.6	64	216.6	19.2	65
8	213	210.4	20.0	30	213.7	20.5	31



Reading MAP 3rd Grade Fall 2022



Implications and Impact

- **Overall** data shows our literacy achievement is rebounding from interrupted schooling and virtual learning.
- A closer look shows an **increase of inequitable literacy outcomes** for students who are Black, English Learners, Disabled, economically disadvantaged, and Hispanic.
- These **inequities existed before COVID** and are evident at the beginning of the year in kindergarten.
- **Sustained focus** on improving our impact in the early years is essential.

What are we doing differently?

- Using only curriculum, instruction and assessments that are grounded in the **science of reading**
- Defining how we use our literacy resource and instructional time across all 6 elementary schools for a **cohesive and aligned learning experience**
- Training teachers, coaches, specialists with **LETRS and other curriculum-embedded training**
- **Capacity-building** of specialists, coaches, and teacher leaders to **support teachers**

*“LETRS describes how students learn to read. Although not a program, LETRS assists teachers on how to explicitly and systematically instruct students according to their literacy strengths and needs. This is imperative as we support students on their way to comprehending text.” - **CCS Reading Specialist***

*Taking the LETRS class has completely changed my literacy instruction. I now know what pieces all students need to master in foundational skills and I have been able to take that knowledge and apply it to our literacy curriculum. I feel confident as a teacher of reading in ways I have not before because LETRS explicitly teaches the what and the why behind of the science of reading.” - **CCS Kindergarten Teacher***

*“LETRS has not only provided me with the important understanding of how kids learn to read but also given me clear and reasonable ideas for how to teach reading in the classroom. Through taking LETRS 1 and 2, I have been able to both grow professionally and make changes to immediately improve instruction for the students in my class.” -**CCS 4th grade Teacher***

What are CCS teachers saying about LETRS Training?

Next Steps

- Further refine our K-5 instructional framework for literacy; connections with social studies and science
- VA Literacy Act will reinforce our work on curriculum, assessment, instruction, and professional learning grounded in the science of reading
- Analyze new PreK VLP Literacy Screener Data
- **Literacy needs a healthy ecosystem:** curriculum/ instruction AND transportation, attendance, mental health supports for teachers and students, relationships, culturally responsive teaching, family support, housing, livable income, healthcare, teacher and admin recruitment and retention.