

OUSD Approach to Literacy



A Multi-Tiered Approach to Literacy Instruction

OUSD LCAP Goals

2.1a Increase the percent of students scoring Standard Met or Standard Exceeded on Smarter Balanced assessments in English Language Arts by 2 percentage points. (Currently: 30.5%/31.9%)

3.1 Increase the percent of students in Grade 3 reading at grade level by 5 percentage points annually. (Currently: 46.3%/46.4%)

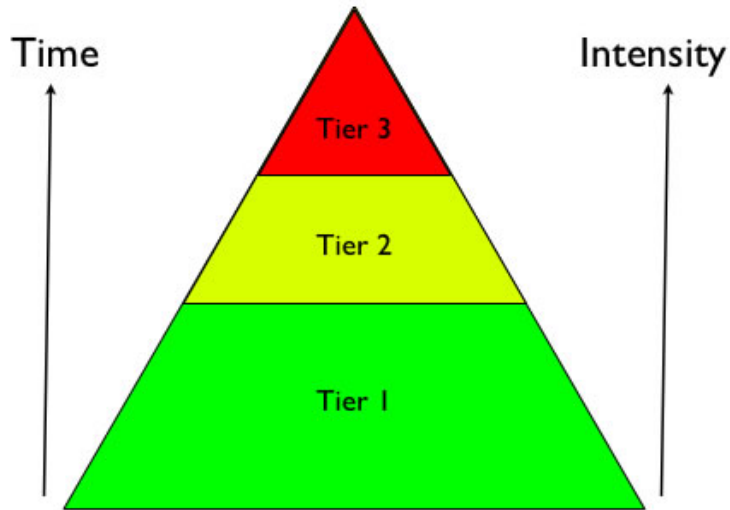
3.2 Increase the percent of students in Grade 6 reading at grade level by 5 percentage points annually. (Currently: 26.8%/34.3%)

Priorities for 2017-18

1. Support the use of adopted, standards-based, Tier 1 curriculum by building capacity of ITLs and Teacher Leaders. (To a much lesser extent due to time and funding: directly with new teachers in August and teachers on “2nd Wednesdays.”)
2. Collaboratively gather adult instructional practice data through “Learning Walks” with ITLs and site admin to support strategic decisions about coaching, PLCs, PD (non-evaluative).

How to ensure success of all students?

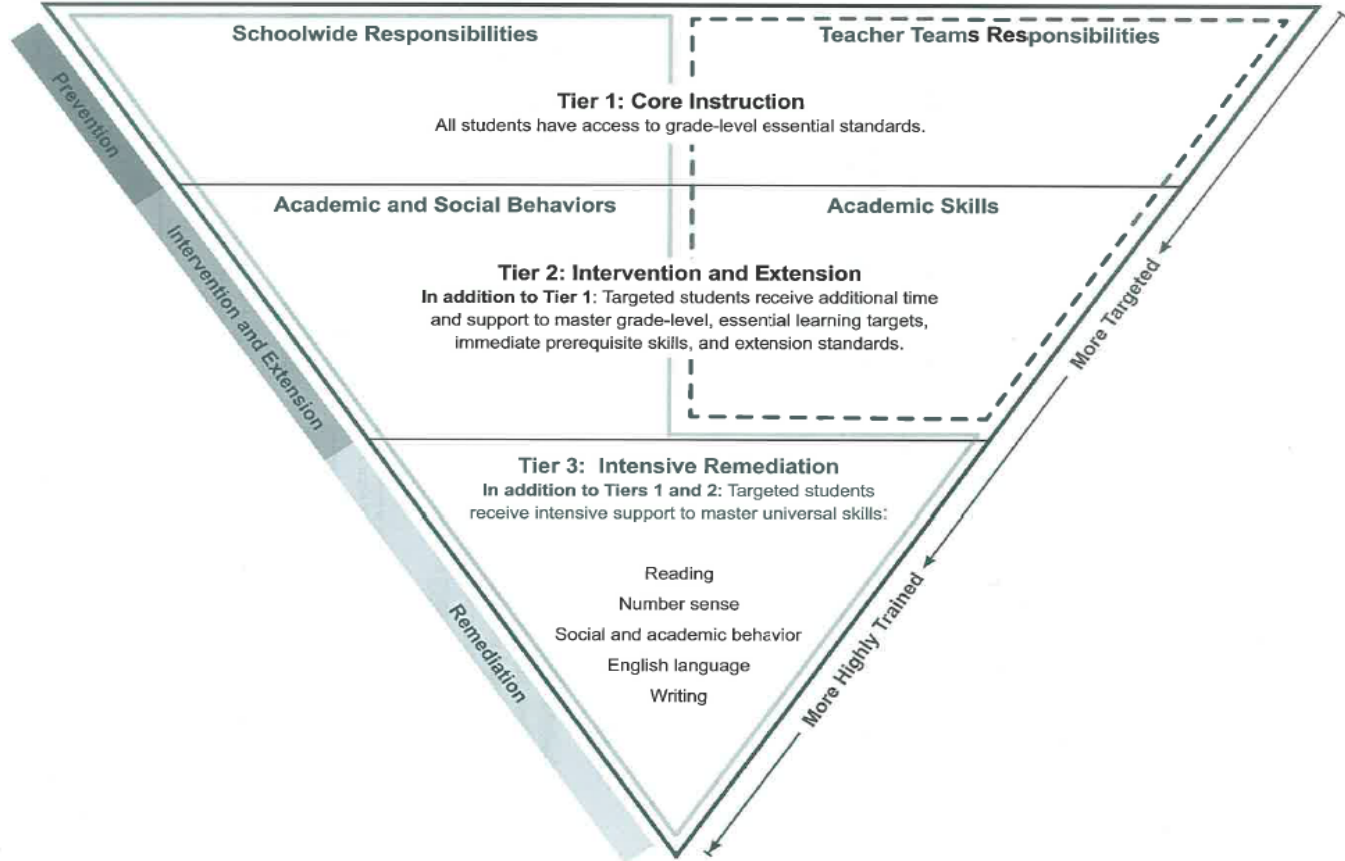
Use of a multiple-tiered response to student needs, which is often referred to as either **MTSS** (Multi-tiered systems of support) or **RtI** (Response to Intervention).



“Most strategies for reform focus on structures, formal requirements, and event-based activities...They do not struggle directly with existing cultures and which new values and practices may be required...*Restructuring* (which can be done by fiat) occurs time and time again, whereas *reculturing* (how teachers come to question and change their beliefs and habits) is what is needed.”

Fullan 2007

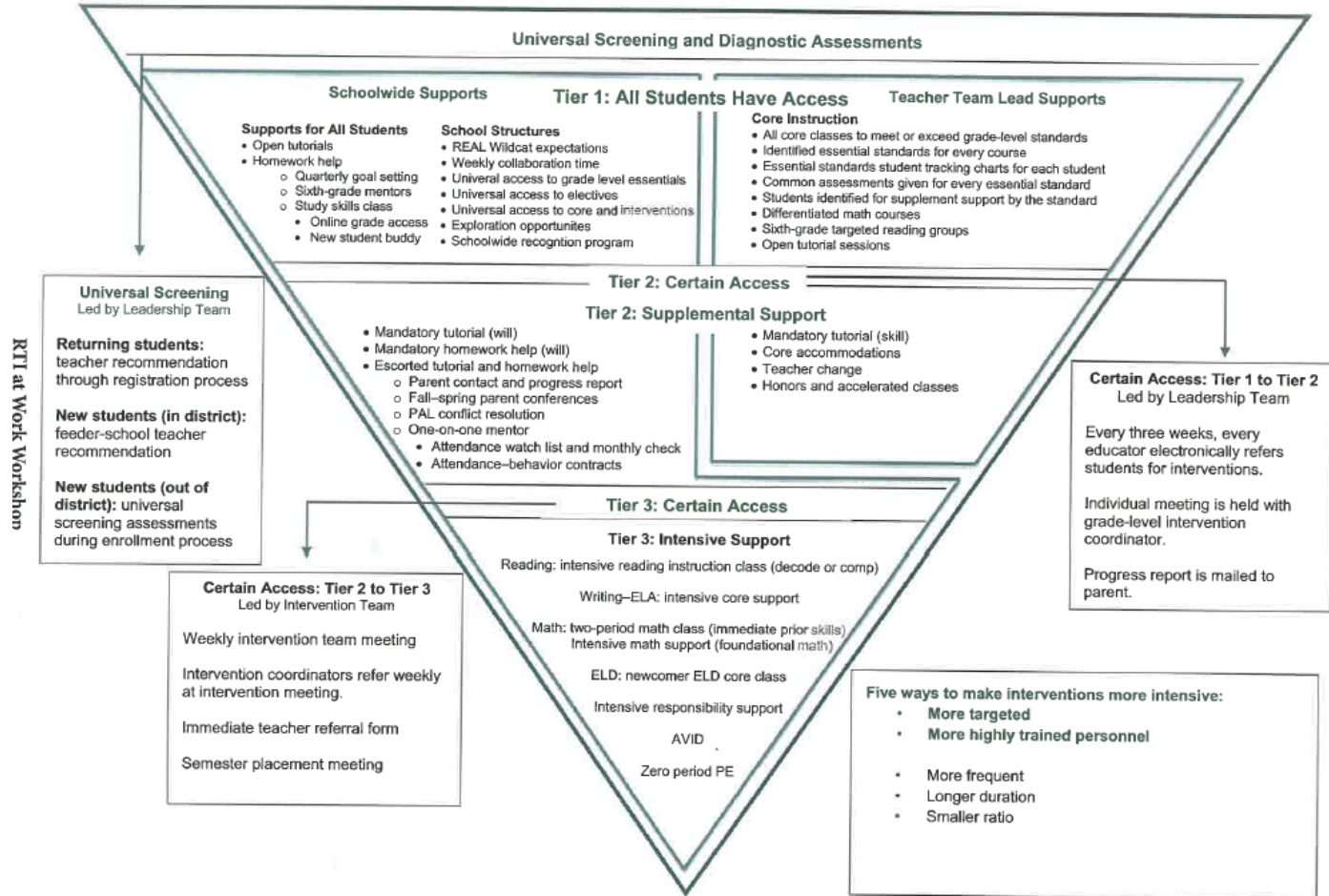
The RTI at Work Multitiered System of Support Pyramid



RTI at Work Workshop
© Solution Tree 2017 solutiontree.com

Rtl Pyramid Moves
Student from
Universal Supports
to Intensive
Supports

Pioneer Middle School's Pyramid of Interventions



RtI Pyramid Moves Student from Universal Supports to Intensive Supports

What is needed for effective RtI?

1. Collective Responsibility
2. Building Structures for Collaboration
3. Concentrated Instruction on High Leverage Standards: Where Do We Need to Go?
4. Convergent Assessment: Where Are We Now?
5. Creating a System of Interventions



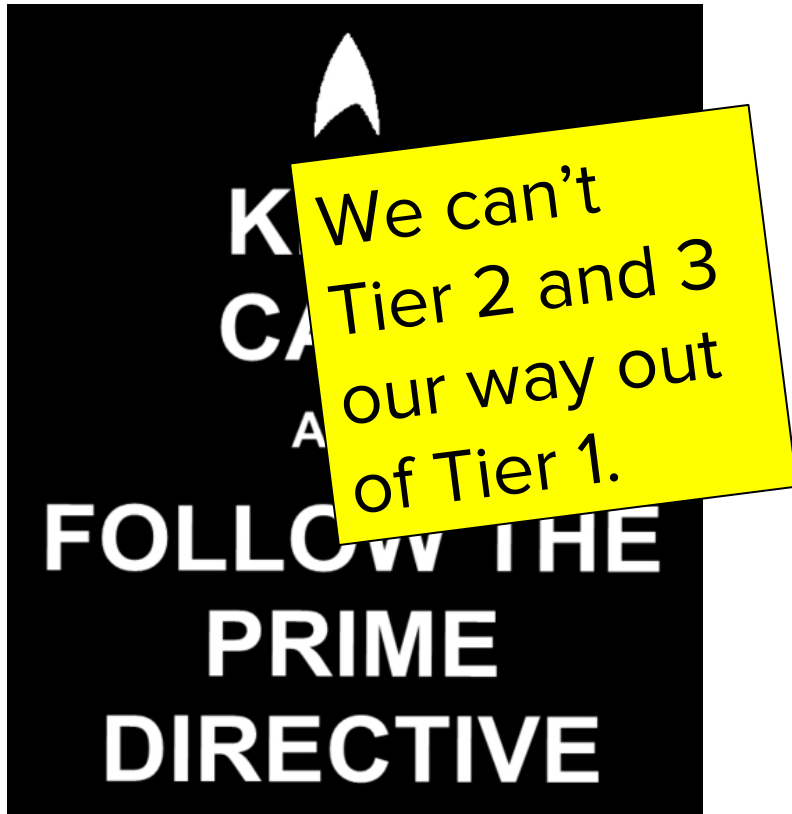
Alignment

One main principle is that Tier 2 and Tier 3 should never replace or interrupt Tier 1--that is, the core instruction of the workshop.

Turn and Talk

- Are you already aligned in this way?
 - If yes, what structures/processes enable this alignment?
 - If not, what are you considering now? What would the challenges be to align?

Ensure High Quality Tier 1 Instruction



Standard-aligned materials and instruction focused on the 3 Shifts:

- Academic Discussion (build meaning, understanding, language/vocabulary through talk)
- Complex Texts: read beyond comprehension to interrogate craft, structure, and purpose
- Evidence-Based Writing:

Tier 1 in K-5

K-5 Adopted Curriculum:

Units of Study: workshop based, Tiers 1 and 2 embedded (among others)

Challenge:

Gaps in support for teachers

High Quality Implementation	
Research/pilot, consense, purchase	Yellow
Train teachers (includes ongoing costs for new teachers)	Red
Ongoing, job-embedded learning (coaching, PLCs, Teacher Leaders)	Green
Monitor usage and results	Green

Tier 1 in 6-8

6-8 Adopted Curriculum:

EL Education: social and environmental justice-focused

Challenge:

26.8% reading proficiency makes it challenging for students

High Quality Implementation

High Quality Implementation	
Research/pilot, consense, purchase	Dark Green
Train teachers (includes ongoing costs for new teachers)	Light Green
Ongoing, job-embedded learning (coaching, PLCs, Teacher Leaders)	Yellow
Monitor usage and results	Yellow

Challenge in 6-8

Reading proficiency

Progress

- Direct PD to teachers on diagnosing reading gaps
- Some schools tackling independent reading (LS)
- 8 literacy coaches embedded in sites that serve

6-8

Wish List/Working Toward

- Draw BAL practices up: independent reading *training* and more texts, audiobooks
- Structures for Tier 2 (small group instruction and master schedule)

Share Back: Jot Thoughts

What part of the Rtl system does your organization support?

What questions do you still have?

OUSD ELA Department Mission & Vision

All OUSD students demonstrate the **capacities of literate individuals**, identify as readers and writers, and engage in reading the world and shaping it.



We will achieve this vision through the following actions:

- Provide **high quality resources** to instructional leaders and teachers
- Establish **meaningful partnerships** with other departments and leaders in the system
- Carry out our work with **transparency and a focus on equity**
- Use **multiple points of data** to make decisions