Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
10. Give students options.
Outcomes

Participants will:

• Gain a common understanding of the state of literacy in Minnesota

• Be introduced to Evidence-based Literacy Practices for Birth to Grade 12

• Understand the requirements of “Read Well by Third Grade” and Local Literacy Plans

• Receive an overview of Balanced and Structured Literacy

• Learn about available resources to support literacy work
Literacy Leadership Begins with Data

What story does the data tell us?
NAEP and MCA Proficiency Data

National Assessment of Educational Progress (NAEP)

Approximately 4 in 10 Grade 4 and 8 students scored proficient or advanced. (40%)

Minnesota Comprehensive Assessment (MCA) in Reading

Approximately 6 in 10 tested students score at the proficient or exceeds level. (60%)
College Persistence

1 in 5 college students do not persist into their second year.

Developmental Course Taking

Approximately 1 in 5 students take remedial coursework in their first two years (20%).

85% of developmental coursework is taken at Minnesota public 2-year institutions.
This table shows that from 2014-18 nearly all racial/ethnic student groups (except Native Hawaiian/Pacific Islander) have shown a trend of marginal growth in proficiency.
This table shows that from 2014-18 there has been stagnant or reduced rates of student proficiency within the represented student groups.

<table>
<thead>
<tr>
<th>Special Population</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner</td>
<td>17.6%</td>
<td>14.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>33.7%</td>
<td></td>
<td>30.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free or Reduced Price Lunch</td>
<td>40.1%</td>
<td></td>
<td></td>
<td>40.8%</td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td></td>
<td></td>
<td>25.3%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>
Minnesota Third Grade Performance Trends

MCA/MTAS trends, 2013-2017

NAEP trends, 2011-2015
RWBTG & Local Literacy Plan Submission
120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3.

Literacy goal. The legislature seeks to have every child reading at or above grade level no later than the end of grade 3, including English learners, and that teachers provide comprehensive, scientifically based reading instruction consistent with section 122A.06, subdivision 4.

- Identification; report efforts to screen and identify – July 1st
- Parent notification and involvement
- Intervention
- Staff development
- Local literacy plan
District Local Literacy Plans

• Assessment plan implemented to identify reading difficulty
• Tiered interventions implemented and monitored
• Parent notification and home connections provided
• Staff professional development provided, as needed
• Data collected, submitted, and used for decision-making

All of the above documented and posted on your website
Minnesota has published a checklist districts can use to self-check Local Literacy Plans to ensure they meet all requirements of Minnesota’s reading intervention law, “Reading Well by Third Grade” (Minnesota Statutes § 120B.12).

Education.state.mn.us → Districts, School and Educators → Reading Proficiency → Local Literacy Plan Development
Minnesota has published an optional template districts can use for Local Literacy Plans. If completed following the accompanying directions, plans will meet the literacy requirements of both World’s Best Workforce and Reading Well by Third grade.

Education.state.mn.us → Districts, School and Educators → Reading Proficiency → Local Literacy Plan Development
Access the Read Well Data and Plan Submission site

The secure, online Read Well Data and Plan Submission application can be accessed from the Reading Proficiency page or the Secure Reports page of the MDE website.

Education.state.mn.us → Districts, School and Educators → Teaching and Learning → Reading Proficiency
Read Well Data and Plan Submission Resources

On the Read Well K-3 Data and Plan Upload page you will find:

- Link to the submission application
- FAQ: Read Well Data and Plan Submission
- Instructions for Submitting Reading Assessment Data and Literacy Plan
Dyslexia: MN Statutes
Dyslexia Identification: Minnesota Laws

Over 42 states have passed legislation related to dyslexia. MN Statutes related to dyslexia include:

• Dyslexia defined in statute, MN. Statute 125A.01

• Dyslexia Specialist at MDE, MN. Statute 120B.122

• Read Well No Later than Grade 3, MN. Statute 120B.12

• Alternative Instruction Prior to Evaluation for Special Education, MN. Statute 125A.56
125A.01 Subd. 2. Dyslexia. "Dyslexia" means a specific learning disability that is neurological in origin.

difficulties with accurate or fluent recognition of words and by poor spelling and decoding abilities.

...a deficit in the phonological component of language that is often unexpected...[in relation to abilities and effective instruction]

Secondary consequences...in reading comprehension and reduced reading experience...

Students who have a dyslexia diagnosis must meet the state and federal eligibility criteria in order to qualify for special education services.
Subd.2. ... The district also must annually report a summary of the district's efforts to screen and identify students with dyslexia or convergence insufficiency disorder to the commissioner by July 1.

(c) A student identified as being unable to read at grade level under section 120B.12, subdivision 2, paragraph (a), must be provided with alternate instruction MN Statute [125A.56] under this subdivision that is multisensory, systematic, sequential, cumulative, and explicit.
Dyslexia Screening and Identification
Process for Screening and Identifying Dyslexia

Step 1: Screen all students with universal screeners

Step 2: Collect additional data to verify characteristics

Step 3: Interpret data: Who has characteristics vs. not

The “steps” are defined to connect the system of assessments put in place to meet Local Literacy Plan requirements and MTSS framework.

Diagnostic information should include use of universal screening and data teachers gather to inform instruction.
Three Types of Dyslexia Identification

1. Characteristics of dyslexia identified through screening and additional diagnostic assessment process (Local Literacy Plan assessments)

2. Diagnosis of dyslexia provided by clinical practitioner ("medical" diagnosis)

3. Student identified with a specific learning disability (Special Education comprehensive evaluation)
The department has published several resources to support districts as they work to increase their understanding of these disorders and update their Local Literacy Plans.

**MDE Dyslexia Resources:**

- [FAQ: Navigating the School System When a Child is Struggling with Reading or Dyslexia](#) (2015)
- [Revising Local Literacy Plans to Include “Efforts to Identify Students with Dyslexia”](#) (2017)
- [Teacher Checklist for Characteristics of Dyslexia](#) (2019)
- [Screening and Identifying Characteristics of Dyslexia](#) (2019)
- [Recommended Universal Screening Tool List Criteria and Selection Process (2018-2019)](#)
Balanced and Structured Literacy
Subd. 4. Comprehensive, scientifically based reading instruction.

(a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.
Key Features of Structured Literacy Approaches

• Explicit, systematic, and sequential
• Cumulative practice and ongoing review
• High level of student-teacher interaction
• Use of carefully chosen examples and non-examples

• Reading of texts and phonics instruction are coordinated using decodable text
• Spelling is coordinated with decoding
• Prompt, corrective feedback
What:

Balanced Literacy

- Phonemic Awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency
Structured and Balanced Literacy Model

**How:**
- Explicit
- Systematic
- Student-teacher Interaction
- Sequential
- Coordinated spelling and decoding
- Balanced Literacy
- Use of decodable text
- Cumulative
- Examples and non-examples
- Corrective feedback
Evidence-based Practices
Evidence-based is when a strategy, activity, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

I. Strong evidence from at least 1 well-designed and well-implemented experimental study

II. Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study or

III. Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

IV. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and

V. Includes ongoing efforts to examine the effects of such activity, strategy or intervention
Why are EBPs important?

• Education is a fad-ridden profession

• We often exchange opinion for facts
  • Something from a professional journal may just be research from the author to support their opinion
  • Theories are also opinions until research is done to support or disprove the theory

• There are different levels of evidence – not all research is created the same

• Evidence-based practices have a well articulated research base, have been selected specifically to support core literacy instruction

Essential Instructional Practices in:

- Early Literacy: Prekindergarten,
- Early Literacy: K-3, and
- Grades 4-5. Lansing, MI, Authors.
- Grades 6-12. Lansing, MI, Authors.
Minnesota has published lists of evidence based practices in several areas:

- Literacy
- Mathematics
- Social Emotional Learning
- Students with Disabilities
- English Learners
- Drop-out Prevention

For ELA Evidence-based practices:

Education.state.mn.us → Districts, School and Educators → Teaching and Learning → Academic Standards → English Language Arts

For the collection of all practices:

Education.state.mn.us → Districts, School and Educators → School Achievement → Continuous Improvement in Districts and Schools
Recommendations

1. Local Literacy Plans should guide the literacy experience for all learners

2. Promote Read Well by Third Grade as a goal for all learners

3. Build capacity for identifying and instructing students with Dyslexia and characteristics of Dyslexia

4. Support Balanced and Structured Literacy approaches to work together – “What/How”

5. Ensure the use of evidence-based practices to strengthen core literacy instruction
Thank you!

Jennifer Wazlawik
Jennifer.wazlawik@state.mn.us
651-582-8643

Doug Paulson
Doug.paulson@state.mn.us
651-582-8471