

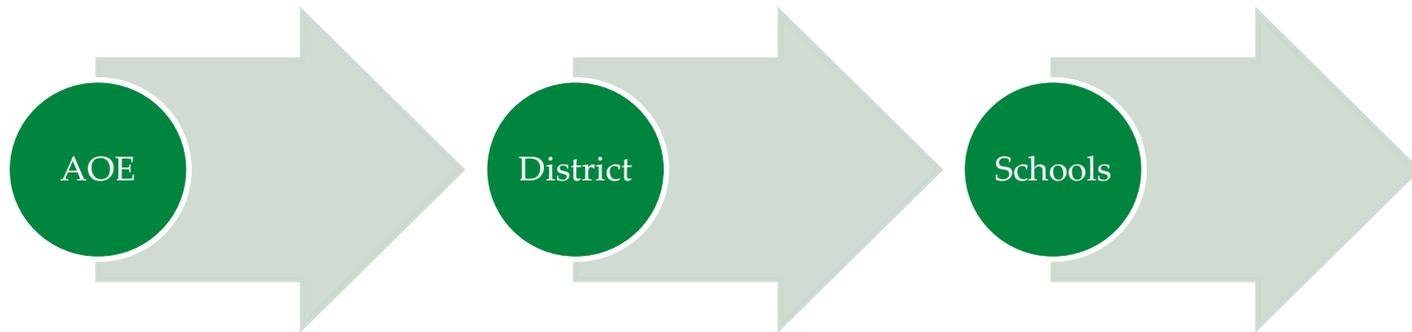
Literacy Reform and Act 173

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Secretary of Education

Four Act 173 Levers in Regulation

- Educational Support Teams
- Local Assessment Plans
- Coordination of Curriculum
- Needs-Based Professional Development

Theory of Action



Where to Start – Improving Literacy Outcomes

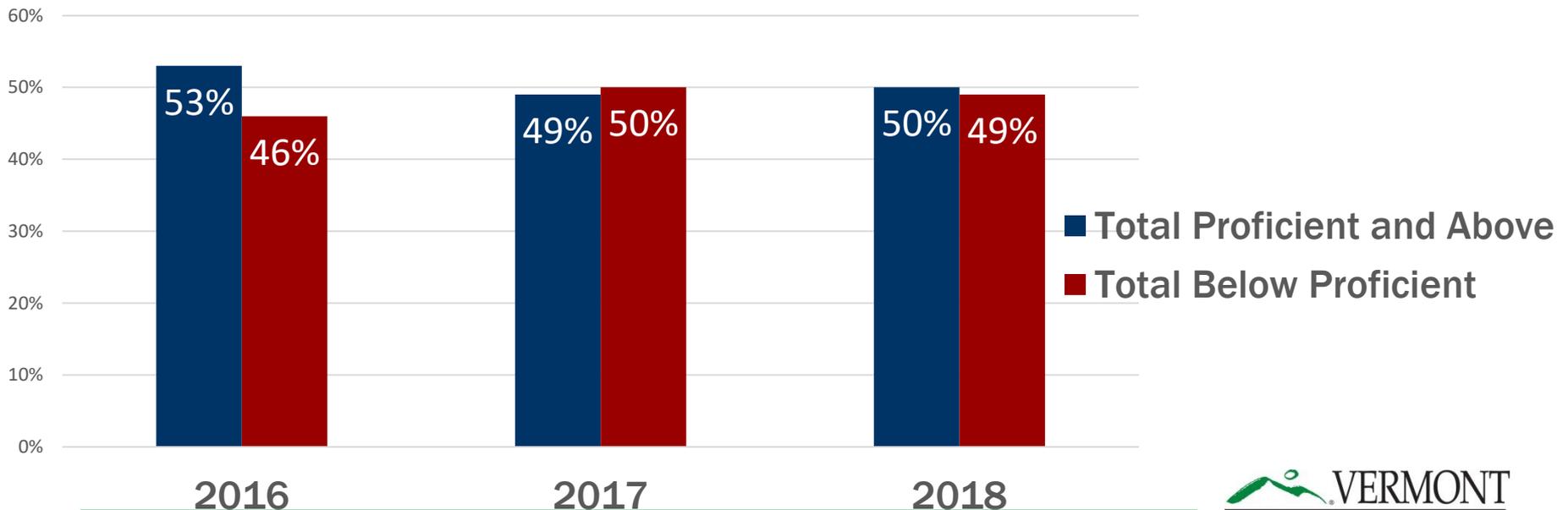
DMG Report

- "Investing in the effectiveness of **core reading instruction** is critical for students in general education and students with disabilities"
- "Students with mild-to-moderate disabilities who struggle with **reading** may not be supported by teachers skilled in the **teaching of reading.**"
- "While some special education teachers across the SU/SDs had a strong background in the **teaching of reading**, others indicated that they did not have the training or background to be effective supporting students struggling in **reading.**"
- The 2015-2016 state-wide Smarter Balanced Assessment Consortia (SBAC) results indicated that approximately 45% of 3rd – 5th graders did not score proficient in **English Language Arts.**

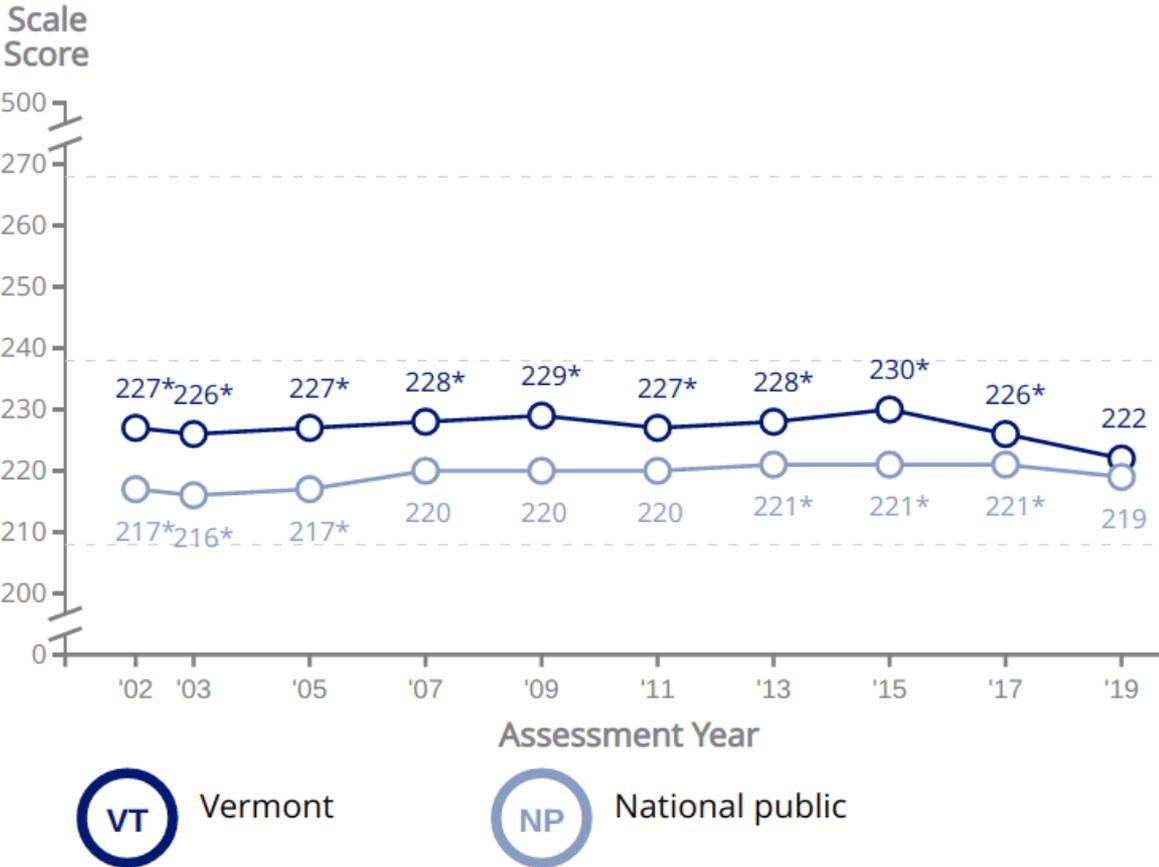
Grade 3 SBAC Scores

	2016	2017	2018
Average Scaled Score	2437.7	2425.4	2427.9
Proficient	53%	49%	50%
Below Proficient	46%	50%	49%

Grade 3 English Language Arts (ELA) - All Students



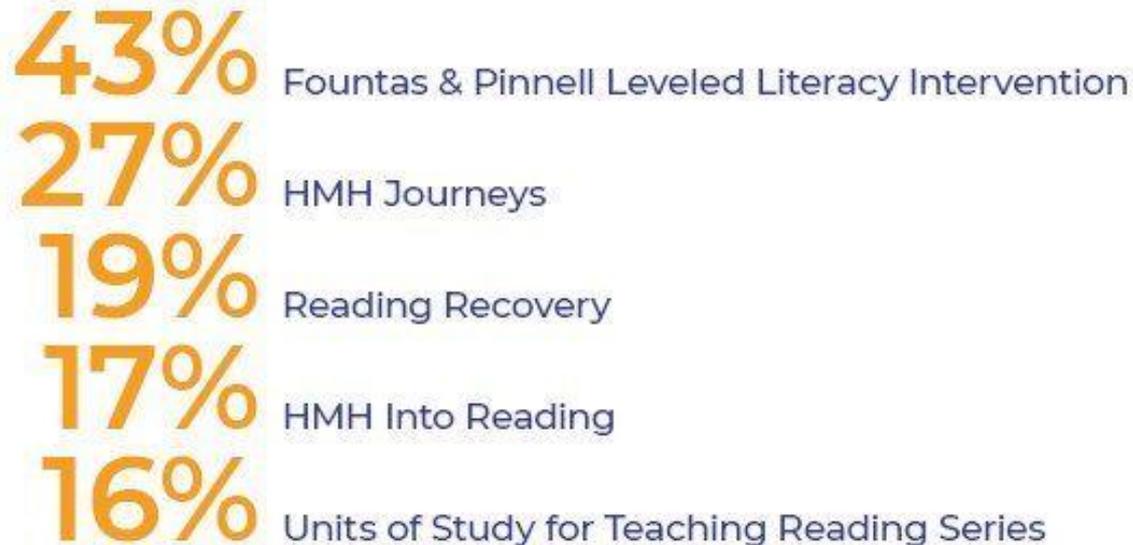
NAEP – Grade 4 Reading



High Quality Instructional Materials?

TOP 5 READING MATERIALS

By Percentage of Teachers Using



SOURCE: Education Week Research Center

Lexile and Quantile Measures

- Provide a common, well-established measure to support scaling of best practice
- Provide a good proxy indicator of early education success and growth
- Can connect local benchmark scores to SBAC
- Support academic goal setting in PLPs

Policy Elements

- Deployment of Lexile and Quantile measures for SBAC results. No statutory language necessary.
- State-level professional development. No statutory language necessary.
- Amend 16 V.S.A. § 261a (Duties of Supervisory Union Boards) to include a new requirement for a district-level literacy policy:
 - The implementation of a benchmark literacy assessment for all students in grades PreK-3 with scores that can be reported as Lexile scores to the Agency of Education;
 - A process for identifying struggling readers, and a description of the intervention processes dedicated to address the needs of these students; and
 - A requirement for a board to formally review and publish an annual monitoring report on student literacy outcomes.

Policy Elements (cont.)

- Amend 16 V.S.A. § 261a (Duties of Supervisory Union Boards) to include a new requirement for an annual evaluation of superintendent job performance including goals for improving student literacy outcomes.
- New requirement for student dyslexia screening in Kindergarten, and review of teacher preparation programs