

## Performance Matters Forum 2022: Improving Outcomes through Equity

**Presenter:** Vanessa Diaz-Valencia, Assistant Director of Curriculum, Instruction and Programs, Hartford Public Schools

### Curated Round Table Discussion Focus:

*Describe your district's journey in connecting student literacy assessment results and teachers' knowledge in instructionally meeting their students' learning needs.*

**The Why:** Based on the following data analysis we strategically began to shift our district focus to a Structured Literacy model.

- Strategic planning - Goals - 3rd Grade Achievement Data (SBAC)
- Evaluating teacher capacity and teacher knowledge
  - *CT Reading Survey, learning walks/observations, pretest*
- Ongoing assessment practices (Universal Screen, Diagnostic Flow-Chart, Progress Monitoring, MTSS Model)
  - [Resource- MTSS Manual and Assessment Flow Charts](#)

**How:** How we moved to a Structured Literacy Model through both assessment and instruction. What was working? What needed to be shifted?

- Incremental changes & examples to share
- Entry Points of various stakeholders was taken into account
- Adult Learning Theory (Cognitive Dissonance), we always assessed “sight words”
- Change in practice - transformation - psychology (Grief stages)
  - Assessment Framework
  - Instructional Minutes
  - Small Group Instruction and Resources

**What:** Lifting instructional models and teacher knowledge/practice.

- [Structured Literacy Block Schedules](#)
- Professional Learning through district and state level opportunities (LETRS, CT Literacy Model)
- Synthesis of the work - process - changing practice in the classroom (Ongoing feedback and eye on Instruction through Look-For Tools)
  - [K-5 Literacy Look For Tools](#)
- Instructional Coaching Model of support

### **Next Level of Work...**

- Curriculum Review Process to select a PreK-8 Literacy Curriculum and create alignment amongst grade bands
- Rework Assessment Framework to include an approved Universal Screen and Benchmark Assessment option from the updated SDE K-3 Assessment Menu

**Note:** Document Samples attached. Sample 1- MTSS Assessment Flow Chart, Sample 2- Foundational Skills Look-For Tool

**HPS Implementation of Structured Literacy and Science of Reading Programmatic Landscape and Timeline**

Literacy Assessments	Programming (Key Principles of SL)	Professional Learning	Adult Learning Theory & Change Management	Multiple Metrics & Strategic Planning Efforts
Universal Screener	Wilson Foundations (2014)	LETRS (2020) - Facilitators & Coaches	Teacher knowledge and practice	CT Teacher Survey (every 3- 5 years, last administration Spring 2021)
Diagnostics- PAST, LETRS Word Reading Survey (2021)	Lexia Core5 (2015) Lexia PowerUp (2022)	LETRS (2021 & 2022) K-3 Teachers	Administrators mindset	LETRS Assessments (2021)
Curriculum based assessments	Geodes- Small Group (2021)	CT Literacy Model (2019- 2022)	Coaches expertise and coaching geared toward entry points	3rd Grade Student Achievement Data
	Read Aloud & Writing (2014, 2019)	Coaching for Equity, Art of Coaching, Student Centered Coaching		
	Heggerty- Phonological Awareness (2021)			

Sample 1

## Kindergarten-2<sup>nd</sup> Grade Assessment Flow Chart

### Administer IReady Diagnostic Assessment

**Fall 2021:**

- Kindergarten students will not be placed in tiered academic supports until after the Winter IReady assessment.
- 1<sup>st</sup> grade students scoring below proficiency on IReady, should have the LETRS Word Reading Survey (Letter Names, Letter Sounds, and Vowels) administered to inform intervention.
- 2<sup>nd</sup> grade students scoring below proficiency should follow the diagnostic assessment sequence listed below.



If the student is weak in [Letter Naming Fluency](#) review letter and letter/sound identification on the Word Reading Survey to set goals (Grades 1-2). In Kindergarten, refer to the Foundations Unit Assessment data to determine which letters need to be mastered based on the scope and sequence of the curriculum.

## Sample 2

Key Y- Yes  
 M- Mostly  
 S- Somewhat  
 NY- Not Yet  
 NA- Not Applicable



### HPS K-Grade 3 Foundational Skills Look-For Tool \*Alignment to the HPS Instructional Vision

     Foundations Lesson         Heggerty Lesson

	Expectation	Evident	Evident	Evident
<b>Aligned Content</b>	The foundational skill(s) observed in the lesson reflects grade-level standards. (IV.HE.PE1.1)			
	The foundational skill(s) observed in the lesson is part of a systematic scope and sequence. (IV.HE.PE1.2)			
<b>Environment</b>	Establish an inclusive learning environment responsive to and respectful of diverse identities and is free of microaggressions. (IV.CR.TA.1)			
	Engage students to develop, post, and regularly revisit class norms, routines, and expectations. (IV.C.TA.1/SA.1)			
<b>Teacher Directed Instruction</b>	Foundational skill(s) instruction is explicit, clear, and correct. (IV.HE.PE1.1)			
	The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s) affording students the opportunity to revise work and persevere through tasks. (IV.SC.PE1.2)			
	When appropriate, instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening. (IV.D.TA.2/PE1.2)			
<b>Student Practice</b>	Students practice targeted skills through reading, writing, speaking, and/or listening.(IV.HE.SA.3)			
	Students cognitively engage in multiple opportunities to practice targeted skills.(IV.HE.SA.1) (IV.SC.PE1.1)			
<b>Assessment and Differentiation</b>	Teacher collects student data (formal and/or informal). (IV.DI.PE1.1)			
	Teacher provides students with asset-based feedback. (IV.HE.TA.6)			
	Teacher adjusts instruction accordingly to support students. (IV.DI.TA.2)			