

Louisiana Believes

Improving Outcomes for Children Birth through
3rd Grade Through Early and Accurate
Identification

January/February 2019 Collaborations

Session Overview

Objectives:

- Analyze state and school system early literacy data to identify key trends
- Identify key levers to improve early literacy
- Understand partnership with '*Lighthouse*' school systems in improving early and accurate identification
- Determine next steps for interested school systems

Agenda:

- State and school system-level data
- Vision for improving early literacy
- Early and accurate identification: approach and timeline
- Next steps and closing

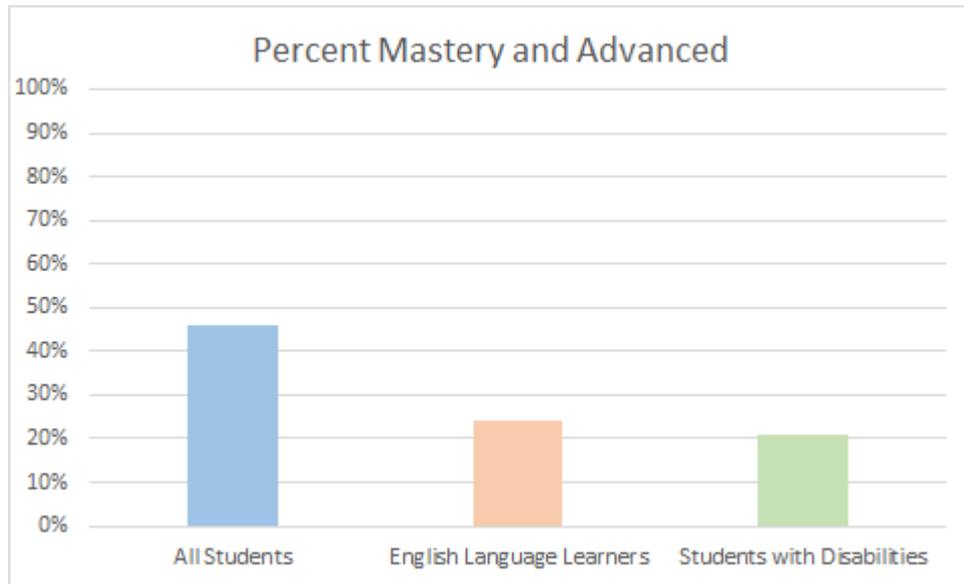


Framing

Foundational Beliefs

- All children deserve an education that prepares them to be independent and successful in life after high school.
- All children can achieve academically when engaged with high-quality and aligned standards, curriculum, assessments, and instructional supports.

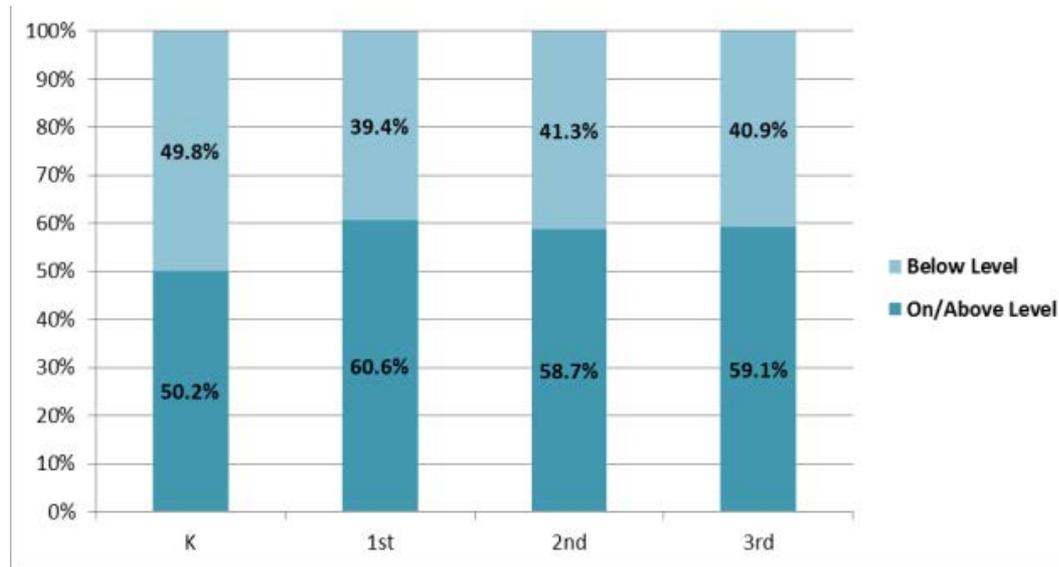
Current data do not reflect our beliefs, particularly when it comes to reading...



Results of 3rd Grade ELA LEAP, 2017-2018

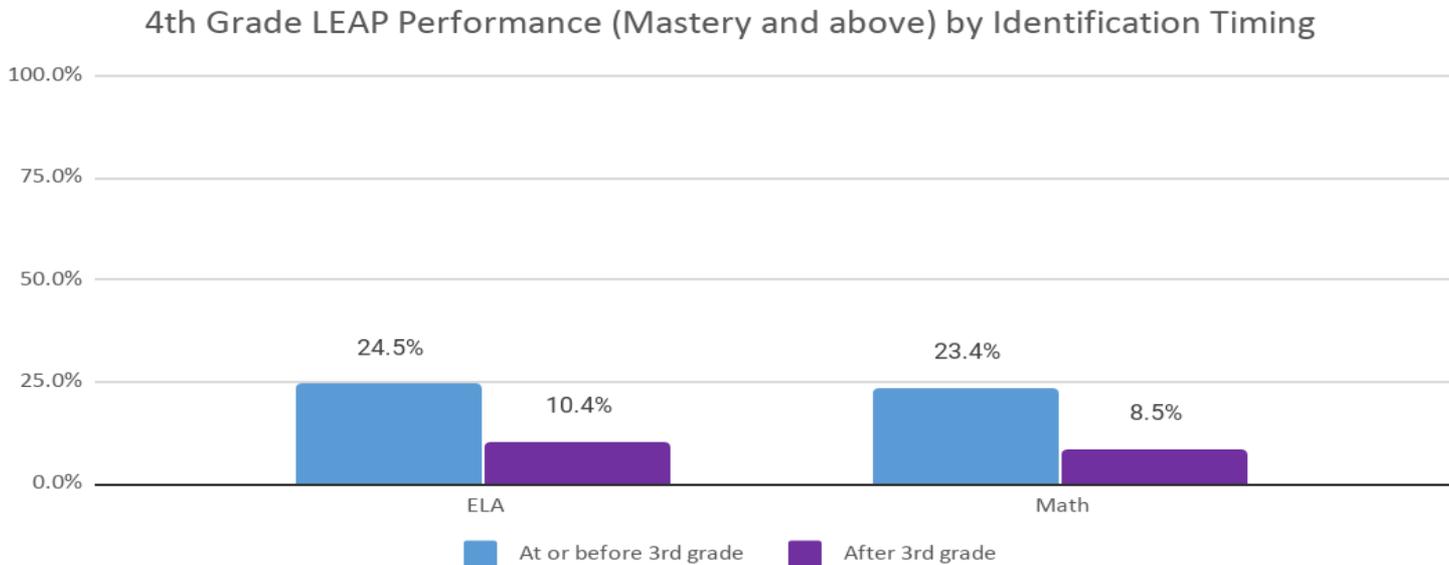
...and the problem is evident before third grade.

Fewer than 50% of students in kindergarten through third grade performed on or above level on literacy assessments in fall 2018.

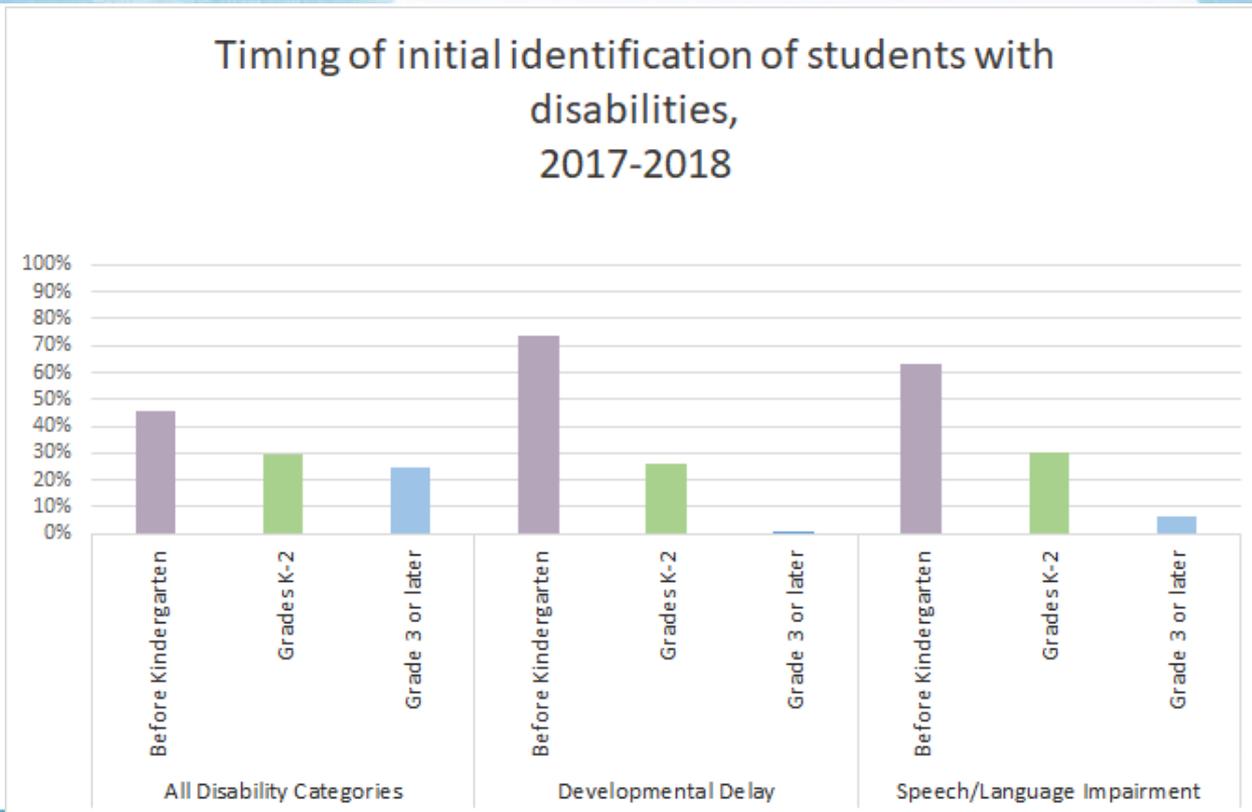


Early intervention is one key lever to improve outcomes for struggling students...

Only 10% of students with disabilities identified after 3rd grade achieved mastery of 4th grade ELA standards compared to 24.5% identified at or before 3rd grade.



...but learning and developmental needs are not identified early enough.



The background of the slide is a world map rendered in a light blue, watercolor-like style. The map is centered on the Atlantic Ocean, with the Americas on the left and Europe and Africa on the right. The colors are soft and blended, giving it a textured, artistic appearance. In the center of the map, there is a large, irregular white shape that serves as a background for the text.

District-Level Data

Understanding Your Early Identification Data

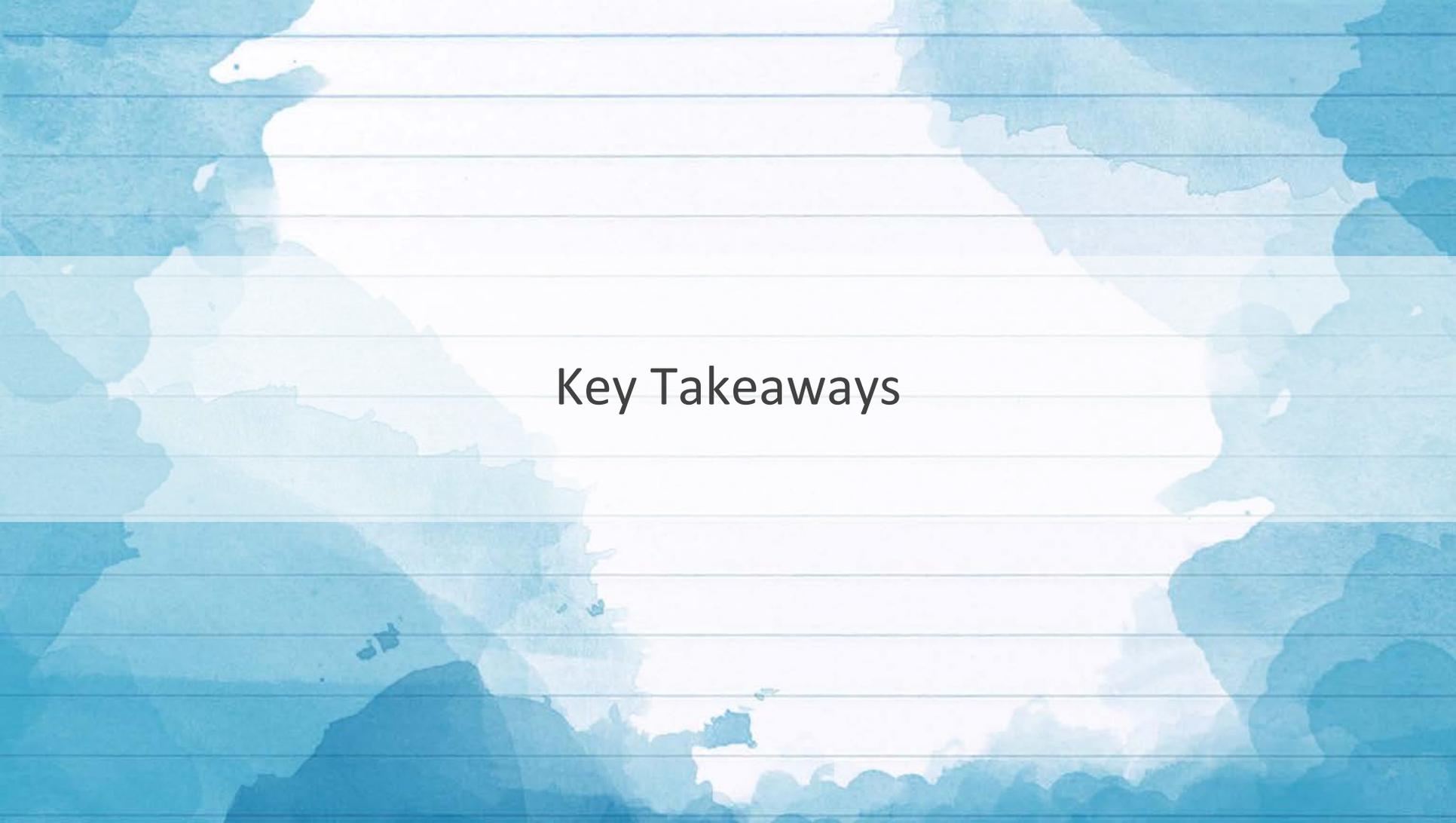
Review your district's Early Literacy Data Snapshot (provided) with these guiding questions in mind:

Data included:

- 3rd grade LEAP ELA trend data
- K-3rd 2018 literacy screening results
- Timing of identification of students with disabilities, disaggregated by Developmental Delay and Speech/Language Impairment.

Guiding Questions:

- 1) What trends do you notice in your early literacy data?
- 2) What questions do these trends raise?
- 3) What trends are illustrated by your students with disabilities identification data?
- 4) What questions do these trends raise regarding early identification of learning and developmental needs more broadly?

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Key Takeaways

Too many children are entering third grade without foundational language and literacy skills.

Foundational reading skills are essential to success across all academic areas, yet:

- Children are missing key developmental language and literacy skills from the earliest ages and these deficits persist over time.
- High-quality instructional supports and specialized services are not provided early enough, and they are not coordinated over time.
- Data systems are not aligned across early childhood and K-12 in ways that connect children with the services that they need.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended together in a soft, painterly manner, with some darker, more saturated blue areas appearing as if they are in the foreground, while the lighter areas recede into the background. The overall effect is clean, modern, and calming.

Vision for Improving Early Literacy

A focus on early literacy is needed.

A stronger focus on birth through second grade is necessary to ensure that students arrive in third grade with the **rich vocabulary, broad base of knowledge**, and mastery of key **literacy and developmental skills** needed to be successful.

Vision for Early Learning

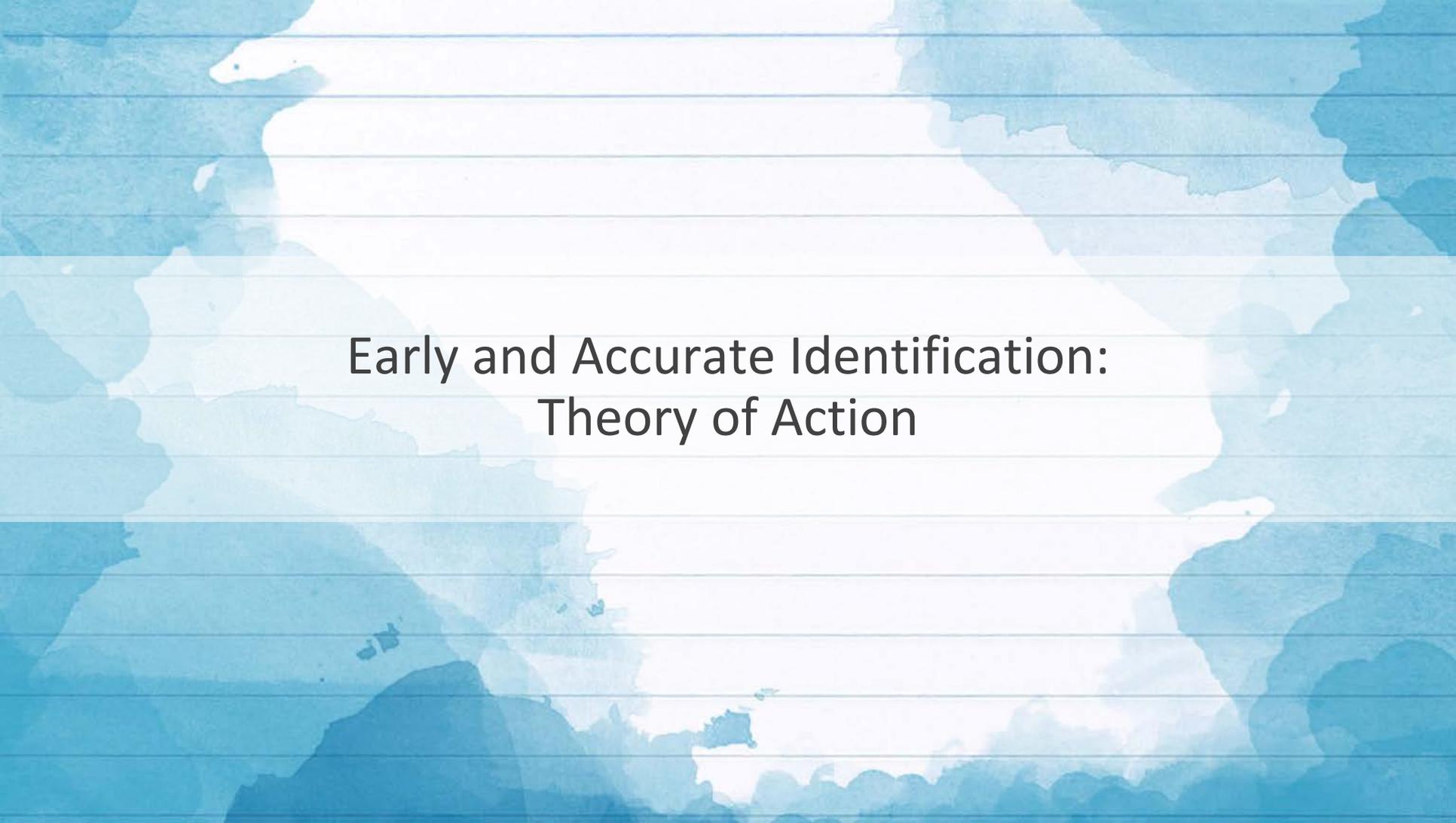
Every child in birth through third grade classrooms should experience:

- **High Quality Interactions and Instruction:** Educators who deliver research-based and age- appropriate instruction, resulting in positive student interactions that promote growth, development, and mastery of key skills.
- **Aligned Content:** High-quality content that is aligned to the state's standards, ensuring mastery of the necessary skills and knowledge at each age.
- **Data Driven Planning and Support:** Educators equipped with data to inform effective academic decisions for every child, including early and accurate identification of students in need of acceleration and intervention.

Key Levers

Achieving this vision requires the implementation of a statewide system of coherent and intentional solutions, including:

- **Early Childhood Quality and Access**
- **Early and Accurate Identification**
- **High Quality PK-2 Curriculum in Every Core Subject**
- **K-2 School Measures**
- **Social-Emotional Support and Behavioral Interventions**
- **Teaching the Science of Reading**

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Early and Accurate Identification: Theory of Action

Early identification is necessary to provide students with effective supports and services.

When developmental and learning needs are identified early and accurately, **and** children receive timely, appropriate and effective supports, interventions and specialized services aligned to their needs:

- learning is accelerated;
- skill gaps are closed; and,
- children achieve at higher levels.

Achieving this goal requires alignment and coordination across birth through third grade.

To ensure that all children receive the instruction, supports and services that they need as early as possible, school systems must build structures to:

- **coordinate screening and assessment** processes across birth to third grade to identify needs as early as possible;
- **use data systematically** to connect children as early as possible with the supports that they need and to evaluate the effectiveness of those supports; and,
- **improve outreach and collaboration** to engage families and support children across key transition points.

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Early and Accurate Identification: Approach and Timeline

A phased approach is required to build, implement and sustain improved identification across birth to 3rd grade.

LDOE will support school systems in building structures and processes necessary to improve early and accurate identification to ensure that children receive early and effective supports and intervention.

To accomplish this, LDE will partner with **'Lighthouse' School Systems** to:

- identify best practices relative to early identification;
- identify the necessary systems, structures and processes to improve early identification; and
- create tools, guidance and resources to support and scale those practices.

Identification of *Lighthouses*

Potential partners identified through initial data review (February):

- **School system-level data** reflects:
 - strong indicators of achievement and/or growth of all students and/or sub-groups in literacy/ELA;
 - strong practices in early identification of students with developmental and learning needs, such as students with disabilities and english language learners; and
- [Interest Survey](#) reflects a willingness to partner with the LDOE in this work.

Phone calls and/or site visits with key staff from school systems identified above results in final identification of partner school systems (March)

Partnership with *Lighthouses*

LDE will partner with a number of 'Lighthouse' school systems during the 19-20 school year to identify structures and systems necessary to support best practices at scale.

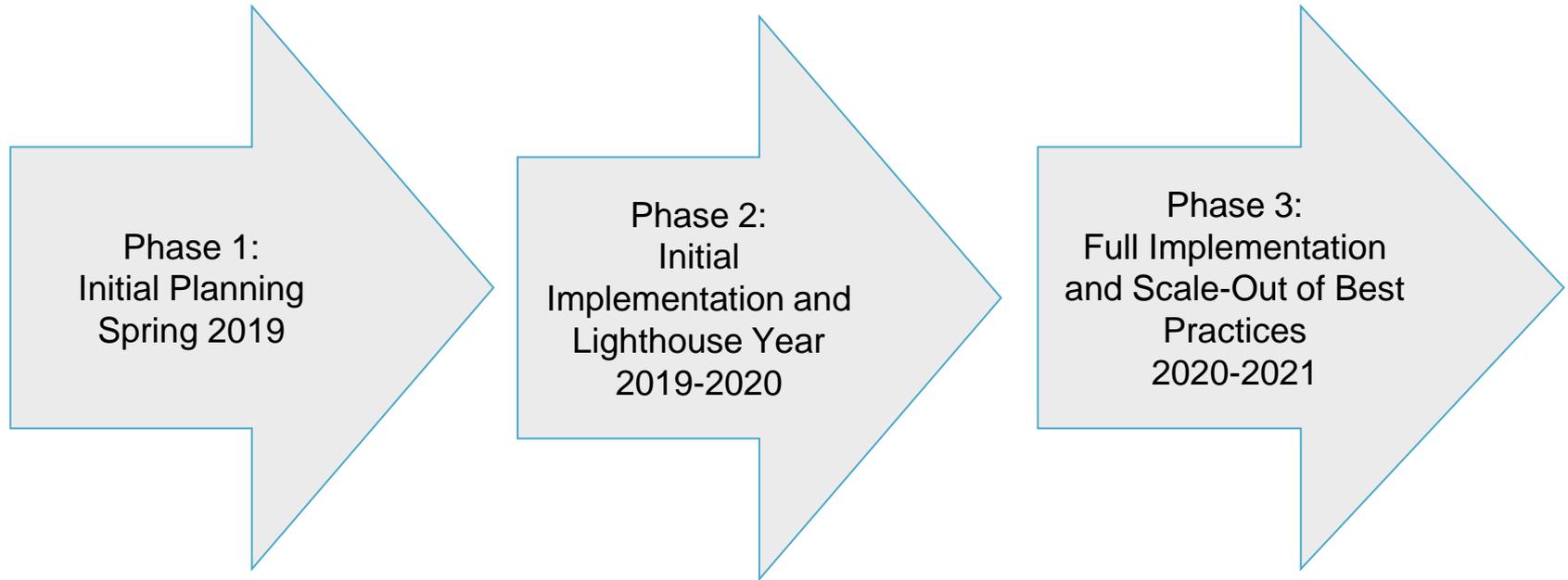
Lighthouse Districts will:

- build and/or refine structures to improve early identification birth to 3rd grade;
- serve on Early and Accurate Identification Advisory Group; and,
- partner with LDE staff to create guidance, materials and resources to support scale and implementation of best practices.

LDE will:

- allocate competitive funds to support the improvement of early identification;
- convene Early and Accurate Identification Advisory Group; and,
- partner with EA Advisory Group to create guidance, materials and resources to support scale and effective implementation of best practices.

Implementation Timeline



Next Steps

February	Q&A Webinar for interested districts Interested districts submit ' <i>Lighthouse</i> ' Interest Survey Phone calls and site visits with interested school systems
March	LDE identifies ' <i>Lighthouse</i> ' Districts Early and Accurate ID Advisory Group convenes at March Collaboratives
April	' <i>Lighthouse</i> ' school systems and LDE develop MOU's BESE allocates funds to Lighthouse Districts
June	Kickoff at Teacher Leader Summit

Closing

School systems interested in serving as *'Lighthouses'* should:

- **review school system-level data** and strategic plan to identify key priorities to improve early and accurate identification;
- attend the **Q&A webinar** on February 14th:
 - Webinar Date and Time: February 14th, 1pm to 2pm;
 - Webinar Link: <https://ldoe.zoom.us/j/444299304>;
 - Webinar phone number: 1-699-900-6833;
 - Meeting ID #: 444 299 304; and,
- work with key district staff to **complete [Interest Survey](#)** by February 21st.

Email melissa.mcconnell@la.gov with questions.