



Navigating Literacy Leadership

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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

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

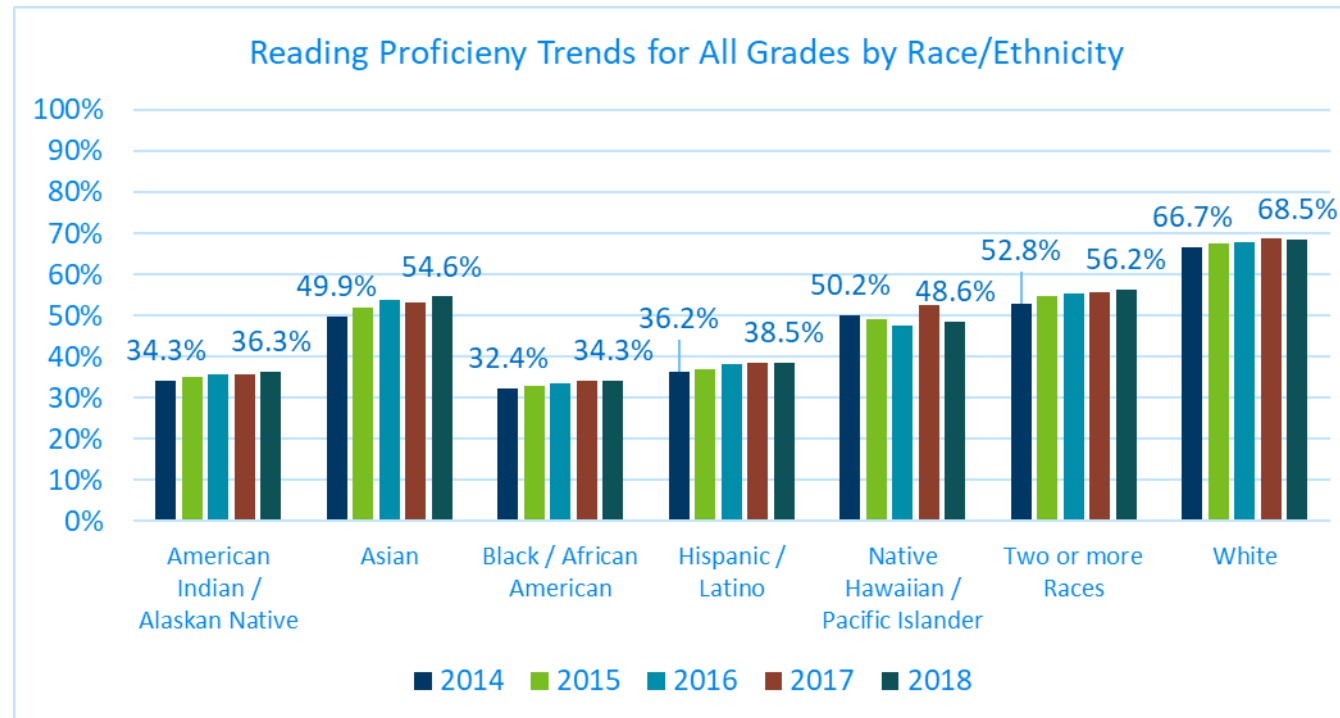


Approximately 1 in 5 students take remedial coursework in their first two years (20%).

85% of developmental coursework is taken at Minnesota public 2-year institutions.

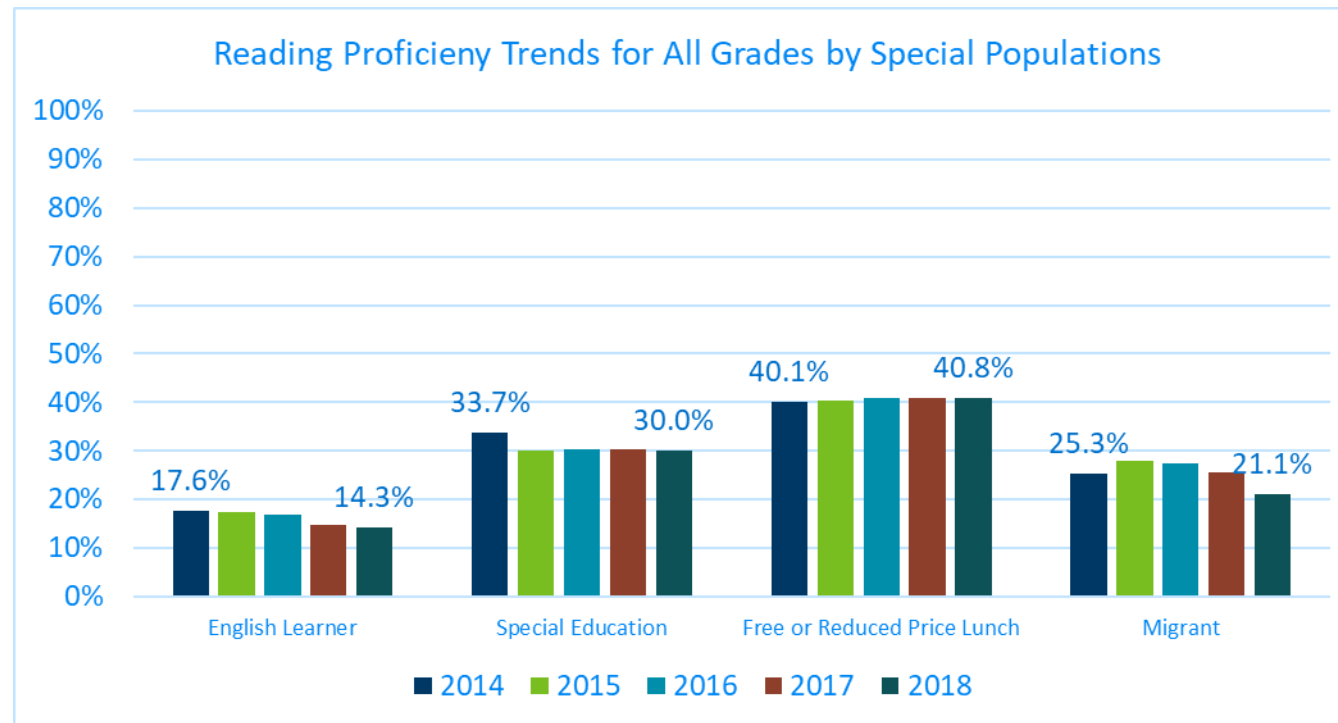
Reading Proficiency by Race/Ethnicity

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.



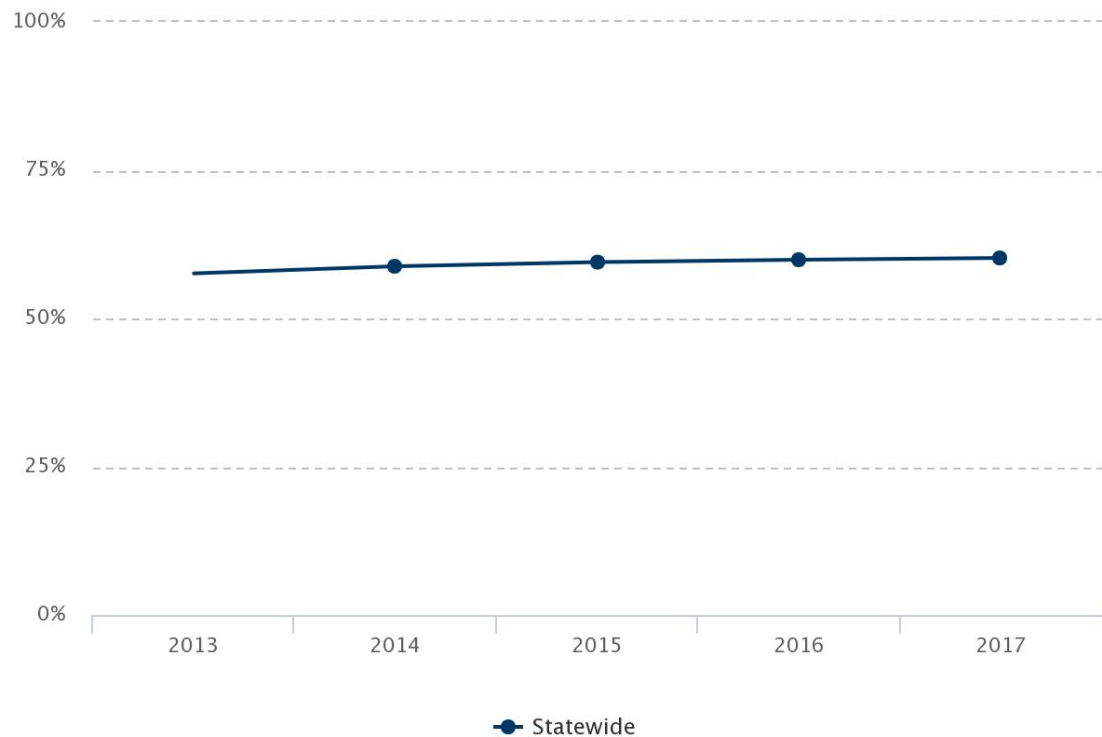
Reading Proficiency by Special Populations

This table shows that from 2014-18 there has been stagnant or reduced rates of student proficiency within the represented student groups.

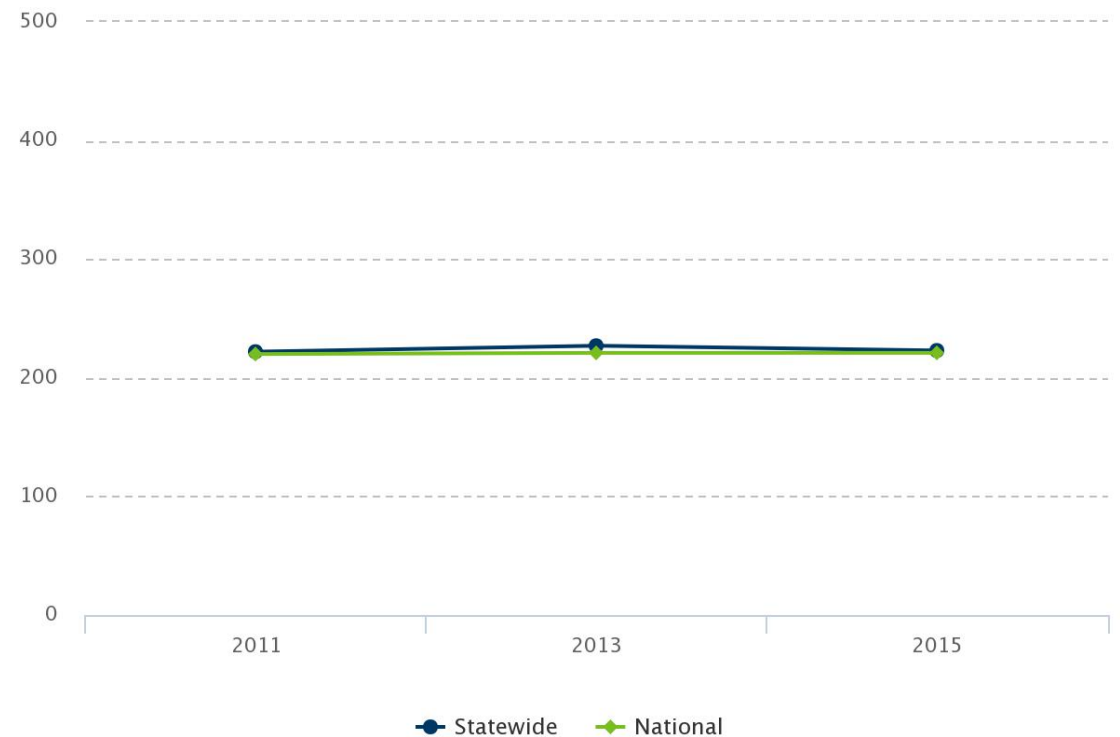


Minnesota Third Grade Performance Trends

MCA/MTAS trends, 2013-2017



NAEP trends, 2011-2015



RWBTG & Local Literacy Plan Submission

Minnesota Reading Intervention Law: RWBTG

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

Local Literacy Plan Checklist

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



Local Literacy Plan Checklist

This checklist summarizes the local district requirements for the four sections of Minnesota’s reading intervention law: identification and reporting, parent notification and engagement, intervention, and staff development. Districts are required to develop a Local Literacy Plan that articulates the district’s process to meet these requirements to ensure that all students are reading well by no later than the end of third grade. This plan addresses the third grade reading proficiency objective of districts’ World’s Best Workforce plans ([Minn. Stat. § 120B.11](#)).

NOTE: This checklist only summarizes the requirements of the law and should *not* be used solely to develop Local Literacy Plans. To review this language and additional information and recommendations within the context of the law, [read the full statute](#) *Reading Proficiently No Later than the End of Grade 3*.

Identification Requirements:

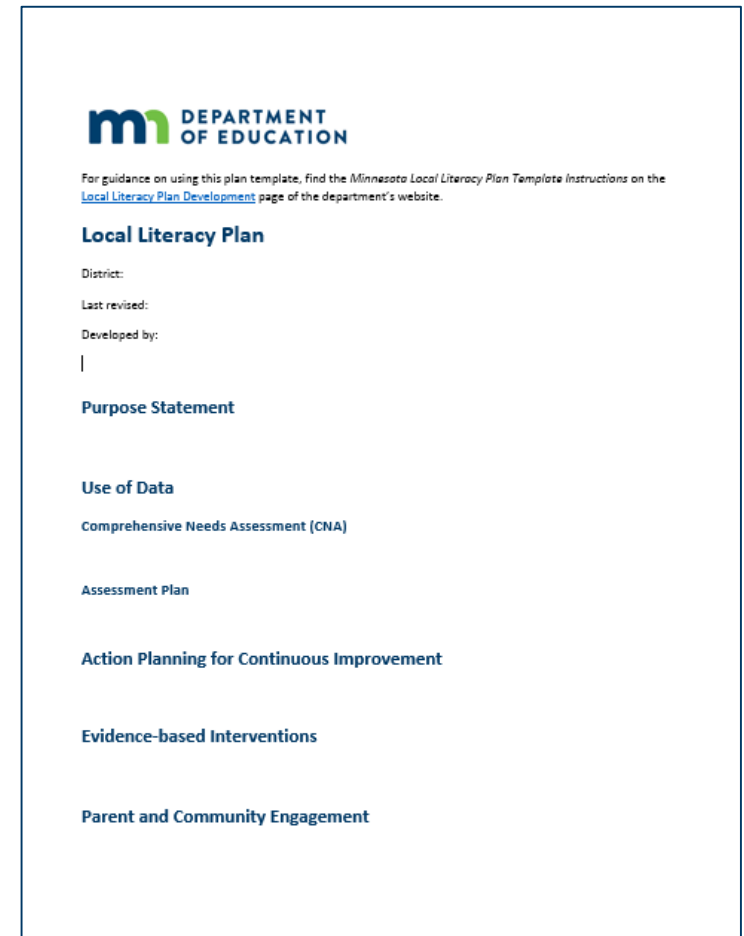
The identification section of the law requires the following:

- ✓ Each school shall identify before the end of kindergarten, grade 1, and grade 2 students who are not reading at grade level before the end of the current school year.
- ✓ Each school shall identify students in grades 3 or higher who demonstrate a reading difficulty to a classroom teacher.
- ✓ Reading assessments in English, and in the predominant languages of district students where practicable, must identify and evaluate students’ areas of academic need related to literacy.
- ✓ The district must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners.
- ✓ The district must use locally adopted, developmentally appropriate, and culturally responsive assessments.

New: Optional Local Literacy Plan Template

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



The image shows a screenshot of the Minnesota Department of Education's Local Literacy Plan template. At the top left is the logo for the Minnesota Department of Education, featuring a stylized 'm' and 'e' followed by the text 'DEPARTMENT OF EDUCATION'. Below the logo is a line of text: 'For guidance on using this plan template, find the [Minnesota Local Literacy Plan Template Instructions](#) on the [Local Literacy Plan Development](#) page of the department's website.' The main title of the template is 'Local Literacy Plan'. Below this title are several sections, each with a label and a vertical line indicating where to enter information: 'District:', 'Last revised:', 'Developed by:', 'Purpose Statement', 'Use of Data', 'Comprehensive Needs Assessment (CNA)', 'Assessment Plan', 'Action Planning for Continuous Improvement', 'Evidence-based Interventions', and 'Parent and Community Engagement'.

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

The screenshot shows the Minnesota Department of Education (MDE) website. The header includes the MDE logo and navigation links: Home, About, Students and Families, Licensing, Districts, Schools and Educators, and Data Center. The main content area is titled 'Reading Proficiency' and includes a breadcrumb trail: MDE > Districts, Schools and Educators > Reading Proficiency. The page content discusses 'Early Reading Proficiency ("Reading Well by Third Grade")' and provides information on reporting requirements. A green circle highlights the 'Reading Data and Plan Submissions' section, which states: 'Minnesota districts are required to report K-2 summary reading data and identification efforts and to submit their Local Literacy Plans to the commissioner by July 1 of each year. Visit the [Read Well K-3 Data and Plan Submission page](#) for everything a district needs to meet this obligation.'

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

Read Well K-3 Data and Plan Upload

All public school districts and charter schools with enrolled K-2 students must annually submit in Kindergarten through Grade 2, as identified in [Minnesota Statutes, section 120B.12](#). The data entries each year around April 1. The data submission and plan upload must be completed by J submission site, click on the link below.

Step-by-step instructions and a Frequently Asked Questions document are available below, as well as those resources to support your work, contact information for assistance is provided within each department with questions about the data submission and literacy plan upload process. For more information on reading proficiently no later than the end of grade 3, visit the [Reading Proficiency page](#).

[> Enter the Read Well K-3 Data and Plan Upload Site](#)

Resources:

[Frequently Asked Questions: Read Well Data and Plan Submission - 4/20/17](#)

[Instructions for Submitting Reading Assessment Data and Literacy Plan - 4/20/17](#)

[Memorandum - Read Well by Third Grade - Data and Plan Submission Now Open - 4/19/17](#)

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

(2015) Dyslexia Defined in Minnesota Reading Statute

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**.

“Screening and Identifying Dyslexia”

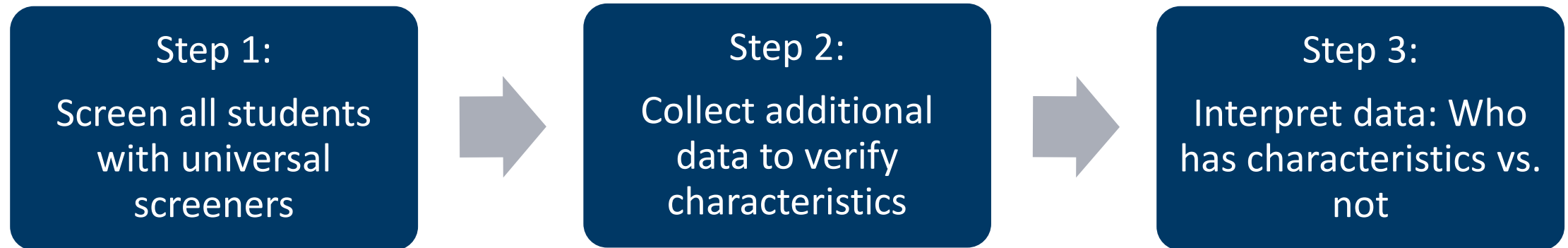
MN. Statute 120B.12

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



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)

Minnesota Department of Education Resources

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” \(2017\)](#)

[How Long Can Students Receive Interventions Prior to Comprehensive Evaluation? \(2017\)](#)

[Teacher Checklist for Characteristics of Dyslexia \(2019\)](#)

[Screening and Identifying Characteristics of Dyslexia \(2019\)](#)

[Recommended Universal Screening Tool List Criteria and Selection Process \(2018-2019\)](#)

[List of Universal Screening Tools for Identifying Characteristics of Dyslexia \(2019\)](#)

Balanced and Structured Literacy

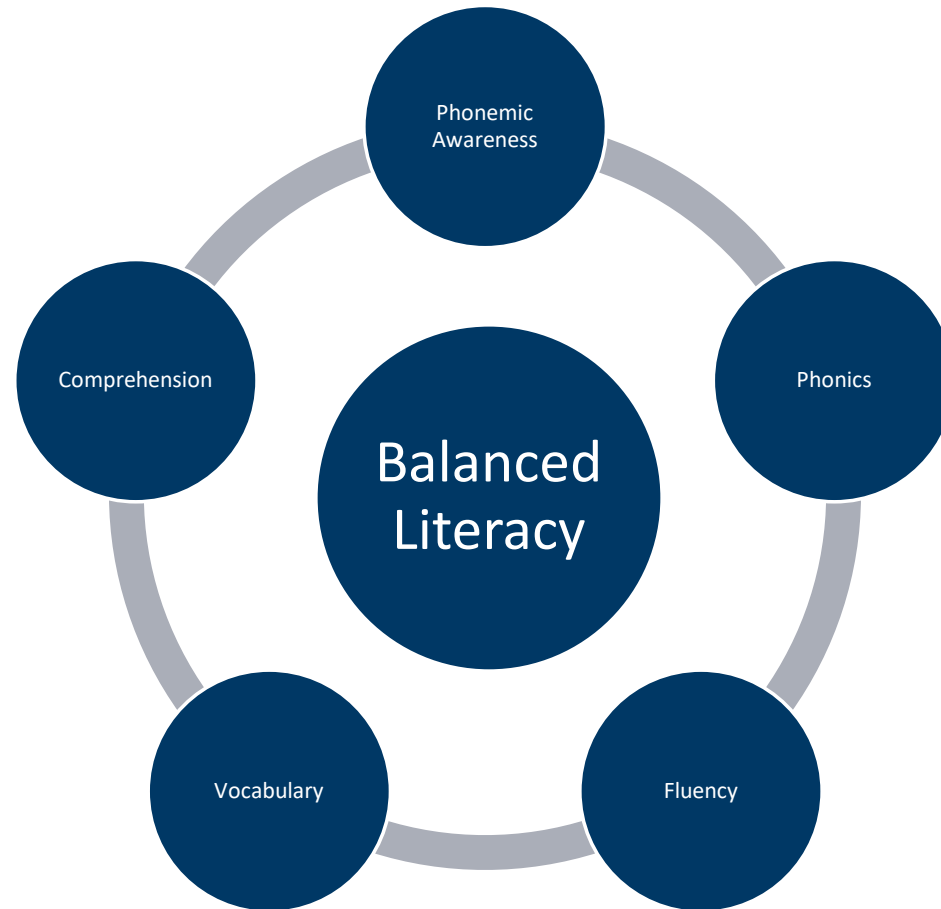
Subd. 4. Comprehensive, scientifically based reading instruction.

(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

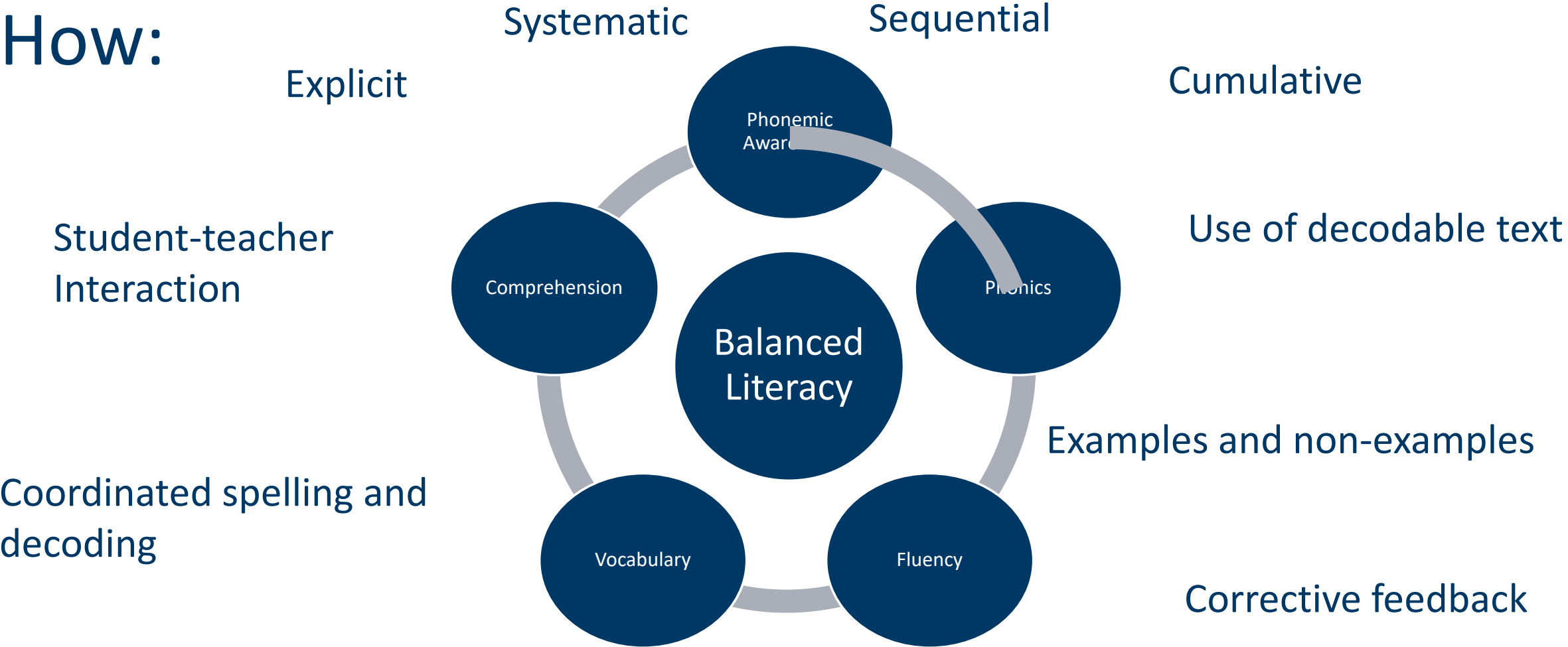
- Explicit, systematic, and sequential
- Cumulative practice and ongoing review
- High level of student-teacher interaction
- Use of carefully chosen examples and non-examples
- Reading of texts and phonics instruction are coordinated using decodable text
- Spelling is coordinated with decoding
- Prompt, corrective feedback

What:



Structured and Balanced Literacy Model

How:



Evidence-based Practices

Evidence-based Practices 1

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?

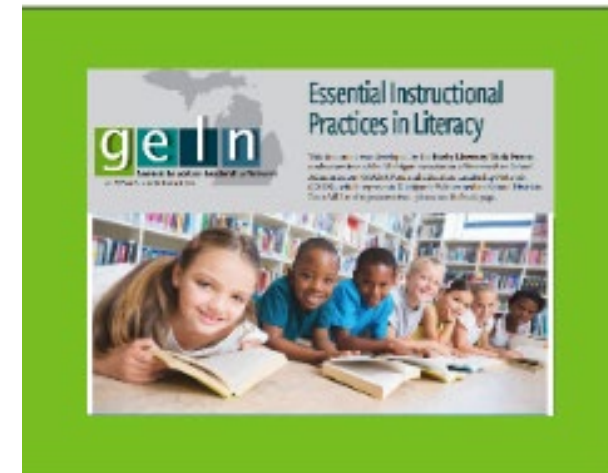
- Education is a fad-ridden profession
- We often exchange opinion for facts
 - Something from a professional journal may just be research from the author to support their opinion
 - Theories are also opinions until research is done to support or disprove the theory
- There are different levels of evidence – 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

Evidence-based Practices 2

Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force. (2016).

Essential Instructional Practices in:

- Early Literacy: Prekindergarten,
- Early Literacy: K-3, and
- Grades 4-5. Lansing, MI, Authors.
- Grades 6-12. Lansing, MI, Authors.



MDE Evidence-based Practice Lists

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](https://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](https://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!

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