

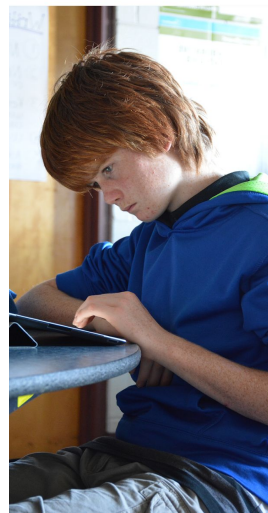
# New Developments in the Science of Reading: Exploring Local & National Models to Support Improved Literacy Outcomes for All Students

NM State Legislature  
LESC Committee

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# Agenda

1. Demographics of Roswell Independent School District (RISD)
2. Roswell literacy background
3. RISD: Under the balanced literacy approach
4. Changes begin across New Mexico and in Roswell!
5. Literacy Success Pilot Program
6. Exploring our reading assessment options and establishing an appropriate assessment
7. Looking ahead: The shift to structured literacy and call to action

# Demographics of RISD

9,571

Number of K-12 Students

2,633

Number of K-3 Students

548

Number of K-12 Teachers

75%

of students are Hispanic

21.5%

of students are non-Hispanic

With a total community population of **58,042**:

- **85.94%** of students are **Low-income (District-wide Title 1)**
- **13%** of students are **English Language Learners**
- **20%** of students are **Special Education**



# Roswell Literacy Background

- Historically, RISD has posted **20-40%** reading proficiency rates, with some schools performing in the *single digits* for reading proficiency
- School Culture: A strong belief in Balanced Literacy



# RISD: Under the Balanced Literacy Approach



- Previously RISD literacy differentiated instruction *away* from grade level rigor
  - Students received “leveled instruction”
  - Teacher independence to create their own curriculum and materials
  - “Standards Based” instruction with comprehension skill of the week, disconnected from text
  - Intervention time > Core instruction

# Changes begin across New Mexico and in Roswell!





# The Introduction of LETRS

- In Fall 2019, the 1st RISD cohort of LETRS started as a grassroots movement alongside district leadership
  - With the enactment of [SB 398](#) in 2019, Roswell moved quickly!
- LETRS professional development (PD) supported by the Public Education Department (PED) continues to this day with 230 teachers completed/in progress



# Steps for Districtwide Success

- Began the process of an ELA adoption, with the aim of equipping teachers with HQIM aligned with the SoR
  - Adopted CKLA
- Dedicated one year focused on resetting grade level rigor and expectations
- Recognized the need to build out our Multi Layered Systems of Support (MLSS) and assessment system
- [SB 398](#) helped move the initiative forward!





# Literacy Success Pilot Project

- **The Pilot begins!**
  - 3 yr program for 1,047 K-5 students
  - 4 schools were selected to participate
- **Goal:** Create a sustainable & scalable successful literacy instruction model & learning to rapidly improve reading outcomes
- **Vision:** Every ES will be equipped w/a Reading Specialist:
  - Partnership w/the [New Mexico Literacy Institute \(NMLI\)](#), [May Center](#), & [PED Educator Fellows](#)
  - Certified Academic Language Practitioner (CALP) training
  - Build out the MLSS system by putting “meat on the bones”
  - Create an assessment decision tree, identifying benchmarks, diagnostic screeners to create a Reading Profile

# Exploring our Reading Assessments Options

- RISD's Challenges: It was difficult to navigate all the possibilities for benchmarks, diagnostic screeners, and balancing how best to maintain the data
  - Where do we start?
- We wanted an assessment that is robust enough to do it all...
  - Benchmark
  - Progress Monitoring
  - Diagnostic Screening
  - Dyslexia Screener
  - Diagnostic Teaching
  - Off-grade diagnostic when needed
  - Robust reporting, grouping, and activities
- The decision for mCLASS: An assessment capable all the above & informing next steps in instruction







## Looking Ahead: The Shift to Structured Literacy

- It is **essential** to highlight the significant step the state legislature has taken by passing the [Structured Literacy Initiative](#)
- Similarly, we have already begun to see promising signs of impact on student reading proficiency from the Literacy Success Pilot at Roswell in G3-5:
  - '19-'23 - RISD NM summative reading scores increased **+6% points in proficiency (32-38%)**
  - Missouri Ave **+22% points in proficiency (14-36%)**
  - Nancy Lopez **+18% points in proficiency (18-36%)**
- A Call to Action: RISD supports policy to establish a common assessment in English and Spanish to inform instruction and drive reading success

# Assessing Spanish-speaking students in Spanish is a critical need

- **Underestimating** students' abilities is damaging to the student, discouraging to the teacher, and expensive to the system
- Spanish reading skills are an **asset supporting English literacy development**
- Spanish literacy helps **predict English literacy performance**
- Honoring heritage language literacy provides **long-term benefits**

# Agenda

1. The critical need to universally assess bilingual Spanish-speaking students
2. The Solution: A strengths-based approach to reading
3. The Simple View of Reading and Biliteracy Principles
4. Key features of instructionally relevant Spanish literacy assessments
5. K-3 study: Over identification of risk based on language of assessment
6. Future directions and call to action

# Issues of educational equity

**15.5%**

of K-3 students are English learners

**16%**

of K-12 NM students are English learners

**75%**

of all English learners are Spanish-speaking

**77%**

of Latino/a students aren't proficient readers by 4th grade  
(NAEP, 2019)

Impact on **long-term educational** and **quality of life outcomes**



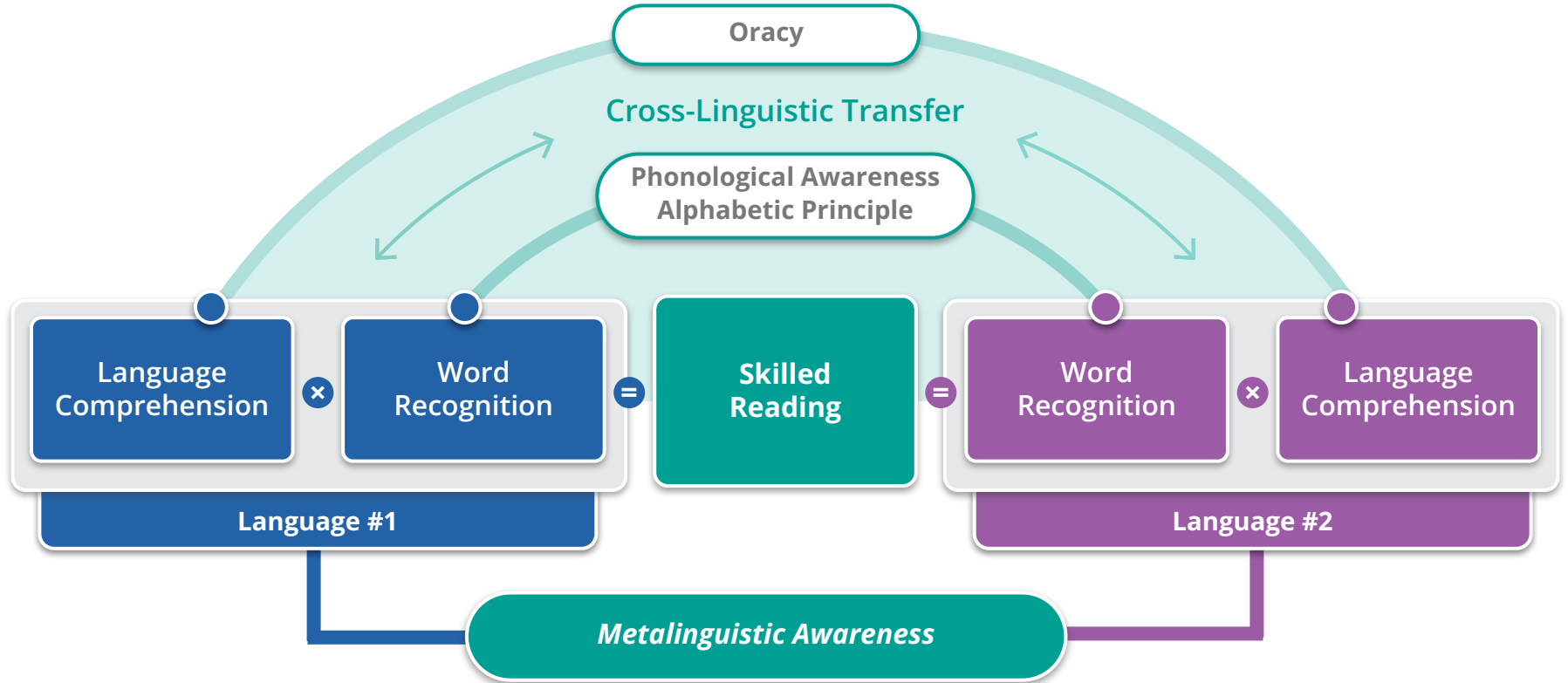


# We need to have a strengths-based approach and focus our efforts on evidence-based practices coupled with high expectations!

- **We can improve** children's academic outcomes and change these statistics in the U.S.
- Good assessment can lead to better instruction that is more targeted and purposeful, which then can lead to **improved outcomes**
- Assessment **can be equitable**



# The Simple View of Reading and Biliteracy



## Biliteracy principles

1

Bilingualism is an asset and a cognitive strength.



2

Literacy knowledge in a second language builds from the first language.



3

Foundational skills, vocabulary, and knowledge—important for reading comprehension—transfer to other languages through explicit instruction.



4

Oral language development is critical and must be an integral component of literacy instruction.



5

Universal screening in both the home language and the language of instruction with valid, reliable assessments is necessary.

6

Continuing to develop students' home language supports literacy development in the language of instruction.

7

Honoring the home language, culture and community experiences of students supports positive long-term outcomes.

# Key features of instructionally relevant Spanish literacy assessments

1. Focus on critical early literacy skills
2. Attend to specific linguistic features of Spanish
3. Strong technical adequacy
4. Appropriateness of tasks
5. Ease and efficiency of administration
6. Direct connection to instruction
7. Culturally responsive and inclusive of the range of Spanish dialects in the U.S., including Puerto Rico

# Measures based on Spanish literacy development

Skill	DIBELS	Lectura
Phonological Awareness	Phonemes	Syllables
Alphabetic Principle and Phonics	Nonsense words Real words	Letter sounds Syllable sounds Real words
Accurate and Fluent Reading	Oral reading fluency passages	
Reading Comprehension	Maze / ¿Cuál palabra? passages	

Syllable focus  
More word complexity

Original and unique in each language  
Culturally relevant  
Regional diversity

# Assessment in DIBELS 8 and Lectura

The screenshot shows the English Phoneme Segmentation Fluency (PSF) assessment interface. At the top, it displays the student's name "Lee Aaron\_1", the grade "Grade 1 Beginning of Year", and the assessment title "Phonemic Segmentation Fluency PSF". A timer shows 0:28. A list of words includes "tell", "bit", "ask", "first", "bring", "soft", and "circle", with "first" selected. A speaker icon and the word "first" are in a box. Below is a grid for phoneme segmentation with columns for /f/, /er/, /s/, and /t/. Blue bars indicate the segmented phonemes. A "Whole Word" button and a score of "4/4" are at the bottom.

	/f/	/er/	/s/	/t/
⊗	█			
⊗		█		
⊗			█	
⊗				█

Whole Word 4/4

English: Phoneme segmentation

The screenshot shows the Spanish Syllable Segmentation Fluency (FSS) assessment interface. At the top, it displays the student's name "Lee Aaron\_1", the grade "Grade 1 Beginning of Year", and the assessment title "Fluidez en la segmentación de sílabas FSS". A timer shows 0:21. A list of words includes "haga", "húmedo", "alta", "afilado", and "equipo", with "húmedo" selected. A speaker icon and the word "húmedo" are in a box. Below is a grid for syllable segmentation with columns for /hú/, /me/, and /do/. Blue bars indicate the segmented syllables. A "Palabra completa" button and a score of "3/3" are at the bottom.

	/hú/	/me/	/do/
⊗	█		
⊗		█	
⊗			█

Palabra completa 3/3

Spanish: Syllable segmentation



# K-3 study: Identification of risk based on language of assessment

## Purpose:

- Explore risk designation of the same sample of children whose home language is Spanish based on English and Spanish assessment results

**Participants:** Almost **12,000** students whose **home language was Spanish** in the total sample

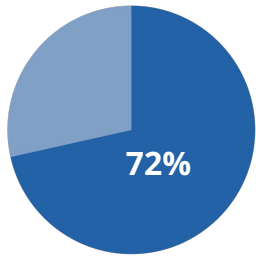
- KG: **2,306**
- Grade 1: **3,062**
- Grade 2: **3,650**
- Grade 3: **2,891**

*Only children who had assessment data in both languages were included in this sample*

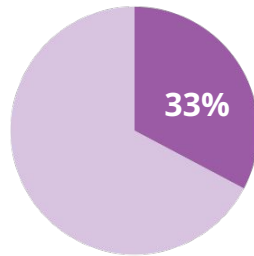
**Tier 1**  
**Tier 2**  
**Tier 3**

# Examining **overall** risk identification by language of assessment

Kindergarten students identified as needing Tier 2 or Tier 3 intervention



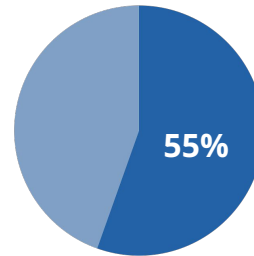
Assessed in **English**



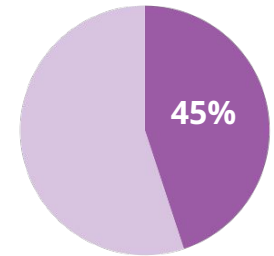
Assessed in **Spanish**

39% more identified

Grade 1 students identified as needing Tier 2 or 3 intervention



Assessed in **English**

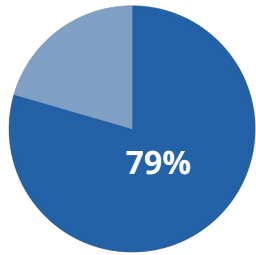


Assessed in **Spanish**

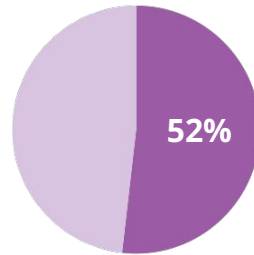
10% more identified

# How are we assessing students' phonological awareness skills?

Kindergarten students identified as needing Tier 2 or Tier 3 intervention

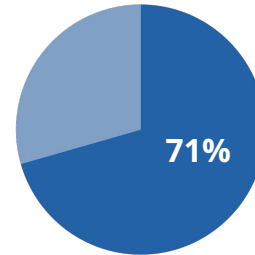


Assessed in **English**

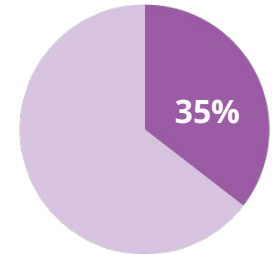


Assessed in **Spanish**

Grade 1 students identified as needing Tier 2 or 3 intervention



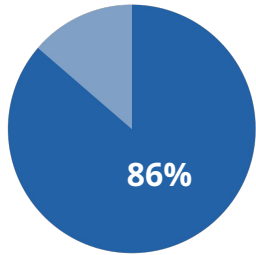
Assessed in **English**



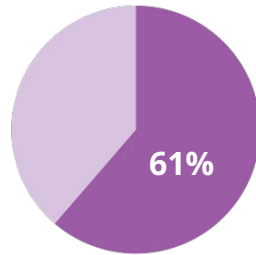
Assessed in **Spanish**

# How are we assessing students' letter sound knowledge?

Kindergarten students identified as needing Tier 2 or Tier 3 intervention

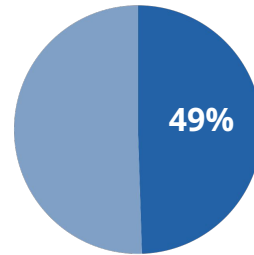


Assessed in **English**

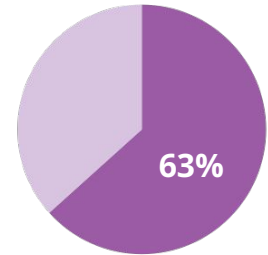


Assessed in **Spanish**

Grade 1 students identified as needing Tier 2 or 3 intervention



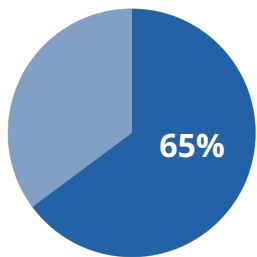
Assessed in **English**



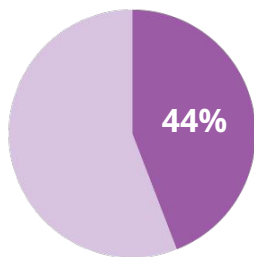
Assessed in **Spanish**

# How are we assessing students' oral reading fluency skills

Grade 2 students identified as needing Tier 2 or Tier 3 intervention

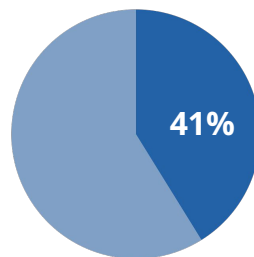


Assessed in **English**

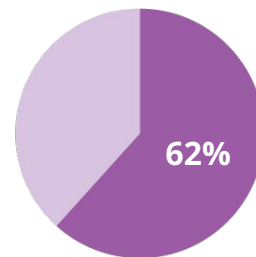


Assessed in **Spanish**

Grade 3 students identified as needing Tier 2 or 3 intervention



Assessed in **English**



Assessed in **Spanish**

# Future directions and call to action

## Assessment

1. Acknowledge limitations of English-only assessment
2. Assess in-home language to reduce over-identification
3. State guidance on selecting Spanish measures
4. Creating welcoming school environments where children feel comfortable speaking Spanish

## Interpreting and acting on results

1. Consider home and school language exposure
2. Provide guidance on how to use scores in both English and home language to inform intervention
3. Build awareness of how language of intervention affects language growth
4. Understanding the potential for conceptual scoring and incorporating translanguaged responses into scoring schemes
5. A Call to Action: Supporting robust biliteracy policy, including Spanish assessment guidance



# Thank you!

For more information, please contact:

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- Dr. Lillian Durán via email: [lduran@uoregon.edu](mailto:lduran@uoregon.edu)



# Sharing biliteracy expertise



Available now

**SEASON 5, EPISODE 2**  
**Biliteracy and assessment**  
with Dr. Lillian Durán

**SEASON 5, EPISODE 4**  
**What bilingualism**  
**can teach us**  
with Dr. Doris Baker

**SEASON 5, EPISODE 8**  
**Linguistic structure:**  
**English vs. Spanish**  
with Dr. Desirée Pallais-Downing

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