

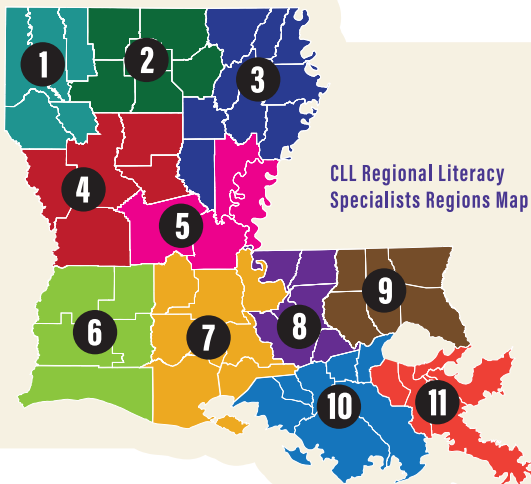
LITERACY Coach Program

Louisiana Teachers supporting Louisiana Schools to Improve Literacy in Louisiana

The Center for Literacy & Learning partners with school systems to provide literacy specialists to support educators around the state. As a Louisiana-based non-profit focused on literacy, our professional training, and support help to advance evidence-based best practices for teaching and learning.

The Literacy Specialist provides training and support for Pre-K through grade 12 literacy coaches in schools and across school districts to ensure all students receive high-quality literacy instruction.

The Literacy Specialists identify the needs of schools to prioritize, schedule, organize, and provide technical support, ultimately resulting in students achieving grade-level reading proficiency. The Literacy Specialists implement this support through virtual and in-person support.



Currently, The Center's Regional Literacy Specialists Support:

- 64 LEAs
- 262 Schools
- 184 Coaches
- Serve students in grades Pre K-12

The Literacy Specialist serves literacy coaches, school administrators, and LEAs in the following ways:

- Consulting
- Walk-through, observations, modeling support
- PLC meeting support
- SOR Training
- Adult learning/coaching training

As a partner with state education agencies and schools, Literacy Specialists work tirelessly to ensure that students are on track and become proficient readers.



Regional Literacy
Specialists

15



Regions

11



**LOUISIANA SPECIALIST
SUPPORTING
LOUISIANA SCHOOLS
TO IMPROVE LITERACY
IN LOUISIANA**

Serves

262

Total Schools

184

Literacy Coaches

64

LEAs

Literacy Specialist
Specialized Training:
Growing Reading Brain
LETRS
Coaching
CLASS

Coaches
Support Visits &
Meetings

1856

Supporting LEAs
3931 Hours

Support Available

- Consulting
- Walk-Throughs, Observations, Modeling Support
- PLC Meeting Support
- Science of Reading Training
- Adult Learning/ Coaching Training

Feedback

"Thank you for reinspiring us and helping us find a new goal to work towards. I and my team (coach and teachers) were feeling really down and lacking motivation, because of all the disruptions with Covid and the hurricane. Now we have momentum and we're all working towards something to support our students to grow and become independent readers."

- New Orleans Based Literacy Coach



LITERACY COACH PROGRAM END OF YEAR REPORT

REPORT DATE	PROJECT NAME	PREPARED BY
July 21, 2022	Louisiana Department of Education Literacy Coach Program	Danielle Fontenot, Literacy Coach Program Director Carolyn Purser, PhD, Director of Evaluation and Data

PROGRAM SUCCESSES (JULY 2021 – JUNE 2022)

Regional Literacy Specialists provided by The Center for Literacy & Learning accomplished the following:

- facilitated in-person and virtual meetings with Literacy Coaches, School-Based Literacy Teams, and System Literacy Teams
 - Systems and Literacy Coaches had unlimited access to Regional Literacy Specialists for support, with the flexibility to meet the unique needs of schools and systems with on-site and virtual meetings
 - participated and facilitated monthly Community of Practice meetings with Literacy Coaches, school-based leaders, system leaders, and LDOE
 - participated in and helped develop family literacy engagement events
 - redelivered Science of Reading professional development
 - evaluated and created schools' and systems' literacy needs
 - assisted in the development of schools' and systems' literacy plans
 - developed professional development based on schools' and systems' literacy needs
 - created, analyzed, and modified schools' and systems' literacy goals
 - analyzed BOY, MOY, and EOY literacy screeners and assessment data
 - developed intervention plans based on BOY, MOY, and EOY literacy data
 - developed progress monitoring systems and structures for schools
 - created action steps for 2022 - 2023 schools' and systems' literacy plans
 - support school-based and system-level literacy coaches in providing support and coaching to teachers
 - facilitated walk-throughs
 - using data derived from walk-throughs, developed professional development and coaching opportunities
 - supported literacy coaches in their development and facilitation of professional learning communities' meetings
 - supported literacy coaches with developing coaching plans
 - analyzed curriculum and instructional resources to ensure alignment with structured literacy practices
 - supported coaches and schools with implementing structured literacy practices
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- modeled application of best instructional practices grounded in the Science of Reading
- successfully completed LETRS Unit 1 - 4, Science of Reading Training
- successfully completed Growing Reading Brains professional development Unit 1 - 5
- successfully completed The Art of Coaching
- successfully completed and certified in K-3 CLASS training
- attended Plain Talk for Literacy & Learning professional development
- facilitated presentations at Teacher Leader Summit 2022
- attended Teacher Leader Summit 2022
- Literacy Coach Program Director conducted weekly meetings with Dr. Phaedra Early, Literacy Coaching Coordinator, Literacy Division, Louisiana Department of Education
 - addressed concerns from around the Regions
 - planned possible topics to focus on for COPs based on the needs of literacy coaches
 - addressed ways to meet with system leaders to be able to meet regularly with school-based or district-level literacy coaches

PROGRAM CHALLENGES

- consistency with the rollout of the Literacy Coach Program in various systems
- defined roles for Literacy Coaches for systems
- literacy plans at the start of the school year are not accessible
- schools systems use of Literacy Coaches for multiple roles
- cancelation of meetings due to weather events, COVID
- cancelation of meetings due to school events around holidays, school events, and testing
- opportunity to reference additional resources grounded in the Science of Reading
- barrier of support by system leaders for Literacy Coaches to attend COP meetings

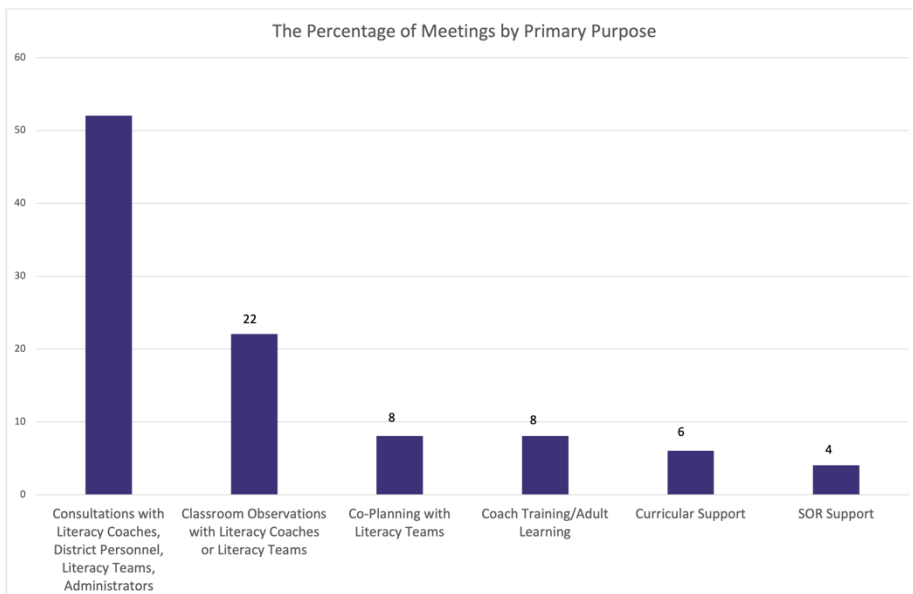
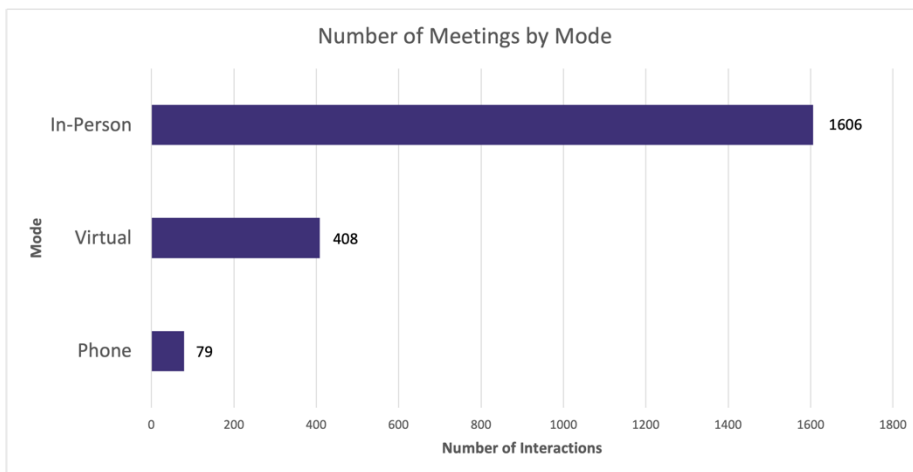
PROGRAM OPPORTUNITIES FOR GROWTH

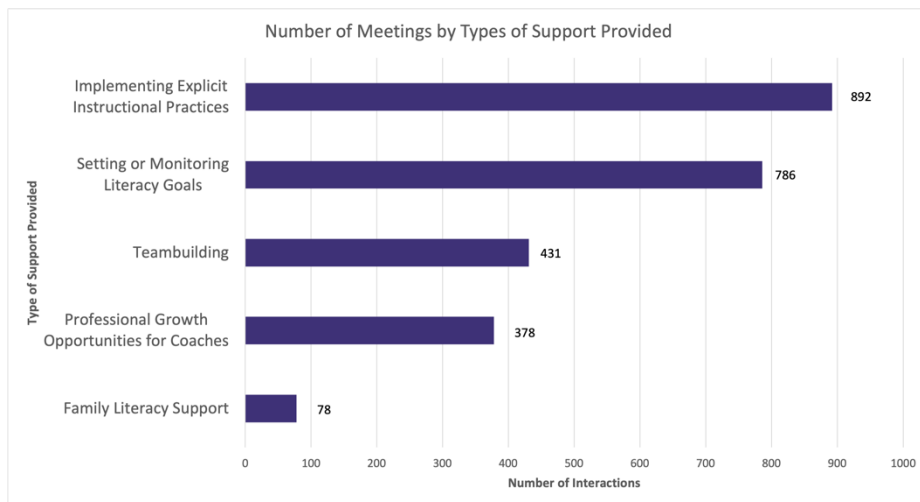
- provide program expectations to school systems in all areas
- provide Literacy Coach job description to school systems at all levels
- require schools to have a literacy plan so that the RLS can support implementation, revision, monitoring, etc.
- provide a timeline for literacy plan completion and submission to the school system
- Literacy Specialist should support systems by implementing structured literacy practices by sharing the Science of Reading aligned resources (i.e. webinars, research, instructional materials)
- Literacy Coaches should receive more differentiated and individualized development if the monthly PD sessions are split into cohorts based on coach needs/goals

- New Literacy Coaches would benefit from having more support around how to coach teachers from the RLS (i.e., coaching forms, action plan templates, data analysis tools)
- maintain and relay consistent expectations for all aspects of the Literacy Coach Program

PROGRAM SUMMARY DATA

The following charts reflect the quantitative information of support provided by The Center for Literacy & Learning’s Regional Literacy Specialist over the contract term.





MAJOR TAKEAWAYS FROM EVALUATION

In Fall 2021, the Center for Literacy & Learning’s Director of Evaluation and Data developed an evaluation plan in collaboration with the Vice President of Program Development and the Louisiana Coach Program Director. The developed evaluation plan consisted of both qualitative and quantitative data collection to understand both the implementation as well as outcomes of the Literacy Coach Program in Louisiana. At the time of this report, the evaluation team does not have literacy assessment data from participating schools to include a quantitative analysis of outcomes. However, the evaluation team completed the administration and analysis of three focus groups with the regional literacy specialists. The methods and a summary of the focus groups are discussed below.

Methodology

The Director of Evaluation developed ten focus group questions and moderated three focus group discussions, consisting of five to six Regional Literacy Specialists (RLSs) each. The focus groups were conducted in late March 2022. The Center’s evaluation team then developed a code book and analyzed the anonymized transcripts for themes that answer the guiding evaluation questions. The qualitative findings provide meaningful insights into the implementation and outcomes as observed and perceived by literacy coaches. Additionally, these findings highlight elements that influence the effectiveness and outcomes of the Literacy Coach Program (LCP) in Louisiana.

Essential Elements for Capacity Building

Some of the key elements for success identified through the analysis of the focus group transcripts were: i) technical support, ii) dissemination of literacy resources and professional development, iii) the development and maintenance of a regional literacy network, iv) local buy-in and support for program implementation, and v) professional development opportunities for RLSs and Literacy Coaches (LCs).

Technical Support

RLSs repeatedly mentioned variation in the buy-in from key local stakeholders and past experience with literacy coaching and the science of reading affecting the ease of various need-based supports. These variations resulted in different needs that had to be met by the LCs and the RLSs. Technical support needs include curriculum, data analysis for progress monitoring, feedback cycles, observations/modeling, and other effective coaching practices.

Dissemination of Literacy Resources and Professional Development

Redelivering resources and professional development about evidence-based practices in literacy instruction and effective coaching from the Louisiana Department of Education (LDOE) to school-based literacy coaches is a key program component. RLS frequently mentioned the Art of Coaching, LETRS training, the LDOE Literacy Library, and The Center's Growing Reading Brains training, and Plain Talk About Literacy as valuable resources during the focus group discussions. Many RLSs reported their roles as liaisons between LDOE and participating schools and school districts. However, RLSs also expressed concern about being restricted to LDOE-approved resources and affecting their ability to provide effective technical support and guidance; they spoke of strong desires to have more freedom to share other resources.

Regional Literacy Network Development and Maintenance

As thought partners, RLSs work collaboratively with LCs during one-on-one meetings, share words of advice and professional insights from past experiences, and engage in frequent communication about teacher and student progress, observed growth in competency, and plans for next steps and interventions. Additionally, RLSs often refer LCs to visit other literacy professionals in their region who have successfully implemented coaching strategies aligned with the Science of Reading and other evidence-based literacy best practices. These meaningful, interpersonal interactions establish mutual trust between the two that is integral to the program as it brings about effective implementation of sound walls, literacy blocks, and Professional Learning Communities (PLCs).

Local Buy-In and Support for Program Implementation

Being intentional about building and maintaining relationships with teachers, school leaders, and school system administrators is also necessary to improve the program's reception within the school. The theme of the role of the interest and support from the school district- and school administrators was dominant during all three focus groups. The RLSs indicated that local buy-in and support often determined the ease and extent of implementing the Literacy Coach Program. Unfortunately, RLSs and LCs who struggle to build rapport with district leaders, principals, and teachers at participating schools tend to experience barriers that prevent the implementation of LCP activities.

Insights and Suggestions for the Future

The focus group discussions brought up the existence of large variations in implementation across schools and school districts. In turn, discussions revealed concern about consistency and fidelity; future outcomes were expected to vary drastically based on local understanding and the extent of implementation of the Literacy Coach Program. A document with thorough guidance on the Literacy Coach Program and expectations of local administrators, Literacy Coaches, and staff could support more uniform implementation and outcomes moving forward.

SHORT-TERM OUTCOMES OF THE LITERACY COACH PROGRAM AND THE CENTER'S REGIONAL LITERACY SPECIALISTS: OBSERVED AND SELF-REPORTED DATA

The following are statements of specific changes to individual and systemic practices related to literacy instruction as well as student literacy outcomes in some of the participating schools and school districts. These data were provided by school and school district personnel and have been minimally edited for formatting purposes and to remove any inconclusive statements. Due to the reported data not being publicly available or acquired through data sharing agreements, these data cannot be verified at this time.

These observed and self-reported changes do not imply causality that the Literacy Coach Program accounts for the listed changes. However, they provide insights when considered with the focus group data and soon-to-be-collected survey responses from literacy coaches. Additional data collection from participating schools and non-participating control schools over the next few years will help to identify the specific effects of the Literacy Coach Program.

Red River Parish Schools

- Implemented a daily literacy intervention block for all students in grades K-5.

Bossier Parish Schools

- Provided a literacy intervention block for struggling readers in middle school.
- Added a phonics curriculum to their existing ELA curriculum in grades K-2.
- Provided teacher training/professional development on phonics instruction for K-2 teachers.
- Enrolled most K-2 teachers in Science of Reading (SoR) foundations training
- All schools in the program showed student growth in reading.

Harry S. Truman School, Jefferson Parish Schools

The following scores reflect percentages of students who scored at or above benchmark on the Acadience reading assessment.

- The K-2 beginning of year (BOY) score was 23% and our end-of-year (EOY) score was 64%; an overall gain of 41 percentage points.
- Kindergarten grew from a score of 25% (BOY) to 91% (EOY); a gain of 66 percentage points.
- First grade grew from a score of 12% (BOY) to 31% (EOY); a gain of 19 percentage points.
- Second grade grew from a score of 29% (BOY) to 63% (EOY); a gain of 34 percentage points.

Woodmere School, Jefferson Parish Schools

- Students have grown from 29% to 35% reading at or above benchmark according to our Acadience data, showing growth of 6 percentage points.
- By grade level, Kindergarten students grew from 26% to 29% of students reading at or above grade level; a total growth of 3 percentage points.
- First-grade students grew from 24% to 39% of students reading at or above grade level, a total growth of 15 percentage points.
- Second-grade student scores remained the same at 37%, showing no growth this school year.

Success at Thurgood Marshall

- Implemented daily structured literacy interventions in Kindergarten–2nd grade.
- Incorporated orthographic mapping (encoding) practice.
- Differentiated 2nd-grade literacy with a 'walk-to' intervention phonics model to meet the needs of all learners.
- Developed a system to progress monitor fluency and invest students in literacy goals.

Zwolle Elementary School, Sabine Parish School Board

- The school met its school improvement DIBELS goal by decreasing from 52% intensive/strategic support to 37.75%. This is a 14.25 percentage point decrease. At the beginning of the year, the DIBELS composite showed that 52% of the students were at risk. Only 14% of the 1st-grade students were at risk by the end of the year.
- Growth was shown on end-of-year DIBELS individual components in all grades and with all teachers, but the most impressive growth was in 1st grade.
- Two out of three first-grade classrooms showed 100% proficiency in letter naming fluency, phoneme segmentation fluency, nonsense word fluency, correct letter sounds, and whole words read by the end of the year.

Leesville Junior High School, Vernon Parish School Board

- STAR screener data showed that 73% of 7th graders required intervention at the beginning of the year, with 41% needing urgent intervention. By the end of the year, 42% of 7th graders needed intervention with only 22% in need of urgent intervention.
- There was an increase of 35 percentage points in the number of students reading at or above benchmark by the end of the year.

Vernon Middle School, Vernon Parish School Board

- STAR Screener data showed that 60% of 5th-grade students were at or above benchmark at the beginning of the year, while 82% were at or above benchmark at the end of the year screener.

Winnfield Primary School, Winn Parish School System

- 40% of kindergarten students were at risk at the beginning of the year. By the end of the year, 28% were still at risk, but the 12-percentage point growth means that 72% of the students will be reading at benchmark when entering 1st grade which is a drastic difference from this year's incoming 1st graders.^[1]

Clara Hall Elementary School, Monroe City School District

- Kindergarten students went from 36% at or above benchmark at the BOY to 69% at or above benchmark at the EOY on DIBELS data, a 33-percentage point growth.

Linwood Public Charter School

Met district-wide literacy goal for the school year by March 1: Increase proficient readers from 21% to 31%.

Provided Science of Reading training/professional development for ALL teachers (across content areas).

Provided a literacy intervention block for ALL students in the district (grades K-8) daily.

Provided books for students to take home to build their home libraries.

Held monthly literacy day in which community members came to school and read to students.

Providing summer school (with a focus on literacy) for ALL students.

^[1] This statement does not account for potential summer learning loss or learning losses of the 2021-22 incoming 1st graders learning losses due to the pandemic.

THE CENTER FOR LITERACY & LEARNING | BESE Retreat – August 22, 2022

Good Afternoon board members,

I am DeJenne' Clark Jackson and I serve as Vice President of Program Development at The Center for Literacy & Learning. Over the last two and a half years, The Center has worked diligently with educators across our state and in partnership with the Louisiana Department of Education and we are so pleased to be here to share with you our work and our impact in our state.

ABOUT THE CENTER:

Founded in 1992, the Center for Literacy & Learning's mission is to advance literacy and learning through evidence-based practices in the classroom, home, and community. For 30 years, The Center has served educators, providing high-quality professional development opportunities. With a focus on school readiness and early literacy, the organization has expanded its outreach to include childcare centers, public, private and charter schools, and parents of children 0-8 years old. The Center continues to expand its reach to adolescent and family literacy supports. Headquartered in Metairie, The Center opened satellite offices in Baton Rouge and Alexandria. As collaborative thought-leaders, we proudly share our combined 300+ years of experience in education.

We have staff that represent voices on the Louisiana Early Literacy Commission, the Louisiana Early Child Care and Education Commission, and the Louisiana Special Education Advisory Panel.

OUR WORK:

The Center's vision is that everyone is empowered through literacy. Our mission is to advance literacy and learning in the classroom, home, and community. As an organization, we see the value in each of these entities as collective contributors to the learning process of children. In order to make a difference, we must meet children in where they are learning -- in the classroom, in the home, and in the community. The need to bring awareness and training opportunities to each of these areas creates a system of literacy that wraps around the child's learning environments.

OUR IMPACT:

We have trained tens of thousands of educators across numerous countries in evidence-based teaching practices. The Center currently runs 9 programs in the areas of professional development, family and community engagement, and advocacy, including a BESE-approved Early Childhood Ancillary Certificate Program for early childhood teachers across 76 childcare centers since its inception.

Plain Talk About Literacy & Learning® Institute

Our annual conference is heralded as the nation's premier literacy conference, attracting leading experts in the field of learning and literacy from across the world. Our 2022 institute brought 1,800 attendees from 47 states and territories. Through our partnership with the state department, we were able to bring this caliber of learning to educators in our own backyard, increasing attendance of Louisiana educators from less than 1% to approx. 44%.

Lit Academy

Our Literacy Specialists work with educators and schools across Louisiana to improve the reading level of our students through an intensive, 2-day learning event that provides an application-based workshop

for schools and district literacy teams. This summer, we supported 80 educators in Bossier City, Franklin Parish, Lafayette Parish, Madison Parish, Monroe City, and Redesign schools.

Louisiana Reads!

Louisiana Reads! seeks to bridge the gap between classroom instruction and at-home learning through book distribution and parent education. Through this initiative we have distributed 3,000+ books, mainly in the Baton Rouge and New Orleans areas.

Literacy Coach Program

In 2021, The Center partnered with the state Department of Education to provide literacy specialists to support schools and school systems across the state. The Center's Regional Literacy Specialists supported 64 LEAs, 262 schools, 184 literacy coaches, and served students at PreK-12th grade levels. Moving into the 2022 school year, the state launched an RFA soliciting vendors to fulfill similar roles. As the only Louisiana non-profit vendor with a sole focus on literacy, we look forward to direct school district partnerships to improve literacy in Louisiana.

I'll now turn it over to my colleague, Danielle Fontenot, Literacy Coach Program Director, who can briefly expound on the outcomes of our work in this program throughout the state. Thank you all for allowing us time to share with you today.

Good afternoon Board Members,

As DeJenne' mentioned, I am Danielle Fontenot, Literacy Coach Program Director for The Center for Literacy and Learning. This last school year, I had the pleasure of working with 15 Regional Literacy Specialists strategically located throughout the state.

We are most proud that throughout the year, School Systems and Literacy Coaches had unlimited access to Regional Literacy Specialists for support, with the flexibility to meet the unique needs of their schools and systems through on-site and virtual meetings. This resulted in over two thousand meetings focused on improving school literacy outcomes.

Most of our work centered around supporting school-based and system-level literacy coaches in their work to provide support and coaching to teachers and develop/implement schools' and systems' literacy plans.

The work with the systems' literacy plans led to intentional meetings that focused on deep data analysis of literacy benchmark assessments, the development of interventions to meet the needs of all students, especially those struggling with becoming proficient readers, and assisted in the development of meaningful professional growth opportunities for teachers.

We know that with this new school year, our systems are more cognizant of the importance of their literacy plans. These systems intentionally implemented purposeful steps toward meeting or exceeding literacy plan goals.

The Center is fortunate to support many of these same systems and literacy coaches in their continuing efforts to implement their literacy plans during the 2022-2023 school year. This continued partnership will undoubtedly positively impact student growth and achievement.

Thank you again for allowing us the opportunity to share our work and impact on our state with you.