Appendix 6

BOE Agenda Item Executive Summary
Date: July 31, 2023

Topic: Lexia Learning Systems LLC – LETRS Volume 1-2 & Early Childhood Materials, Renewals, Licenses and Professional Development

Background Information (History, Rationale, etc): LETRS is professional development for literacy. It has earned accreditation through the International Dyslexia Association. LETRS is designed to provide our teachers with the knowledge and skills necessary to plan for, instruct and assess literacy skill development. LETRS meets state dyslexia requirements. With LETRS professional development, teachers will learn the fundamentals of phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language through the science of reading lens. Through LETRS, we are also able to train teachers and instructional leaders to become facilitators (trainers), increasing our ability to sustain the work past the initial years of implementation.

We are entering our second year of LETRS implementation for all PreK-5th grade teaching staff including teaching support roles such as teachers of ESOL, Special Education and Reading Intervention as well as Speech Language Pathologists, School Psychologists and Administrators. We also run cohorts of LETRS for secondary staff interested in completing LETRS (Middle School, High School). Prior to this request, board approved funds for LETRS were used to purchase materials, professional learning, online licenses, and supplies for a successful K-5 LETRS implementation with teachers in year 1. We are seeking additional funds to move our implementation into year 2.

The following is information from the conclusion of Year 1 including student screener data, staff progress and sustainability plan updates.

Spring 2022 FastBridge Screener Data			
Grade Level	**Screening Measure**	**% At Risk**	**% Less than Realistic Growth (Fall to Spring)**
PreK	Onset Sound	55.3%	64.4%
	Letter Name Fluency	63.7%	62.9%
Kdg	Letter Name Fluency	44.8%	35.7%
	Letter Sound Fluency	52.8%	48.7%
	Word Segmenting	32.6%	12.3%
1st Grade	Word Segmenting	30.2%	14.1%
	Nonsense Word Fluency	50.8%	35.3%
	Oral Reading Fluency	63.8%	N/A
2nd Grade	Oral Reading Fluency	60.1%	48.5%
3rd Grade	Oral Reading Fluency	55.4%	42.7%
4th Grade	Oral Reading Fluency	48.9%	39%
5th Grade	Oral Reading Fluency	47.3%	36%

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Spring 2023 FastBridge Screener Data			
Grade Level	**Screening Measure**	**% At Risk**	**% Less than Realistic Growth (Fall to Spring)**
PreK	Onset Sound	53.5% (2.1% increase)	40.3% (24.1% decrease)
	Letter Name Fluency	53.5% (10.2% increase)	47.2% (15.7% decrease)
Kdg	Letter Name Fluency	36.3% (8.5% increase)	28.1% (7.6% decrease)
	Letter Sound Fluency	40.7% (12.1% increase)	33.6% (15.1% decrease)
	Word Segmenting	27.8% (4.8% increase)	32.5% (20.2% increase)
1st Grade	Word Segmenting	23.6% (6.6% increase)	23.1% (9% increase)
	Nonsense Word Fluency	44.8% (6% increase)	36.9% (1.6% increase)
	Oral Reading Fluency	61.6% (2.2% increase)	N/A
2nd Grade	Oral Reading Fluency	56.1% (4% increase)	48.4% (.1% decrease)
3rd Grade	Oral Reading Fluency	54.3% (1.1% increase)	44.6% (1.9% increase)
4th Grade	Oral Reading Fluency	49.8% (1% decrease)	41.9% (2.9% increase)
5th Grade	Oral Reading Fluency	45.1% (2.2% increase)	38.5% (2.5% increase)

Volume 1 Progress Update: Per the data, **26%** of participants fast tracked their learning and completed more professional learning units than expected. **68%** of staff stayed on track with our original timeline of two completed units per year.

Volume 2 Progress Update: Per the data, **58%** of participants fast tracked their learning and completed more professional learning units than expected. **36%** of staff in Volume 2 stayed on track with our original timeline.

Early Childhood Progress Update:100% of all 23 staff who started LETRS Early Childhood in the Fall of the 2022-2023 finished by May 25th, 2023.

Leadership Progress Update: 79% of instructional coaches, ESOL coaches, AVID coaches, new teacher coaches and other instructional leaders have completed Volume 1. **52%** of this same group are also finished with Volume 2. **14%** of them are also finished with LETRS for Early Childhood. **19** principals and assistant principals have completed Volume 1. **35** principals, assistant principals and district leaders completed LETRS for Administrators.

College Credit: 177 staff members took advantage of college credit through our partnership with Newman University.

Sustainability: We have provided Facilitator training (local trainer of trainer model) to **66** teachers, coaches, and leaders for Volume 1. **29** of these coaches are also able to train for Volume 2 and **10** are trainers of Early Childhood LETRS.

Stakeholder Feedback: We ran Focus Groups of teaching and support staff throughout 2021-2022 and continued to operate these groups in 2022-2023. Their feedback informs our plan and any adjustments we make. We will continue using these opportunities to engage those completing LETRS training into 2023-2024.