



## **MDE Update for AMSD**

**April 8, 2022**

# Minnesota BOLD: A Birth – Grade 12 Action Plan for Literacy Achievement

# Minnesota BOLD: A Birth–Grade 12 Action Plan for Literacy Achievement

- **B**uild educator and leader capacity to implement evidence-based literacy practices.
- **O**pen doors to family and community members in intentional, collaborative and equitable partnerships.
- **L**ead in data-based decision making to inform instruction, educator development and policy.
- **D**rive implementation and sustainability of comprehensive literacy systems within the MnMTSS Framework.

Increase access to effective literacy experiences for *all* students with a focus on those most underserved by ensuring school leaders and educators:

- are trained in the Science of Reading;
- effectively implement and measure instructional practices aligned to state standards;
- utilize data literacy to inform instruction, educator development, resource deployment and policy; and
- employ intentional family and community engagement strategies.

1. Educator and Leader Capacity
2. Family Engagement
3. Pathways, Partnerships and Policies
4. Multi-tiered System of Supports

# MDE Legislative Budget Proposals in Support of the Science of Reading

# Key MDE Legislative Budget Proposals to Support BOLD Literacy

- \$2.55 million annually to offer **Science of Reading Academies** to establish regional training and coaching capacity through MDE in partnership with the Regional Centers of Excellence and MN Service Cooperatives.
  - These regional networks will provide quality, job-embedded professional learning on the science of reading to educators and coaches by the end of 2027.
- \$1.2 million annually to improve the data collection and reporting system that will include dyslexia screening data, Read Well by Third Grade (kindergarten through grade 3 data), and prekindergarten data.

# Key MDE Legislative Budget Proposals to Support BOLD Literacy

- \$1.0 million annually for State Library Services to expand their work on early literacy development in Community and School Libraries. This would involve training staff on evidence-based early literacy practices rooted in the Science of Reading in both public libraries as well as school libraries.
- \$250,000 annually to enhance our partnership with Reach Out and Read to allow them to expand their reach across the state.



# Key MDE Policy Legislative Proposals to Support BOLD Literacy

- Revise Read Well by Third Grade provisions in Minnesota Statutes section 120B.12 to align with the Minnesota Multi-tiered System of Support (MnMTSS) Framework with a focus on evidence-based core instruction rooted in the Science of Reading
  - Revise the local literacy plan template to include core components based in the Science of Reading implemented through MnMTSS, as well as inclusion of a dyslexia screening and reporting plan;
  - Each school must identify before the end of kindergarten, first and second grade all students who are not demonstrating mastery of foundational reading skills using screening and progress monitoring tools aligned to the state standards and approved by MDE; parent notification on a quarterly basis
  - Districts must report by December 15 and July 1 a summary of the districts efforts to screen and identify students who demonstrate characteristics of Dyslexia using an approved tool; require parent notification of dyslexia screening results.
  - Data analysis and reporting will be possible once the upgrade to the data collection system is complete.

# Key MDE Policy Legislative Proposals to Support BOLD Literacy

- Redirect the use of the Literacy Incentive Aid (to be renamed Literacy Achievement Aid) to implement comprehensive literacy reform efforts based on components of the revised Read Well Legislation
- Use of Aid will include:
  - All public teachers, administrator and support staff with responsibility for teaching reading must be offered training and coaching in the Science of Reading by July 1, 2027;
  - Districts hire a licensed Reading/Dyslexia Specialist who has been trained in the Science of Reading to oversee implementation of required components of revised Read Well by Third Grade legislation; and
  - The most underperforming schools (those with a 25% and below proficiency rate on third grade MCA) must hire site-based literacy coaches trained in the Science of Reading to support teachers and implementation; these sites must also hire and maintain a Family Literacy Specialist and Family Literacy Resource Rooms to partner with families in support of at home literacy activities

# Key MDE Administrative Proposals to Support BOLD Literacy

- Partner with Institutions of Higher Education to ensure teacher preparation course work includes training in the Science of Reading.
- Work with PELSB to revise teacher license renewal requirements to include a course in evidence-based teaching of reading/Science of Reading with an emphasis in foundational reading skills.
  - This course would also include the topic of dyslexia and remediation of struggling readers and those with characteristics of dyslexia.

# MnMTSS Framework

# Minnesota Multi-tiered System of Supports



# Minnesota Definition of MTSS

- Minnesota Multi-Tiered System of Support (MnMTSS) is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.
- MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive.
- In addition, it engages an anti-bias and socially-just approach to examining policies and practices and ensuring equitable distribution of resources and opportunity.

# Four Key Actions for SEA Teams to Support Implementation of MTSS (SISEP)

1

## **Provide Guidance**

- Information, direction, policies, and procedures that advise implementation
- Beneficial when SEA clearly defines MTSS
- Adapted at the local level to fit values and norms

2

## **Standardize Resources and Materials**

- Training materials, implementation guides, worked examples of action plans
- Training events: on-site and virtual

3

## **Coordinate and Align Policies and Services**

- Coordination of communication and expectations
- Aligned to other mandates and services (grants and programs within MDE)

4

## **Invest in Local Implementation Capacity**

- Assisting districts and regions with the development of teams
- Leveraging existing state structures (RCEs, MSC, Ed Districts, Special Education Cooperatives)

# Guidance and Standardized Resources (#1 and #2)

## **Phase I Completed and available on the MDE website**

- MnMTSS Definition
- MnMTSS Glossary
- MnMTSS Framework
- Roadmap for Implementation
- MnMTSS Teamwork Guidebook



# Resources Phase II In Progress

## Phase II: Summer - Early Fall 2022 (In Progress)

- **MnMTSS Professional Learning and Development Guidebook:** A description of knowledge, skills, and dispositions to be acquired or enhanced in the routine operation of MnMTSS in schools and related community agencies.
- **MnMTSS Policy Analysis Guidebook:** A description of how schools and related community agencies can examine and align policies and procedures to support implementation and operation of MnMTSS.
- **MnMTSS Process Guide:** Support to develop an MnMTSS handbook

# Resources Phase III and IV

## Phase III: Fall – Winter 2022

- **MnMTSS at Work:** Descriptions of exemplar districts, schools, and related community agencies operating MnMTSS and the effects on students, educators, and communities.

## Phase IV: Winter – Spring 2023

- **MnMTSS Data Management Systems:** A description of data definitions, data quality standards, routine and customized report options that support the operation of MnMTSS.
- **MnMTSS Program Evaluation Guide:** A description of principles, measures, and procedures to evaluate the effectiveness and efficiency of MnMTSS.

# Investing in Local Capacity (#4)

- Current MnMTSS Cohorts through COMPASS Pathways
  - Two-Session Self-Evaluation Course in January
    - 10 districts participated
  - 5-Month (Six-Session) February 2022 – June 2022
    - 18 districts (option to join 15-month group)
  - 15-Month Course March 2022 – June 2023
    - 19 districts

# Interest form open for next round of cohorts

- Six-Session Course in June 2022
  - 5 Districts interested to date
- Six-Session Course September 2022 – January 2023
  - 5 Districts interested to date
- Six-Session Course followed by 9-Month Cohort February 2023 - November 2023
  - 18 Districts interested to date
- Interest form will be open until 4/15/2023 [at this link](#)

Link to access resources

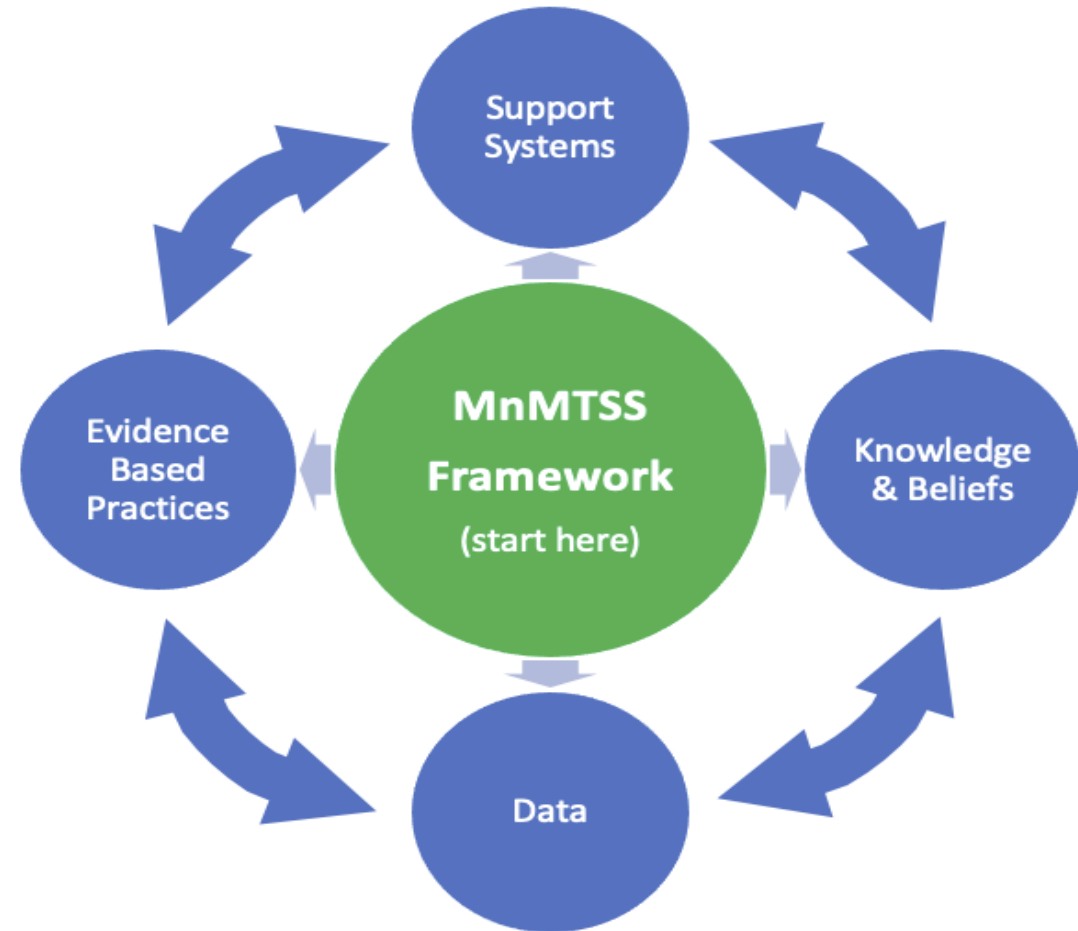


MnMTSS  
Framework

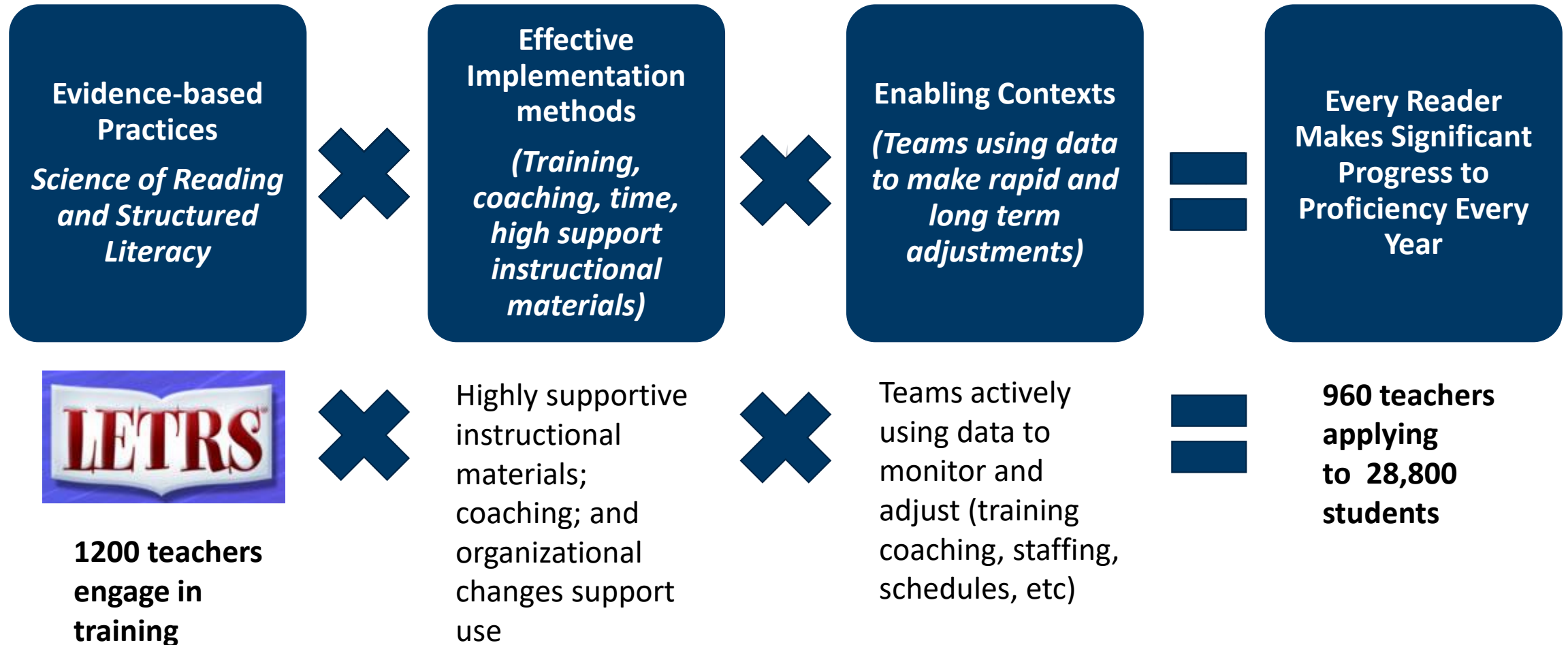
# COMPASS Literacy Pathway

# COMPASS Literacy Roadmap

**All Minnesota children are on a pathway to literacy achievement beginning at birth.**

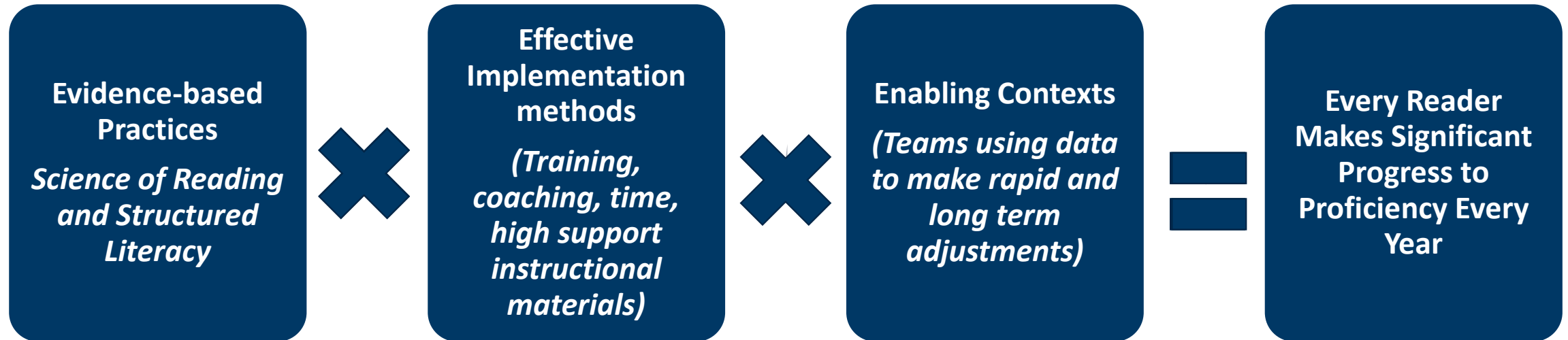


# Formula for Success: Effective Implementation of Evidence-based Practices





# Formula for Success: Effective Implementation of Evidence-based Practices



1200 teachers  
engage in  
training



60 teachers  
applying  
to 1,800  
students

**It will take 16 cohorts (20 years) of “training only” to achieve the same results as one good implementation.**

# Core Strategies

Support Systems	Knowledge & Beliefs	Data	Evidence Based Practices
<ul style="list-style-type: none"> <li>• MDE Literacy Unit</li> <li>• Comprehensive Literacy Framework</li> <li>• Local Literacy Plan</li> <li>• District/School Literacy Teams</li> <li>• Professional Learning Communities (PLCs)</li> <li>• Literacy Team</li> <li>• Instructional Coaches</li> <li>• LETRS Grant</li> </ul>	Science of Reading <ul style="list-style-type: none"> <li>• Foundational Skills</li> <li>• Dyslexia</li> <li>• Data Literacy</li> <li>• Professional Development</li> <li>• Secondary Student Literacy Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment</li> <li>• Goal Setting</li> <li>• Screeners: Universal and Dyslexia</li> <li>• Diagnostic Tools</li> <li>• Progress Monitoring</li> <li>• Data Analysis</li> <li>• Fidelity and Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic, explicit foundational skills instruction</li> <li>• Evidence based instructional materials and curriculum</li> <li>• Practice Profiles</li> <li>• Differentiated Instruction to meet student needs</li> <li>• Culturally Responsive Practices</li> </ul>

# Current and Ongoing Efforts:

- MDE Literacy Unit
- COMPASS Literacy Roadmap and Pathway
  - Science of Reading Webinar, Training and Learning Modules
    - Leadership and Practitioners
    - Elementary and Secondary
- PreK- Grade 3 Comprehensive Assessment System
- Expanding Training and Awareness of Dyslexia Screening Efforts
  - ECSE and Early Care Educators
- LETRS Pilot
- LETRS Legislative Allocation

# LETRS Update

# Language Essentials for Teachers of Reading & Spelling: LETRS

- Overview of LETRS Training
  - LETRS Units 1-8 includes approximately 144 hours of training.
    - 2 Textbooks
      - Volume 1: Units 1-4
      - Volume 2: Units 5-8
    - Online training modules for each unit
    - Bridges to Practice – application of LETRS training with students
    - 6 hours of live/online sessions after each unit
  - Train-the-Trainer Model: LETRS Facilitators for Volume 1 and Volume 2

# Roles of Participants

- Participants
  - Teachers:
    - K-5 classroom teachers (includes EL and immersion)
    - Elementary/Secondary Special Education Teachers with responsibility for reading instruction
    - Elementary/Secondary Reading Specialists & Intervention Teachers
    - Elementary/Secondary Literacy Coaches
  - Administrators
  - Professors at MN Institutes of Higher Education
- Additional Roles
  - RCE advocates, MN Service Co-op staff, MDE literacy staff

# LETRS Grant Registration Update

- Registration Update
  - Registration Completed as of March 24<sup>nd</sup>
    - Confirmed Participants: 2,109 (out of 2,120 total training slots)
    - Waiting on confirmation of 7 participants who have been offered a slot
    - Confirmed participants are now receiving their LETRS textbooks and online access
  - Current Openings
    - 4 remaining slots – to be offered to next on the waiting list
    - 88 educators currently are on a waiting list
    - Continued interest and requests for training are coming in to MDE

# LETRS Grant Registration Challenges

- Registration Challenges
  - Approximately 500 additional educators have expressed interest in LETRS and accessed the MDE registration form. Some educators did not complete registration. Others were accepted for training; however, they were unable to accept a training slot at this time.
  - Registration challenges include the following:
    - COVID-19 related professional demands on educator time.
    - COVID-19 illness for educators or family members.
    - LETRS requires significant investment of time, equivalent to graduate level coursework.
    - Lack of a stipend or available substitute teachers for release time. The current model requires teachers to complete LETRS training outside of school hours.
    - Significant interest in LETRS across state. Schools/Districts decided to provide LETRS training.
    - Legislative funding being time bound and state administrative contract requirements
    - Lack of system to facilitate registration process



# Supporting LETRS-Trained Teachers

- Implementation within Multi-tiered Systems of Support (MnMTSS Framework)
- Instructional Coaching
- Evidence-based Instructional Materials – aligned to the Science of Reading
- Administrators Trained in the Science of Reading

# Competency Based Education

# Governor's Competency Based Education Proposal

- Expand competency or standards-based approach to education, using evidence-based models that focus on what students know and are able to do.
- Funds will be used for grants to districts to build and implement local programs for CBE and for staff professional development and family engagement.
  - Some funds for MDE to provide grant oversight and support for local programs.
- FY 2023 - \$6.648 million
- FY 2024 – \$1.676 million
- FY 2025 - \$1.676 million

# Competency Based Education = Mastery Based Learning

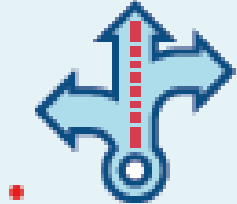
CBE (Competency Based Education) refers to educational practices that emphasize mastering the content, rather than receiving credit that corresponds to a specified number of hours in the classroom or other setting or “seat time.”

CBE includes a variety of practices, but four practices are most common.

# Common Practices of a CBE/MBL Approach



**Specific and measurable learning targets.**



**Multiple opportunities** for students to demonstrate that they have met the learning target.



**Flexible|pacing** and learning opportunities.



**Individualized support** based on each student's needs.

# 7 Steps for Teachers and School Leaders

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

*Institute of Education Sciences*

# Proposal Provides Opportunities

## Minnesota Schools

- Grants to districts and charters to develop and implement CBE practices
- Grant recipients annually report implementation progress and numbers of students participating and earned credits/or grade progressing through CBE

## Minnesota Department of Education

- Develop and administer grants
- Specialist to provide technical assistance in Year 1

# Governor's CBE Proposal for MN

- School district charter may adopt a CBE plan to complete academic standards and credits regardless of time, place or pace of learning within schools or districtwide.
- Average daily membership for participating students subject to 126C.05
- CBE plan must include a long term strategic plan under 120B.11 or annual public report under 124E.16 and posted on website including:
  - Learning objectives aligned with required and elective state standards and benchmarks
  - Allow mastery along a personalized and flexible pathway and may include local assessments and personalized supports
  - District must administer statewide assessments to all students



# Questions?

# Thank you

Team MDE