

Developing Implementation Guidance and Supports for the Early Literacy Blueprint

ED# 2022-R1-I-0006



High-Leverage Problem

Over the last 5 years, Vermont has invested in a multifaceted effort to improve and sustain literacy outcomes for all students. 2019 English language arts assessment results indicated that 50% of Grade 3 students scored proficient on the statewide summative assessment, and Vermont's 2019 NAEP reading results showed that only 32% of fourth-grade students scored below basic. Vermont's prioritization of improving literacy rates has led to the development of several policies, including the 2019 Blueprint for Early Literacy Comprehensive System of Services, PreK Through Third Grade (Literacy Blueprint), a policy-level document to guide Vermont's education system leaders toward improving literacy outcomes; and

In 2022, districts indicated a desire for training, coaching, and guidance on developing local literacy plans (LLPs) that support the requirements and recommendations defined in the Literacy Blueprint. The AOE had limited capacity to provide this guidance and requested support from the Region 1 Comprehensive Center (R1CC) to develop a Literacy Blueprint Playbook that defines the steps for developing an LLP. The Playbook was designed to elevate the use of evidence-based literacy practices and align and integrate literacy efforts with other key initiatives (e.g., MTSS, PDSA cycles).



R1CC Approach

The project approach focused on developing a Literacy Playbook that would support districts in implementing the recommendations outlined in the Literacy Blueprint. The goal of the project was to develop a tool that was (1) responsive to the needs of Supervisory Union (SU)/Supervisory District (SD) leaders, (2) facilitated the integration of literacy improvement strategies into existing efforts so it wasn't "one more thing to do," and (3) supported districts in developing quality LLPs that leveraged data, local assets, evidence-based practices, and continuous improvement cycles.

R1CC completed SU/SD needs-sensing activities to ensure relevance and usability of the resource, inventoried state and national resources to incorporate into the Literacy Playbook and facilitated a collaborative development process of the Literacy Playbook that included internal and external reviews of content.

● — ⊙ — ⊙ → Key Milestones

- Developed a baseline survey to assess district-level needs to improve literacy outcomes.
- Developed a resource matrix to identify existing resources and gaps for improving literacy.
- Developed a working draft Literacy Playbook for system-level leaders to support the development of local literacy plans.
- Facilitated internal and external reviews of the Literacy Playbook.
- Finalized Literacy Playbook in Year 5, Quarter 1.

“So I think the working relationship with the R1CC folks, that has been great. I mean, always really coming from a place of empathy and a desire to align the work with the kind of stated goals beyond even just sort of the partnership agreement, that idea of, ‘What is the context that folks at a state education agency are working within.’”

“It’s a trusted relationship, 100%. I think they center the relationship in order for us to be able to move the needle in the project.”

? → Outputs

- SU/SD needs-sensing analysis presentation.
- Resource matrix highlighting Vermont-based and national literacy resources.
- Literacy Playbook in Year 5, Quarter 1.

Outcomes

1. The AOE understands current literacy efforts and the supports needed by SUs/SDs for developing quality local literacy plans.
2. The AOE literacy team has a deeper understanding of the available resources within AOE to support SUs in developing quality local literacy plans.
3. The AOE made progress towards increasing their resource capacity by developing a practitioner-friendly Literacy Playbook to support districts to develop and implement local literacy.