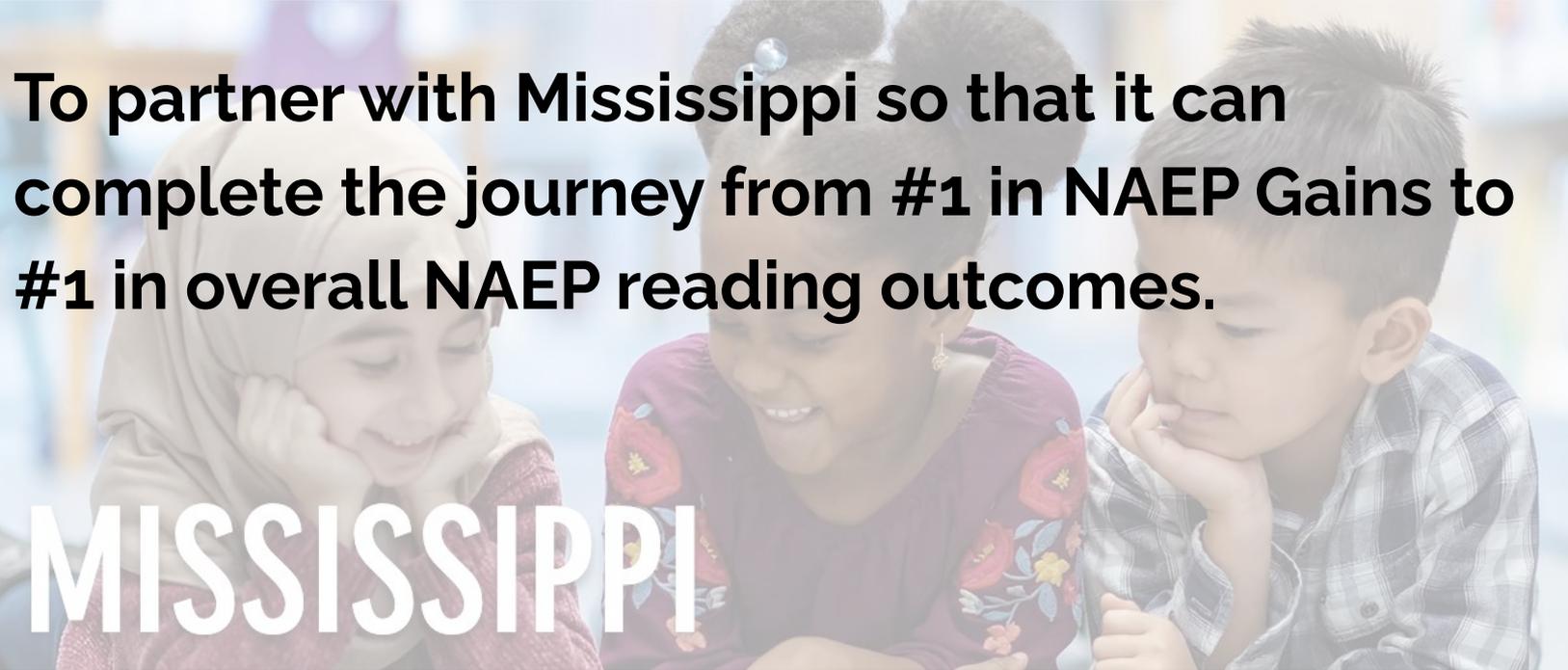




**ALL CHILDREN READING AT, OR
ABOVE, GRADE LEVEL BY THE END OF
GRADE 3**

ASPIRATIONAL SUCCESS

To partner with Mississippi so that it can complete the journey from #1 in NAEP Gains to #1 in overall NAEP reading outcomes.



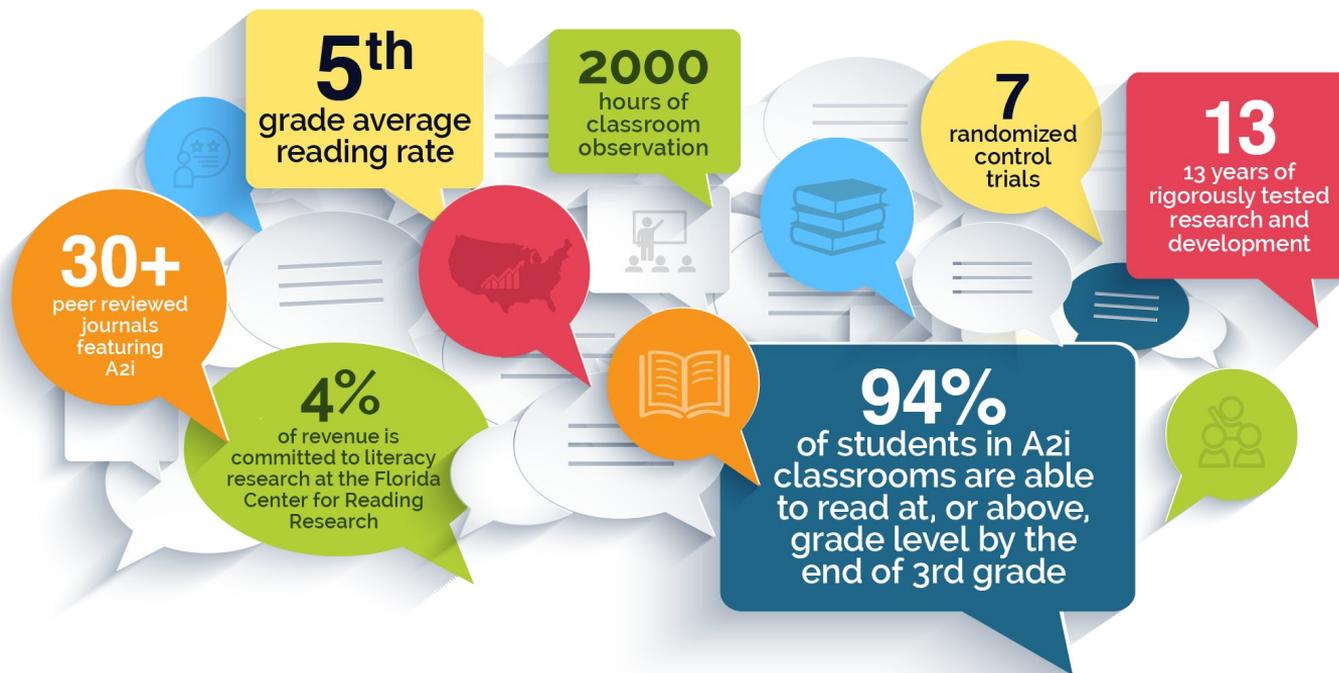
MISSISSIPPI

HOW WE CAN DO IT

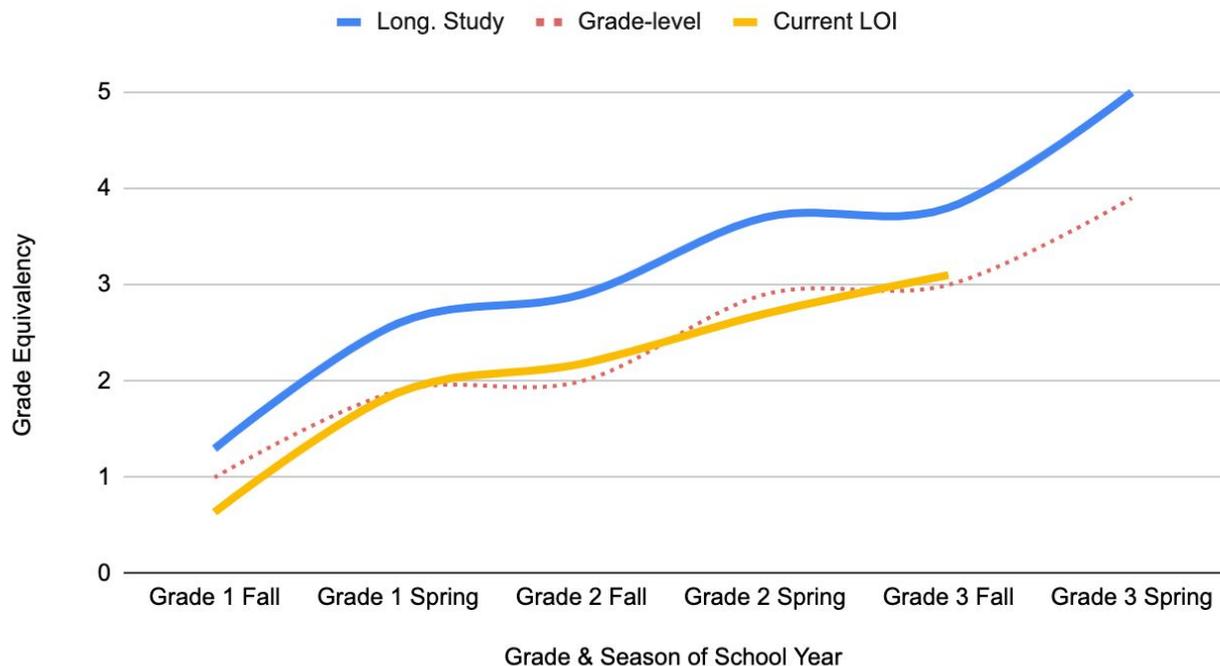
We are an **outcome delivery partnership** with districts, charter and private school networks. Though **we achieve over 90+% of children reading at grade level by the end of third grade**, we primarily do this by providing a Professional Support System for teachers. Whereby we **align technology, data, existing resource investments and coaching** to support all teachers in achieving these transformative **outcomes**.



A2i RESULTS



GRADE EQUIVALENCY SCORES FOR LEARNING OVATIONS DISTRICTS



The Science of Reading

LETRS

RESEARCH CONTEXT

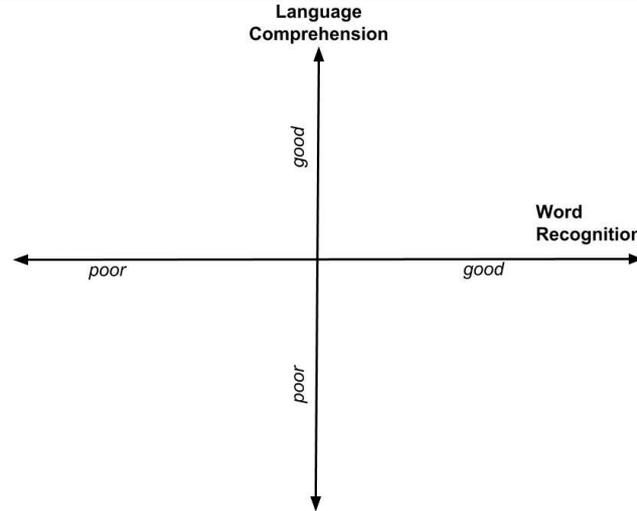


The Five Pillars of Reading (2000):

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

The Simple View of Reading

Word Recognition \times Language Comprehension = Reading Comprehension



Gough and Tunmer (1986)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

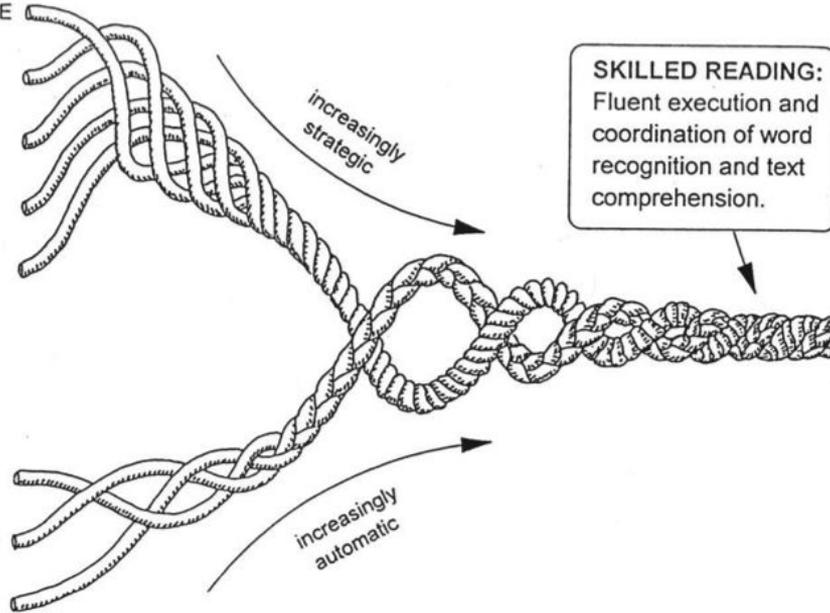
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

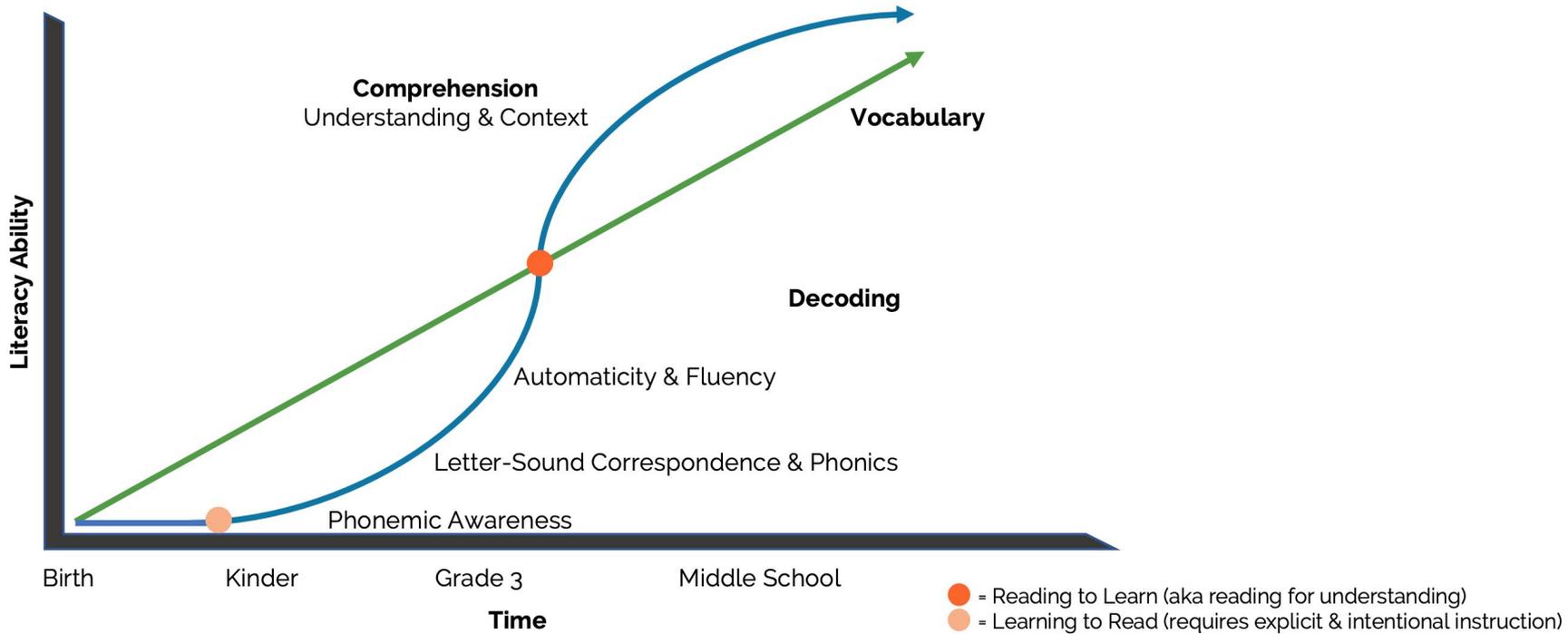


Scarborough's Rope

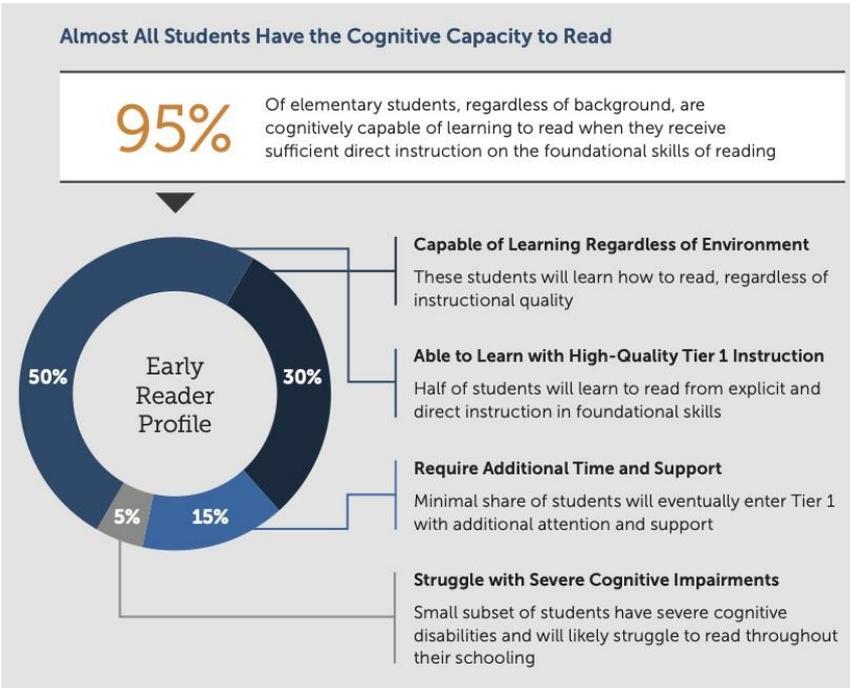
HISTORIC TIMELINE



DEVELOPMENT & READING



NEUROSCIENCE & EDUCATION



RESEARCH CONTEXT

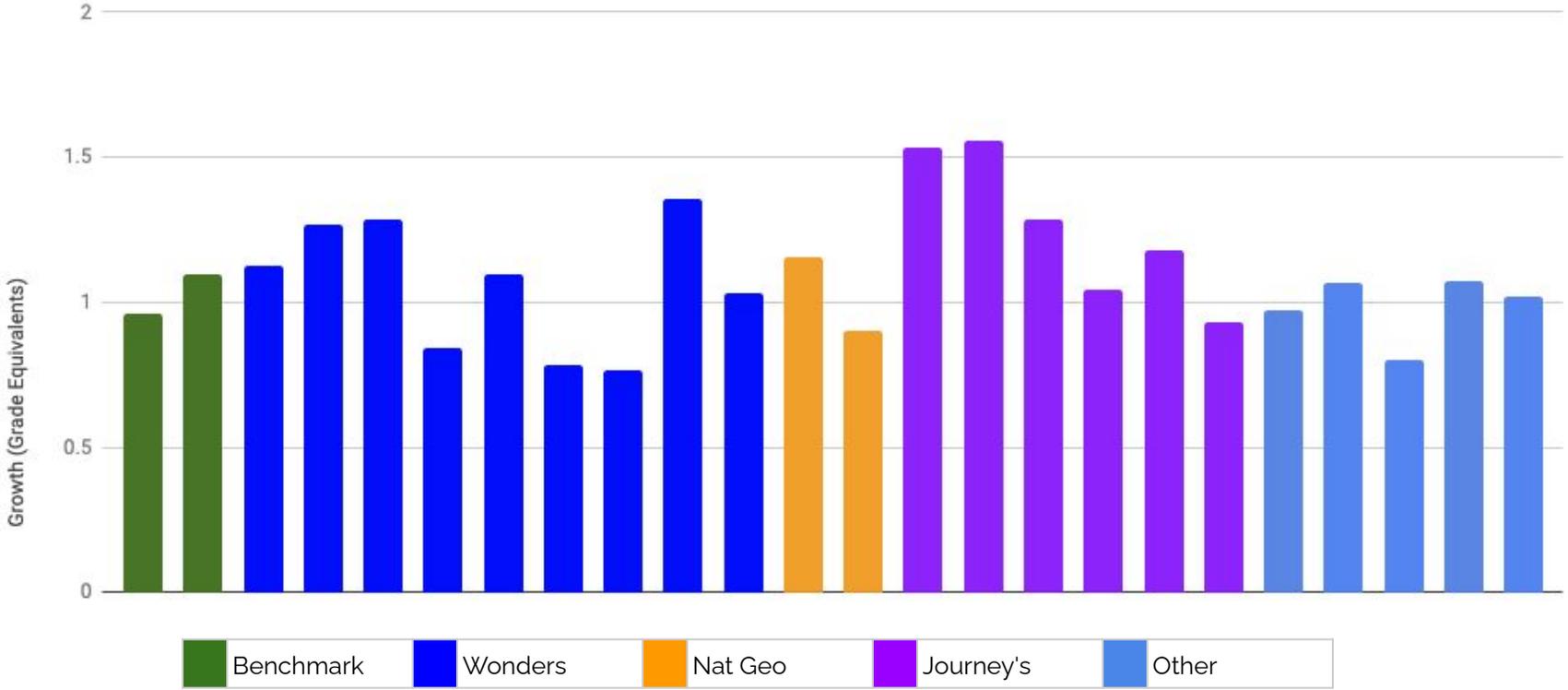
What DOESN'T work:

1. CURRICULUM
2. TEXTBOOKS
3. DATA-DRIVEN INSTRUCTION
4. PD / COACHING
5. EARLY DIAGNOSIS
6. TIER 2 & 3 INSTRUCTION
7. TEACHING THE 5 COMPONENTS OF READING

KEY TAKEAWAYS

1	2	3
We need to pay attention to the “science of reading” but on its own it’s not sufficient to improve reading outcomes.	Standards for English Language Arts matter, but not enough to move outcomes.	All children need access to high-quality instructional materials, but we must balance this with effective strategies to meet the individual needs of each child.
4	5	6
Most literacy assessments of what children learn are insufficient to solve the problem of what to teach and how to teach it.	Teachers need the right knowledge, skills and tools to meet the needs of each child so they reach their full potential.	We need to move beyond “five parts of reading” to integrate both code-focused & meaning-focused skills to meet individual student needs.

CORE CURRICULUM & GROWTH

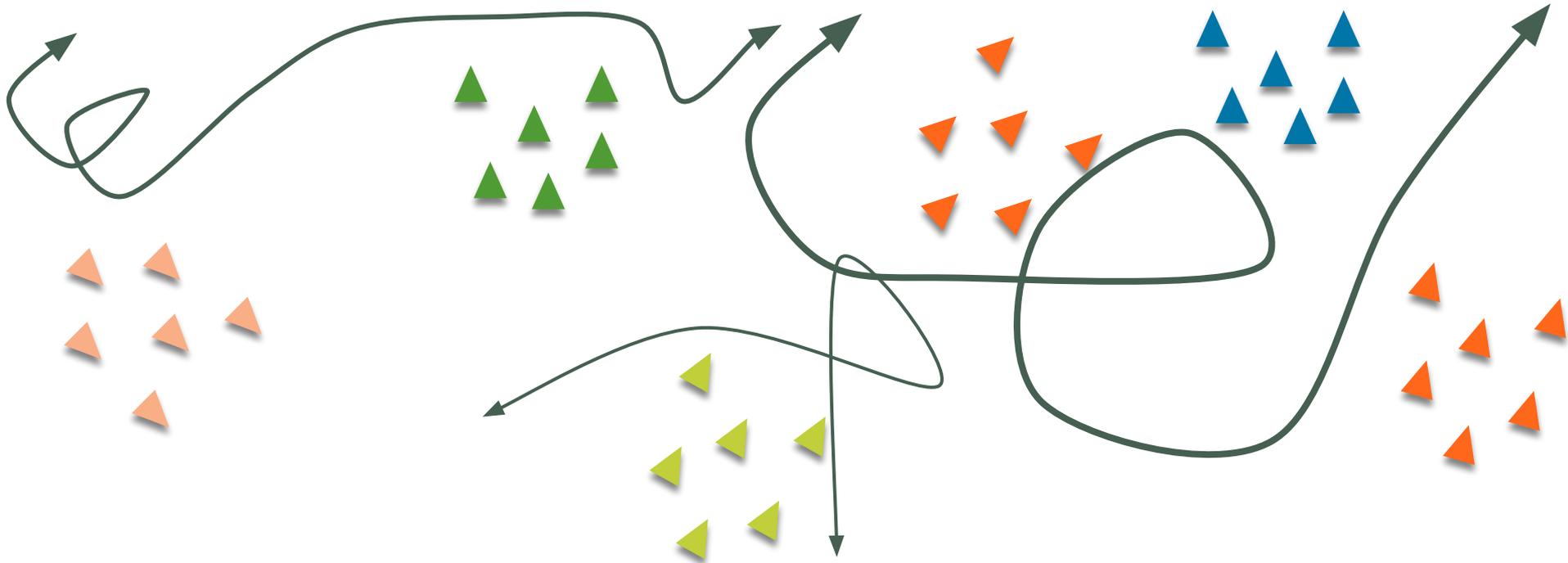




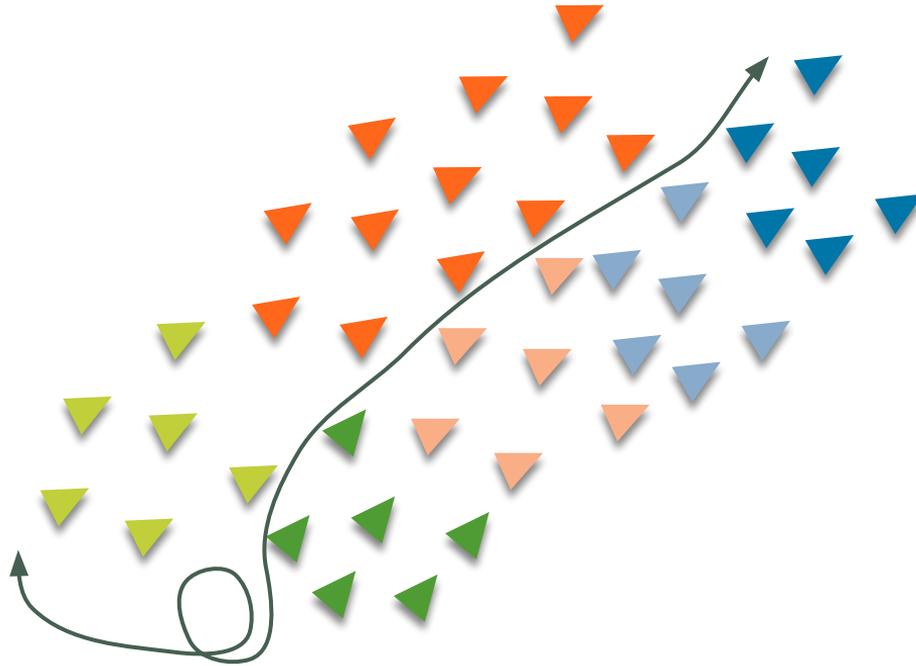
STANDARDS & A2i INDEXING

Type	Monday 12/7/2020	Tuesday 12/8/2020	Wednesday 12/9/2020	Thursday 12/10/2020	Friday 12/11/2020
TM-MF 12 min/day	<p>✗ <input checked="" type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Reader's Theater: I Speak, I Say, I Talk</p> <p>Unit 2 Page T394-T395 Core standard RF.1.4 Duration 20 minutes Grade equivalent 1.31</p>	<p>✗ <input checked="" type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Integrate Ideas: Research and Inquiry, Choose a Project, Conduct the Research</p> <p>Unit 2 Page T398-T399 Core standard W.1.7 Secondary standard W.1.8 Duration 20 minutes Grade equivalent 1.31</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Wrap Up the Unit: The Big Idea: What makes a community?</p> <p>Unit 2 Page T401 Core standard RI.1.9 Secondary standard SL.1.1 Duration 15 minutes Grade equivalent 1.31</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Level Up: Accelerating Progress - Approaching Level to On Level: Meerkat Family</p> <p>Unit 2 Page T404 Core standard RI.1.2 Secondary standard RI.1.10 Duration 15 minutes Grade equivalent 1.31</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Level Up: Accelerating Progress - On Level to Beyond Level: Meerkat Family</p> <p>Unit 2 Page T405 Core standard RI.1.2 Secondary standard RI.1.10 Duration 15 minutes Grade equivalent 1.31</p>
TM-CF 11 min/day	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Word Work: Phonemic Awareness & Phonics</p> <p>Unit 2 Page T324-</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Word Work: Spelling & High-Frequency Words</p> <p>Unit 2 Page T326-T327</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Word Work: Phonemic Awareness, Phonics, Structural Analysis</p> <p>Unit 2 Page T334-T335 Core standard RF.1.3</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Word Work: Spelling & High-Frequency Words</p> <p>Unit 2 Page T336-T337 Core standard RF.1.3.g</p>	<p>✗ <input type="checkbox"/></p> <p>Wonders: Teacher's Edition (Grade 1) : Word Work: Phonemic Awareness, Phonics, Structural Analysis</p>

FRAGMENTED LANDSCAPE



SYSTEMS ALIGNMENT



The Four Types of Reading Instruction

The New



Learning Ovation

YOU WILL KNOW US BY YOUR OUTCOMES

**Different kids need
different things to be
successful.**

CHILD X INSTRUCTION

4 TYPES OF INSTRUCTION



Teacher-Managed Activities

Code-Focused Skills

(Letter Knowledge, Phonemic Awareness, Phonics, Spelling & Fluency)

Adult-Managed / Code-Focused

- Spelling
- Phonological awareness
- Alphabet activity
- Letter-sound correspondence

Meaning-Focused Skills

(Vocabulary, Comprehension & Writing)

Adult-Managed / Meaning-Focused

- Read Aloud
- Chorale reading
- Vocabulary activity
- Discussion
- Listening comprehension



Child-Managed Activities

Child-Managed / Code-Focused

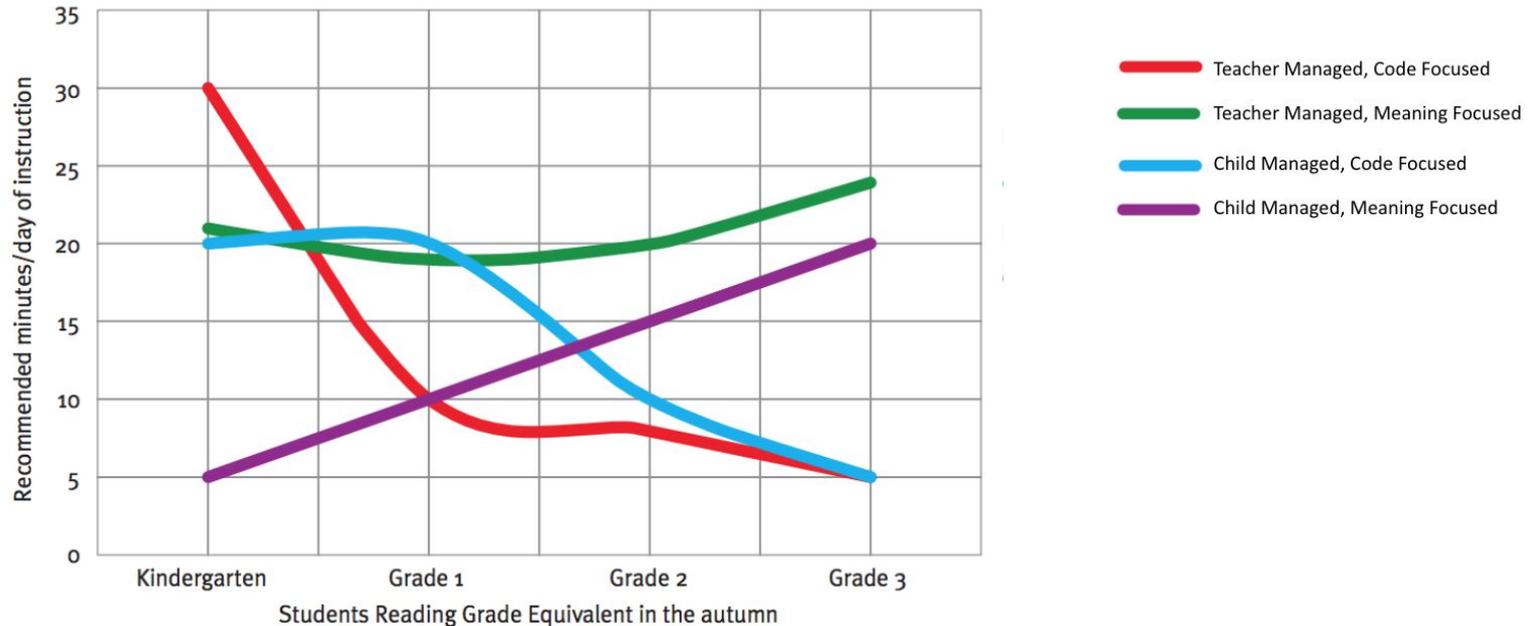
- Handwriting
- Alphabet activity
- Spelling activity

Child-Managed / Meaning-Focused

- Sustained silent reading
- Student read loud
- Reading comp. activity
- Writing activity
- Play (Pre-K only)
- Invented spelling (Pre-K only)

DIFFERENT AMOUNTS

Instructional Recommendations for 1st Grade Students in the Fall



THE TECHNOLOGY

The A2i Professional Support System





Thank You!

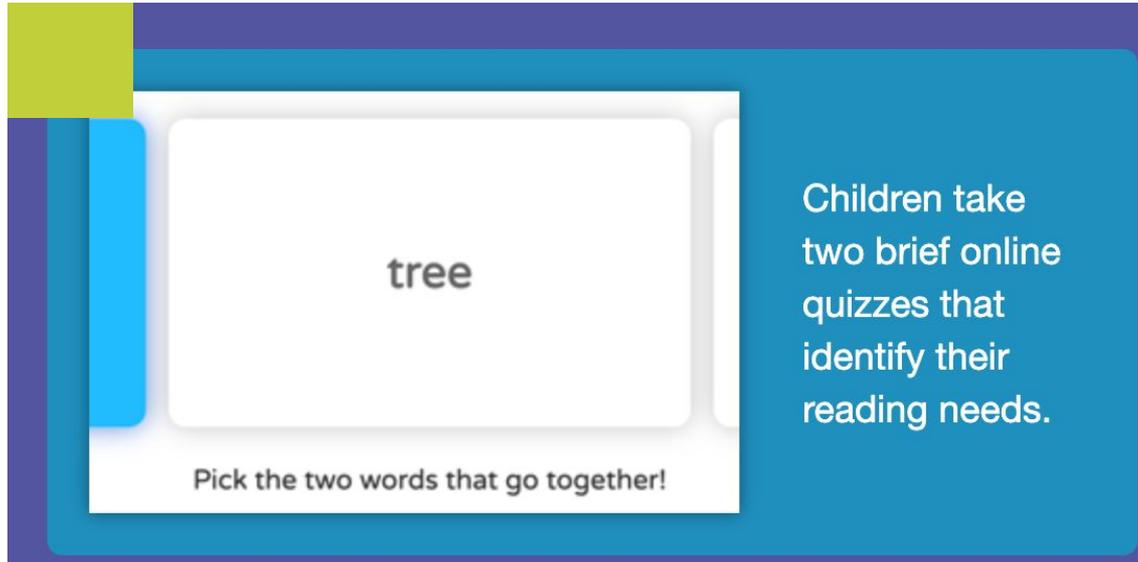
ALL CHILDREN READING AT, OR ABOVE, GRADE LEVEL BY THE END OF GRADE 3

MTSS & A2i IMPLEMENTATION

		Typical Core Curriculum	Typical Supplemental Resources	Pull-out Intervention Strategies	Push-in Intervention Strategies
Ensures diversity and inclusion					
Provides an optimized curriculum balance					
Applies data-driven assessment & monitoring					
Uses blended learning models					
Focuses on professional development					
Chooses programs based on evidence					



The Reading Checkup



The screenshot shows a digital interface for a reading checkup. It features a central white box with the word "tree" in the middle. Below this box, the instruction "Pick the two words that go together!" is displayed. To the right of the central box, there is a blue area containing the text: "Children take two brief online quizzes that identify their reading needs." The entire interface is set against a background of overlapping blue and purple rectangles, with a yellow square in the top-left corner.

tree

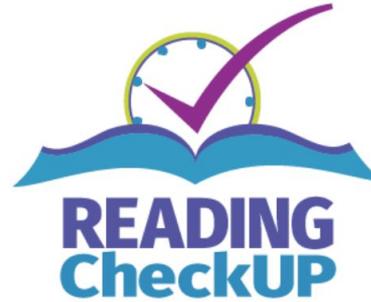
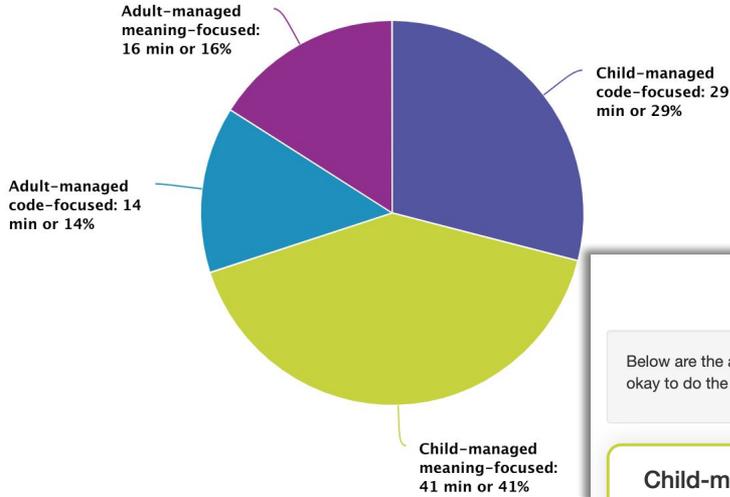
Pick the two words that go together!

Children take two brief online quizzes that identify their reading needs.

Recommended Activities

Get instructional recommendations

How to Divide Your Instruction Time



and differentiated activities!

Recommended Activities

Below are the activities aligned to your child's current needs. Imagine this is a restaurant menu- pick what sounds best to you! It is okay to do the same activity over several days.

Child-managed meaning-focused

Title	Minutes
 Act It Out	15
 I Practiced!	15
 Red is the Best	15
After Reading Activities	15

Adult-managed meaning-focused

Title	Minutes
Process It	15
Recipe Restate	15
The Traveling Reader	20
Active Reading	15

Sample of **CURRENT** DEMOGRAPHICS

FONTANA DEMOGRAPHICS

School-level Demographics:

- **56-93% Free & Reduced Lunch**
- **56-97% Hispanic**
- **1-11% White**
- **0-13% Asian**

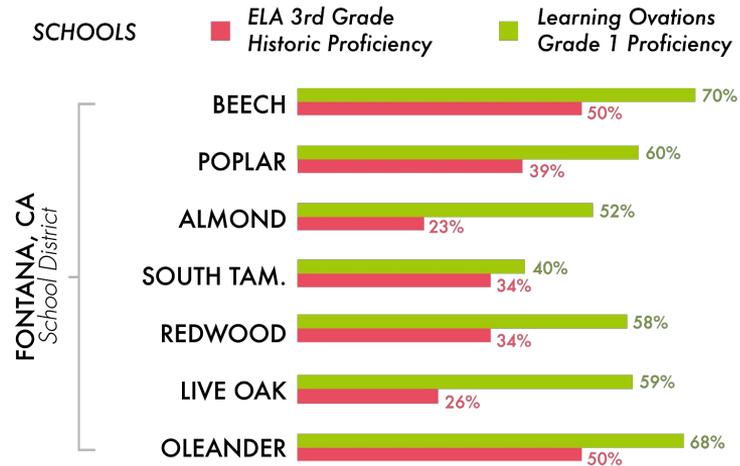
ANAHEIM DEMOGRAPHICS

School-level Demographics:

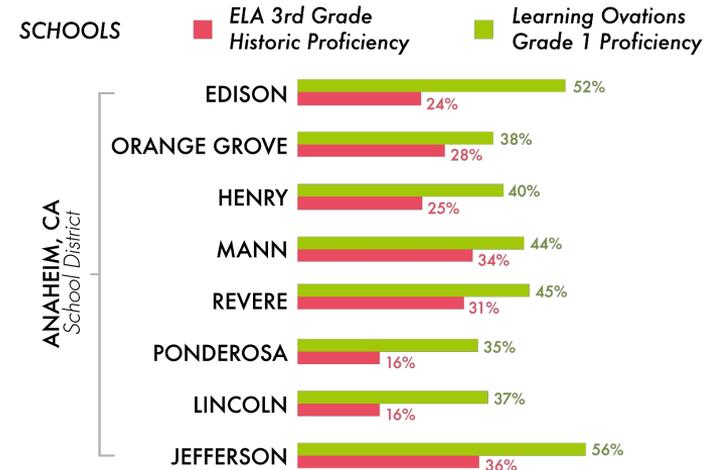
- **68-93% Free & Reduced Lunch**
- **68-95% Hispanic**
- **1-10% White**
- **2-19% Asian**

Sample of **CURRENT** OUTCOMES

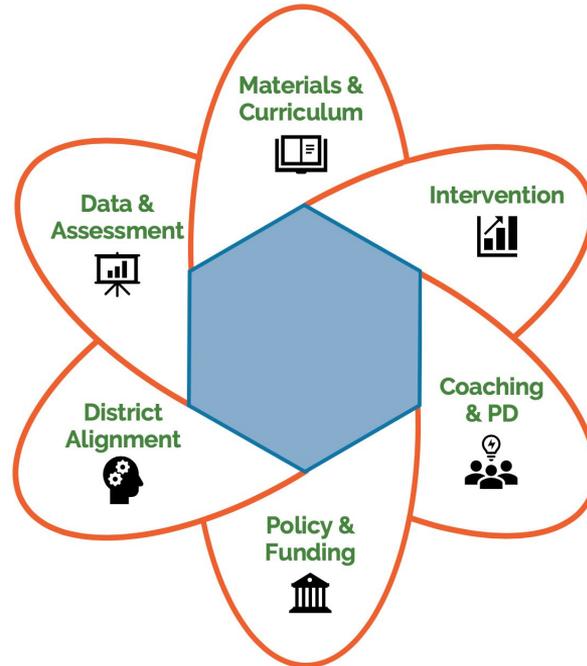
FIRST YEAR IMMEDIATE IMPACT OF LEARNING OVATIONS' PARTNERSHIP



FIRST YEAR IMMEDIATE IMPACT OF LEARNING OVATIONS' PARTNERSHIP



What's an Outcomes Delivery System?



Fidelity

Once a seminal outcome has been identified supports must be put in place to move the needle and achieve the goal. Even proven solutions should be rigorously vetted to determine whether they 1) ensure improved student outcomes & 2) align with the central outcome.

Example: With a label or ESSA strong, the A2i Professional Support System is proven to cause improved literacy outcomes in students.



Outcomes

The central pillar needs to be identified and measurable. All actions and decisions are made with this outcome in mind.

Example: Grade-level or above literacy performance by the end of 3rd grade.

Service

Once districts are aligned to a specific and measurable goal & are actively supporting this outcome through fidelity to proven programs and practices the broader impact can be considered.

Example: District-wide alignment through the A2i Professional Support System allow for improved literacy outcomes. In turn, this allows upper grades to adopt a more rigorous focus on stem instruction and reduces per student costs by limiting the amount of remediation needed.

Systemic Outcomes & Measures for All Stakeholders

Students	Teachers	Administrators	Families	Communities	Agencies
<p>Reading at grade-level, or above, through differentiated instruction tailored to meet their target outcome.</p>	<p>Data dashboards & support that guides teachers through a shift in pedagogy framework, resulting in university credit.</p>	<p>Data dashboards and district-level alignment as well as access to new research and tools (ex. OLOS).</p>	<p>Access to the same data as the schools are using via Reading Checkup and parent-facing reports.</p>	<p>Collaboration and access to de-identified outcomes data to support funder ROI.</p>	<p>Summer, preK, and after-school programs all aligned to the school data and actionable next steps.</p>

The Learning Ovation's Framework

A2i Usage	Differentiation	Classroom Structure	Instructional Materials	Teacher Partnership
Empowers teachers to be selective with data and make informed choices that impact outcomes.	Recognizes shifts in practice from 1-size-fits-all instruction to true small group differentiation.	Guides teachers towards the use of proven strategies that promote organization, culture and learning.	Shifts instruction from a “checklist” mentality to an artform, freeing teachers to truly meet students' needs.	Promotes capacity building within a system, creating a safe space for learning and recognition of expertise.
Platform use focused on individual and classroom- level data, used to inform instruction.	Platform use of the instructional recommendation, groupings, and minute recommendations.	Platform use focused on resources and examples that provide proven organizational strategies in real classrooms.	Platform use focused on identifying appropriate instructional materials and strategies to use in lesson planning.	Platform use focused on resources and collaboration tools that promote quality practices in each adult, for each student.

Optimizing Learning Opportunities for Students (OLOS)

is a cutting-edge observation system that relies on technology to make practical, and reliable, careful observation of individual students participating in learning activities. Focusing primarily on language, literacy, and mathematics instruction, OLOS captures the content of the learning opportunity, students' participation in the learning opportunity, and teachers' moves that facilitate effective opportunities to learn for individual children.



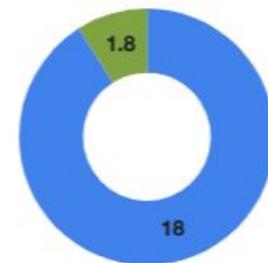
EARLY LEARNING NETWORK

OLOS observations
Optimizing Student Learning Opportunities
University of California, Irvine



Content

Minutes Observed



Literacy Non-instruction

The Teacher is Central!

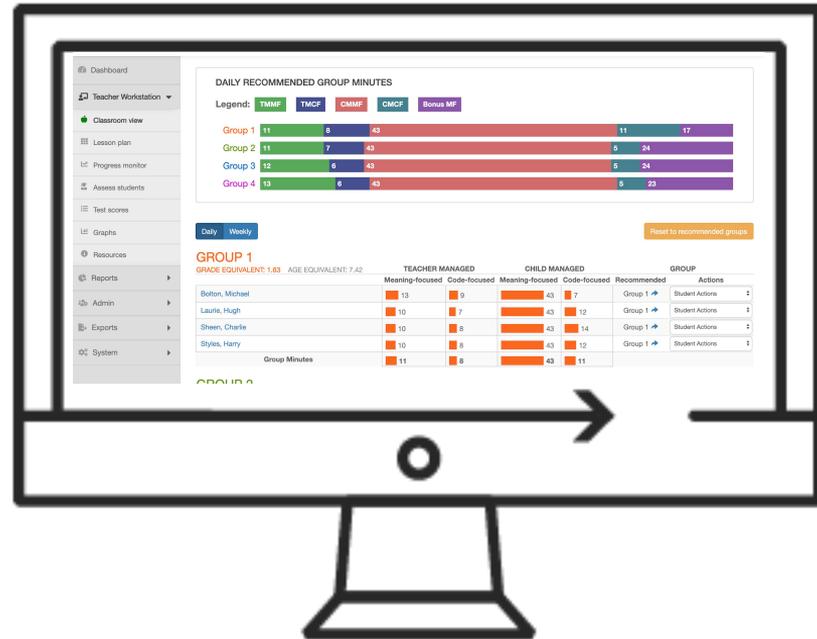




SOFTWARE PLATFORM



Assessment to Instruction



LATEST FINDINGS

- 1. All students can learn**
- 2. The teacher is central to student success**
- 3. It's not just struggling readers who benefit from good instruction**
- 4. There's no silver-bullet solution**