Provincial Outreach
Program for the Early Years

From Data to Action: Leveraging Universal Screeners for Equitable Literacy Outcomes

Session 1 – Tier 1 Strategies & Data-Driven Literacy Improvement Planning

Presenters:

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Land Acknowledgment

We acknowledge that our work takes place on the traditional and unceded territories of the Indigenous Peoples of British Columbia, home to 198 distinct Nations. Across Canada, we also recognize the 46 treaties and agreements that reflect ongoing relationships with the land.

We are grateful to the First Nations, Métis, and Inuit Peoples for their care and teachings about the Earth.
This acknowledgment reminds us of our responsibilities to these relationships and the ancestral lands where we live, work, and learn.

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Learning Objectives

- Understand the components of universal screeners and their alignment with foundational literacy skills.
- Explore strategies to support student learning across all three MTSS tiers – today's focus will be tier one.
- Begin to develop a literacy improvement plan using your own data.

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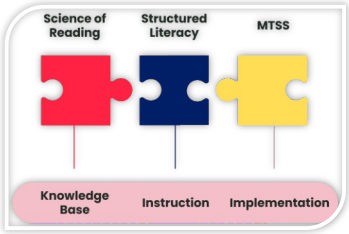
Let's Clarify Some Terms



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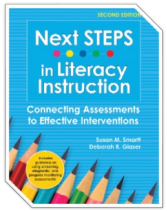
Using Data to Unlock Reading Success



"As problem solvers, teachers know that the solutions to many of their students' struggles with learning to read are found in data gathered through three kinds of assessment: screening, diagnostic and progress monitoring." (p. 3)

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Introducing an MTSS Decision Making Framework

A framework for systematically and empirically approaching reading problems within a school system, and identifying solutions:

- Poses ***key questions*** to be asked when trying to solve reading-related problems
- Creates a ***common language*** among teachers and administrators for making ***instructional decisions*** about instruction and intervention at individual student, small group, classroom, school and district levels.

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How MTSS is Different than Business As Usual!

Traditional Model

- Wait to Fail
- Teacher Referral
- In School Support Team
- Separate Systems
- Balanced Literacy
- Expert/Discrepancy Model

MTSS Model

- Prevention
- Universal Screening
- Grade Level Teams
- Integrated Systems
- Explicit Instruction
- Collaborative Problem Solving

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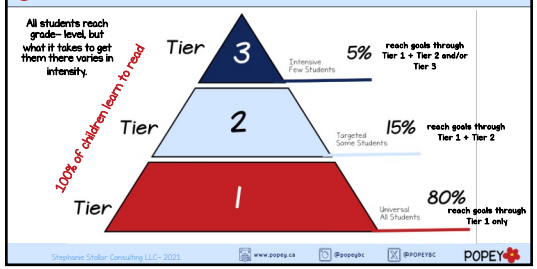
Multi Tiered Systems of Support (MTSS)



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MTSS as the Systems Change Framework

1. School Wide Assessment
2. Systems
3. Problem Based Solving Model

While you listen write a SENTENCE

What was meaningful to you, that you felt captures the core idea, provoked a feeling, or inspired more conversation to be had.

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School Wide Assessment

"Data is the voice of the child."

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Tools for Screening

Your screening toolkit needs to work for you.

Essential components:

Literacy is an equity issue: all students deserve to learn how to read.

1. Strong reliability and validity – we need to trust our results
2. Time efficient
3. Produce results which are easily interpretable (e.g., when I look at the results from this screener, do I know what they mean?)

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Take a moment to think about this question:

When you collect data at your school, how much of it is useful for making instructional changes?

Assessment is the collection of data to make decisions.

(Salvia & Ysseldyke, 1997)

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Formative Assessments - Key Terms

Universal Screener
- Brief, reliable, valid, evidence-based assessments
- Identifies students who are at risk for reading difficulties
- A key component of prevention

Diagnostic Assessments
- Secondary to a screener
- Used to pinpoint the specific areas where a student is struggling
- Used to clarify the instructional needs.

Progress Monitoring
- Brief measures delivered and used frequently
- Determines if students are making adequate progress
- They answer the question: "Is my instruction working?"

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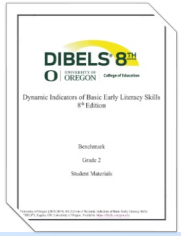
Administration Guidelines - Example DIBELS

- **Timeframe:** Each subtest takes 1–3 minutes to administer.
- **Frequency:** Three benchmark periods per year (fall, winter, spring).
- **Environment:** Conduct one-on-one in a quieter, distraction-free setting.
- **Scoring:** Real-time scoring using scoring sheets.



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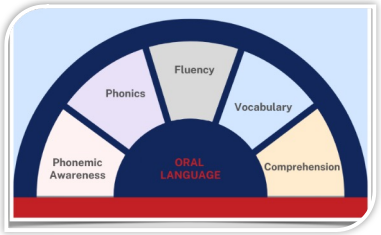
Screeners and Foundational Skills in Literacy



Adapted From the National Reading Panel's Five Pillars Model www.popey.ca @popeybc @POPEYBC POPEY

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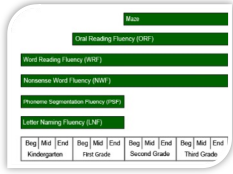
Universal Screener - The Literacy Skills Measured

- **Phonemic Awareness:** Letter Name Fluency (LNF), Phoneme Segmentation Fluency (PSF).
- **Phonics:** Letter Naming Fluency (LNF), Nonsense Word Fluency (NWF) – blending and decoding.
- **Fluency:** Oral Reading Fluency (ORF), Word Reading Fluency (WRF).
- **Comprehension:** Maze Fluency – measures reading comprehension using cloze tasks.



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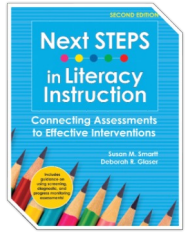
Guiding Every Student to Reading Success

The outcomes–based model helps us "problem solve with our sights continually set on the outcome – reading success for all students!" (p. 5)



Next Steps in Literacy Instruction: Smartt & Glaser www.popey.ca @popeybc @POPEYBC POPEY

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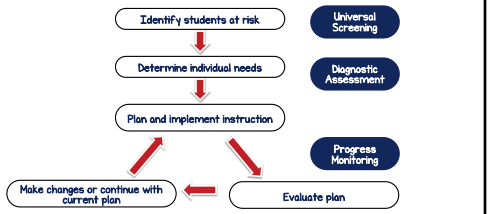
Glaser & Smartt, 2023 - Outcomes-Driven Model



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Prevention and Early Intervention is Key

School systems must focus on:

- **Preventing reading problems** from developing

&

- **Intervening as early as possible** and doing so **systematically** when problems emerge

The evidence base for prevention and early intervention and how to do it is considered SETTLED SCIENCE

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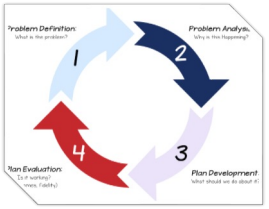
Collaborative Problem Solving



1. Identify and Confirm Level of Need
2. Develop and Implement Needs-Based Support
3. Evaluate and Adjust Needs-Based Support
4. Evaluate the Effectiveness of Needs-Based Support

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Problem Solving: System

Step 1: Problem Definition (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above grade level expectations/benchmark goals)?

- Review and analyze current screening data. Record percentages below:

	Current Screening
% At or Above Expectation/Benchmark	
% Below Expectation/Benchmarks	
% Well Below Expectation/ Benchmark	

What red flags indicate that a problem exists?

- % of the students in this grade do not meet the minimum level of the established benchmark.

Problem Statement: _____

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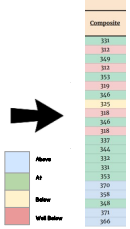
Analyzing Universal Screening Data - COMPOSITE DATA

Beginning

Student Name	LNF	PSF	NWF CLS	NWF WRC	WRF	ORF Words Correct	ORF Errors	ORF Accuracy	Composite
Student 1	10	20	33	31	3	23	3	397%	331
Student 2	1	21	52	2	1	12	4	300%	312
Student 3	69	22	43	3	2	40	5	800%	349
Student 4	1	23	23	1	3	1	6	17%	312
Student 5	4	45	67	20	4	45	7	643%	353
Student 6	6	76	22	27	6	2	8	25%	319
Student 7	65	9	25	34	7	43	9	478%	346
Student 8	23	67	27	0	9	31	10	310%	325
Student 9	12	76	24	0	0	8	11	73%	318
Student 10	65	23	67	0	11	7	12	58%	326
Student 11	34	52	9	2	12	6	23	26%	318
Student 12	6	76	64	7	25	0	12	0%	337
Student 13	57	34	67	4	1	8	15	53%	344
Student 14	46	55	44	4	0	5	16	31%	332
Student 15	34	72	22	6	9	23	17	135%	331
Student 16	23	87	45	11	8	56	18	311%	353
Student 17	56	3	76	34	5	54	19	284%	370
Student 18	36	23	64	15	13	44	20	220%	358
Student 19	46	6	67	16	16	12	21	57%	348
Student 20	46	75	76	17	32	43	22	195%	371
Student 21	56	62	65	26	35	34	23	148%	366



Composite
331
312
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371
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Problem Solving: System

Step 1: Problem Definition (What is the problem?)

Based on screening data, is our core program sufficient for most students at our grade level (80% or more above grade level expectations/benchmark goals)?

- Review and analyze current screening data. Record percentages below:

	Current Screening
% At or Above Expectation/Benchmark	15/21 = 71%
% Below Expectation/Benchmarks	1/21 = 5%
% Well Below Expectation/ Benchmark	5/21 = 24%

What red flags indicate that a problem exists?

- 29% of the students in this grade do not meet the minimum level of the established benchmark.

Problem Statement: _____

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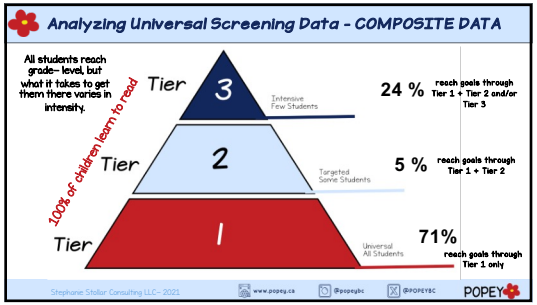
Analyzing Universal Screening Data - COMPOSITE DATA
All students reach grade- level, but what it takes to get them there varies in intensity.
100% of children learn to read
Tier 3
Intensive
Few Students
24 %
reach goals through Tier 1 + Tier 2 and/or Tier 3
Tier 2
Targeted
Some Students
5 %
reach goals through Tier 1 + Tier 2
Tier 1
Universal
All Students
71%
reach goals through Tier 1 only
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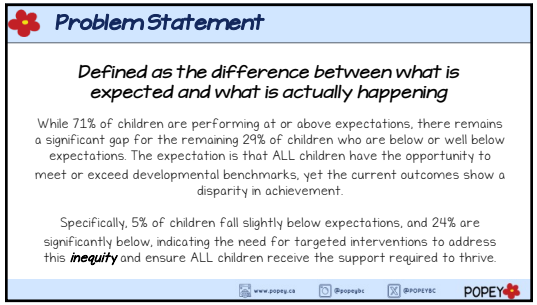
Problem Statement
Defined as the difference between what is expected and what is actually happening
While 71% of children are performing at or above expectations, there remains a significant gap for the remaining 29% of children who are below or well below expectations. The expectation is that ALL children have the opportunity to meet or exceed developmental benchmarks, yet the current outcomes show a disparity in achievement.
Specifically, 5% of children fall slightly below expectations, and 24% are significantly below, indicating the need for targeted interventions to address this inequity and ensure ALL children receive the support required to thrive.
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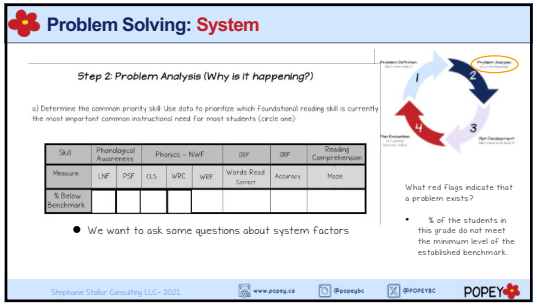
Problem Solving: System
Step 2: Problem Analysis (Why is it happening?)
a) Determine the common priority skill. Use data to prioritize which foundational reading skill is currently the most important common instructional need for most students (circle one):
Skill
Phonological Awareness
Phonics – NWF
ORF
ORF
Reading Comprehension
Measure
LNF
PSF
CLS
WRC
WRF
Words Read Correct
Accuracy
Maze
% Below Benchmark
We want to ask some questions about system factors
What red flags indicate that a problem exists?
% of the students in this grade do not meet the minimum level of the established benchmark.
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Analyzing Universal Screening Data - COMPOSITE DATA

Above
At
Below
Well Below

Beginning

Student Name	LNF	PSF	NWF CLS	NWF WRC	WRF	ORF Words Correct	ORF Errors	ORF Accuracy
Student 1	10	20	32	31	3	23	3	767%
Student 2	1	21	12	2	1	12	4	300%
Student 3	69	22	43	3	2	40	5	800%
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Student 12	6	76	64	7	25	0	12	0%
Student 13	57	34	67	4	3	8	15	53%
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Student 19	46	6	67	16	16	12	21	57%
Student 20	46	75	76	17	32	43	23	193%
Student 21	56	62	65	26	35	34	23	148%

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Problem Solving: System

Step 2: Problem Analysis (Why is it happening?)

a) Determine the common priority skill. Use data to prioritize which foundational reading skill is currently the most important common instructional need for most students (circle one).

Skill	Phonological Awareness		Phonics – NWF			ORF	ORF	Reading Comprehension
Measure	LNF	PSF	CLS	WRC	WRF	Words Read Correct	Accuracy	Maze
% Below Benchmark	57%	42%	38%	42%	72%	38%	38%	
	12/21	9/21	8/21	9/21	15/21	8/21	8/21	

- Use our Road to Skilled Reading or Making Sense of Screening to determine our instructional area.

What red flags indicate that a problem exists?

- 72% of the students in this grade do not meet the minimum level of the established benchmark for Word Reading Fluency in our Nonsense Words (Phonics) – BUT also 57% do not know their Letter Names (Phonological Awareness).

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MTSS for Reading: Instruction

TODAY's FOCUS on Tier 1:

Core instruction provided to all students, including students with or at risk for disabilities, that includes whole group instruction, differentiated small group instruction, and independent practice.

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Questions a Teacher Needs to ask Next …

- Do all students participate in core instruction?
- Does core instruction include explicit teaching of Phonemic Awareness and Phonics?
- Do you feel confident in teaching Phonemic awareness and Phonics?
- Have you engaged in professional learning on Phonemic Awareness and Phonics?

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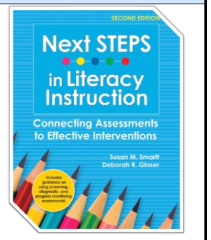
"…the use of unrelated activities without a connection to goals for learning is no longer an acceptable method of intervention for struggling readers." (p. 4)

We want to be intentional and strategic with every choice we make regarding activities and materials.



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Problem Solving: System

Step 3: Plan Development & Implementation (What is the plan?)

What adjustments are needed to strengthen _____ in order to improve the effectiveness of core instruction? (priority skill)

Instruction:
What instructional factors may be contributing to the problem?

Resources/Programs:
What factors may be contributing to the problem?

Environment:
What environmental factors may be contributing to the problem?

Learner:
What learner factors may be contributing to the problem?

What red flags indicate that a problem exists?

89% of the students in this grade do not meet the minimum level of the established benchmark for Correct Letter Sounds (Phonemic Awareness and Phonics)

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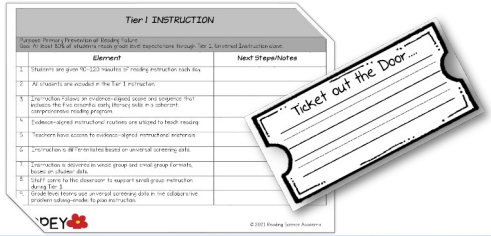
TICKET out - Self Reflection on Tier One Instruction



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Sources

Books

- Next Steps in Literacy Instruction: Smart & Glaser, 2023

Online Resources

Dibels 8 University of Oregon

Introduction to MTSS – ONLit, 2024

Stephanie Stollar Consulting LLC – 2021

IDA's Structured Literacy Wheel – 2024

Vido Links

Defining Guide Video Series: Dr. Stephanie Stollar

Dibels Grade 1 Example

How to Use Assessment Data in MTSS (The Measured Mom: Triple R Podcast)

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Thank you for your dedication and passion!

Your hard work inspires and makes a lasting impact!

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