Provincial Outreach
Program for the Early Years
www.popey.ca

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

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

Presenters:

Calico Clark and Marianne Vande Pol

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.

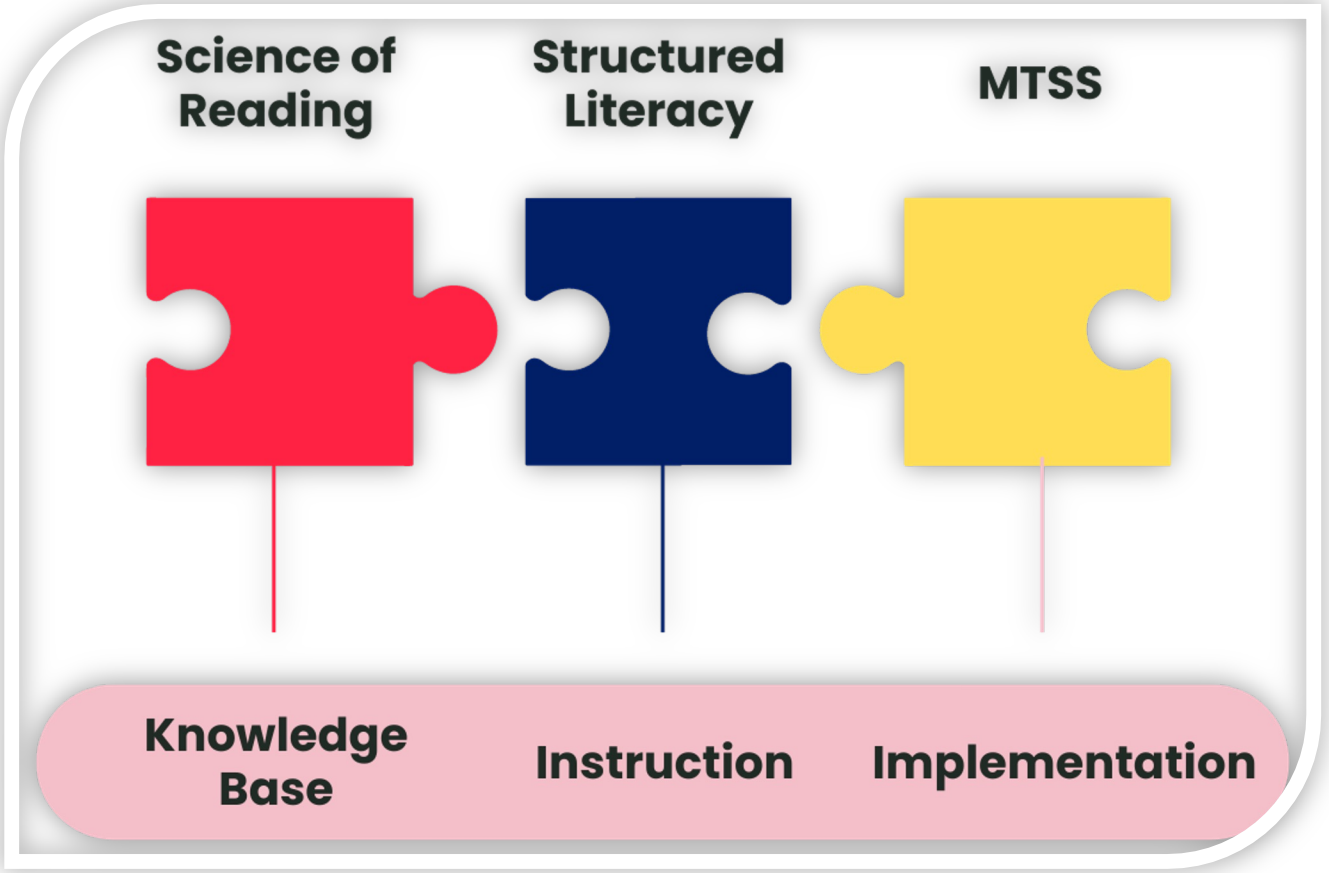
Learning Objectives

- 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.
- Collaborate to develop a literacy improvement plan using your own data.

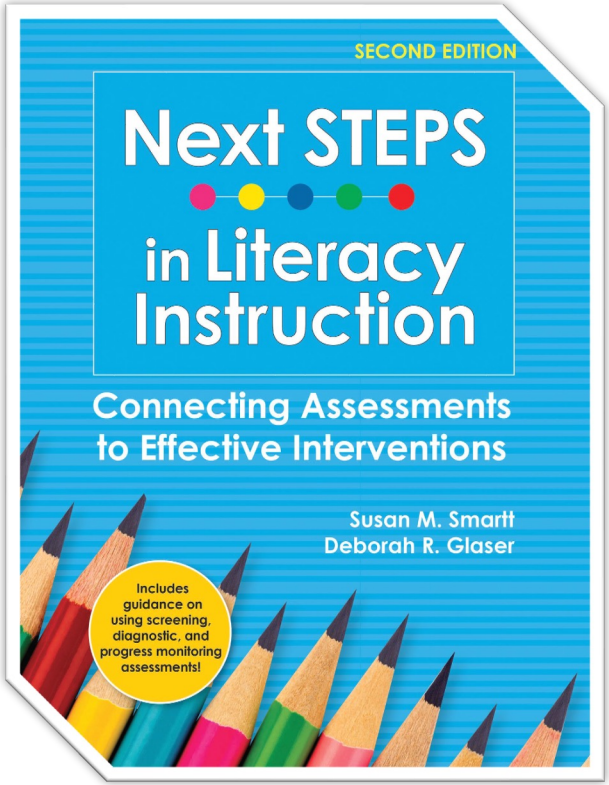
Agenda

1. Introduction to Universal Screeners – Foundational Skills
2. MTSS System for Change
3. Data Analysis and Tier 1 Planning
4. Closing and Next Steps

Let's Clarify Some Terms



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)

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.

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.

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

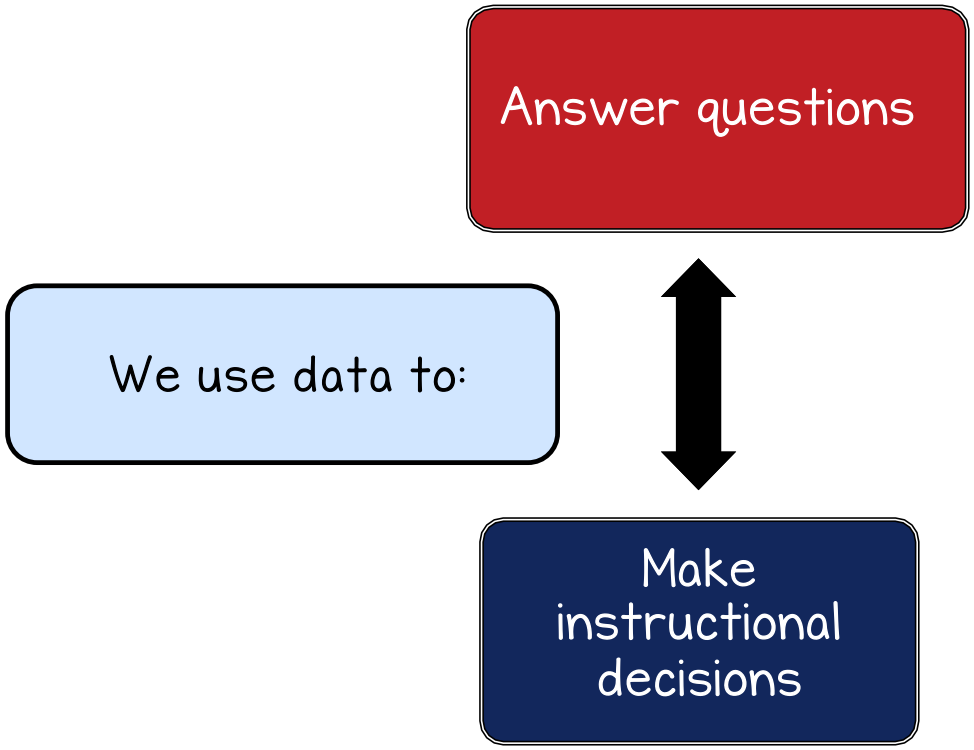
MTSS Model

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

Major Tenets of MTSS for Reading

- **Schoolwide: Each & All**
  - All students have the capability to become readers by third grade
  - Reading practices must be designed, implemented, and sustained at a schoolwide level
- **Prevention Oriented**
  - Our goal is to *prevent* reading difficulties from occurring
- **Results Focused**
  - Our goal is to increase student achievement on reading critical outcomes
  - Objective student reading data should drive decision making
- **Evidence Based**
  - Adoption and implementation of reading practices should be guided and informed by robust research

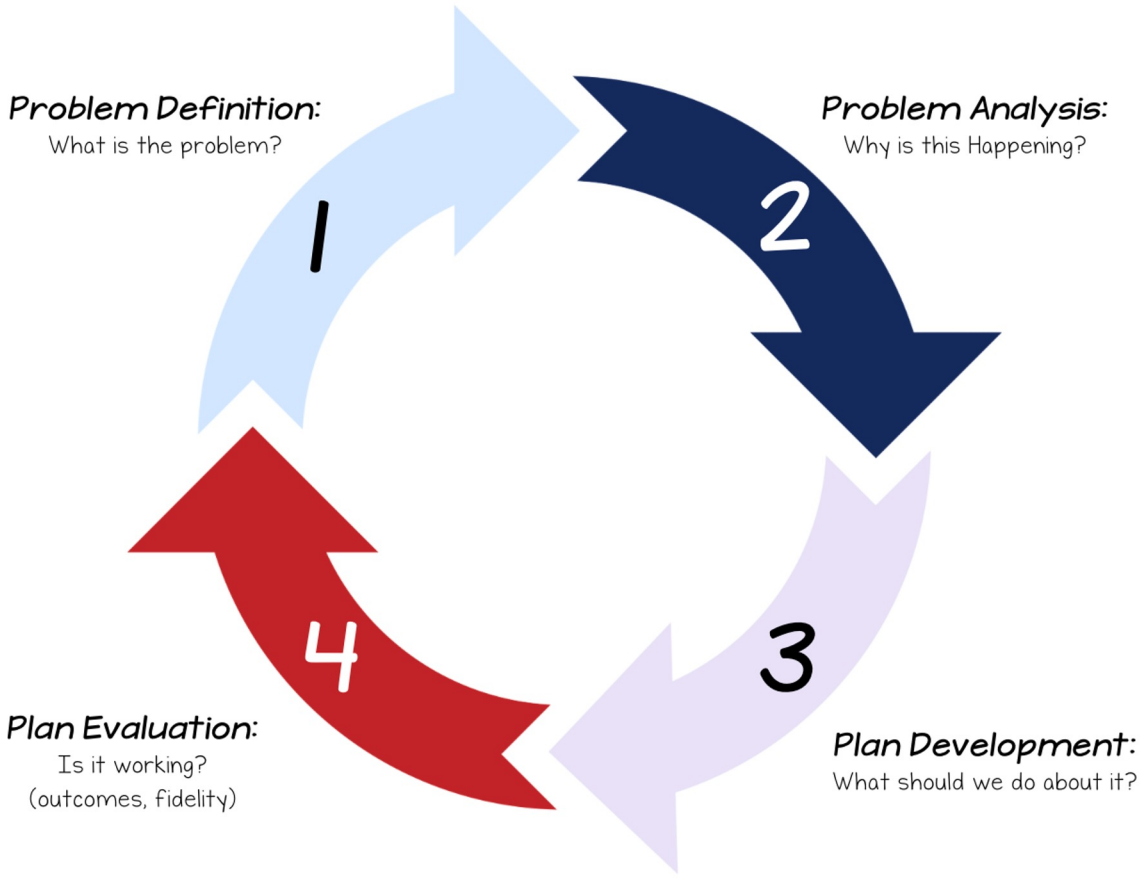
An MTSS Decision Making Framework is driven by data...



Data should be central to:

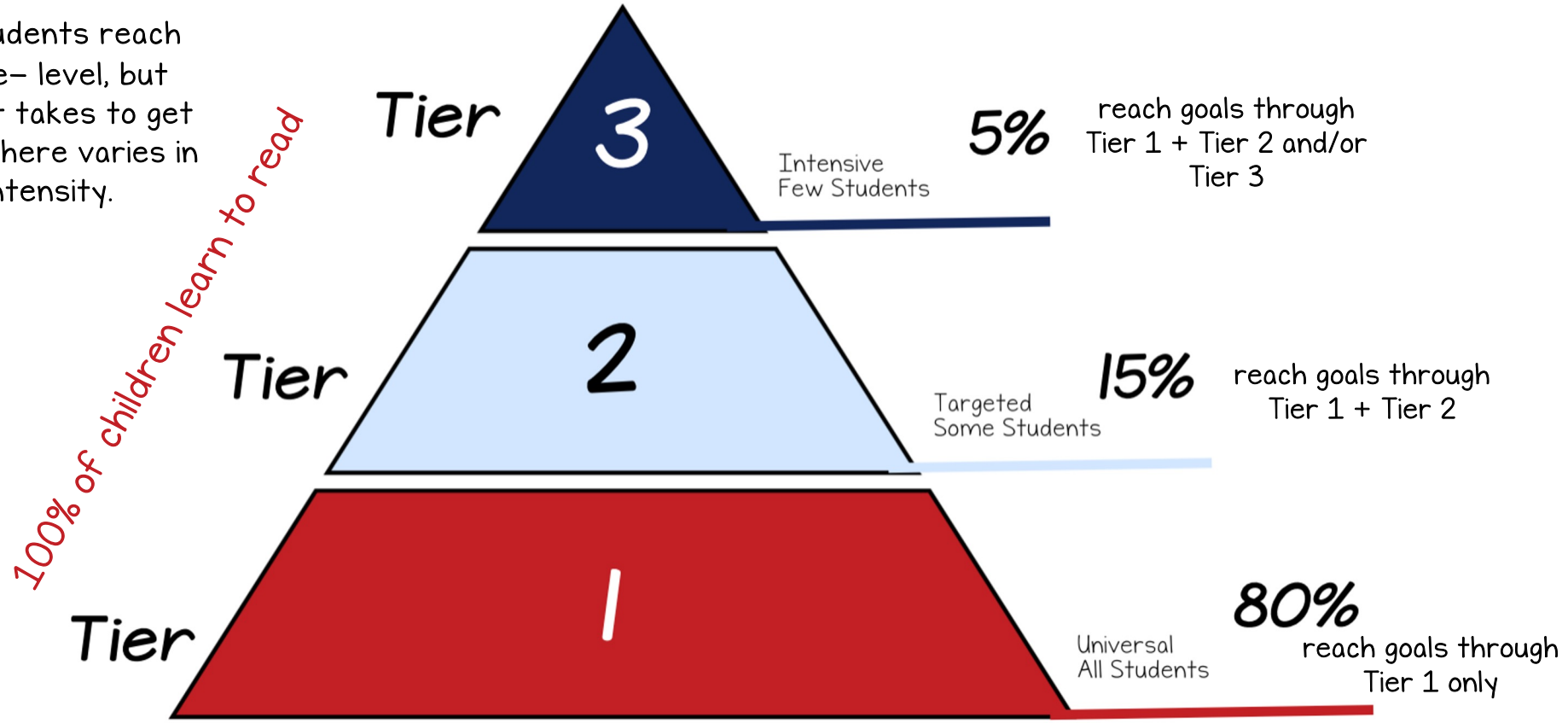
- ❑ The questions you are trying to answer
- ❑ The instructional decisions you make

Collaborative Problem Solving



Multi Tiered Systems of Support (MTSS)

All students reach grade– level, but what it takes to get them there varies in intensity.



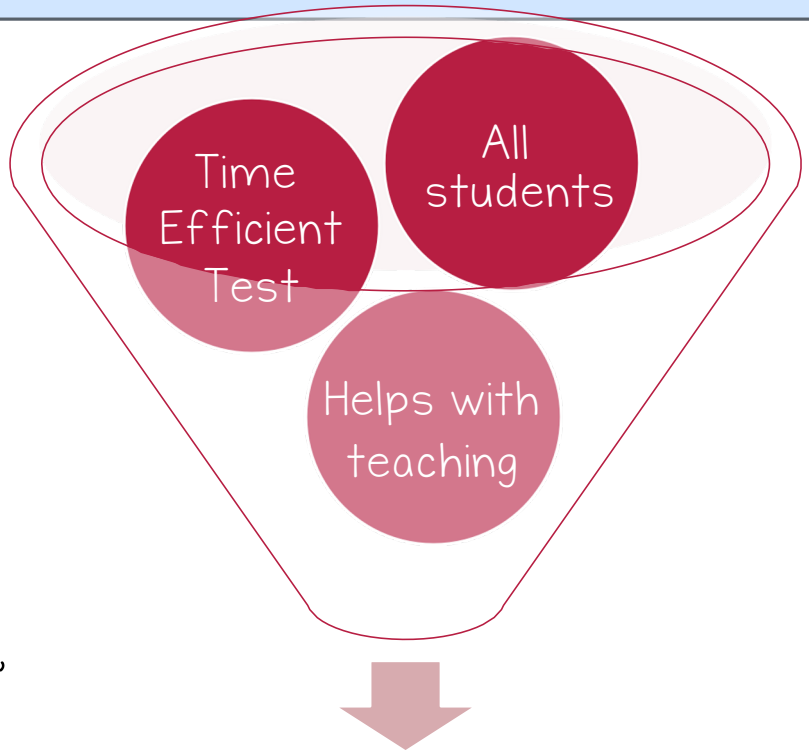
School Wide Assessment

"Data is the voice of the child."

Screening

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

- Screening is universal because all students means <u>all</u> <u>students</u>.
- Other fields and professions use universal screening protocols (e.g., optometrist)
- Screening is intended to be efficient, universal, and helpful for your instructional decision-making



Universal Screening

EVERY MINUTE IN ASSESSMENT IS A MINUTE AWAY FROM INSTRUCTION

Instruction is what helps close opportunity gaps whereas assessment provides us with pedagogical direction

Tools for Screening

Your screening toolkit needs to work for you.

Essential components:

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?)

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)

Assessment Data Sources: What They Can and Cannot Tell Us

- Student data:
  - **Formative**: Occurs during instruction, and is intended to help inform instruction. Tells us how students are responding to what we're teaching
  - **Summative**: Occurs after instruction has occurred, and is intended to provide an evaluation of what student has learned. Tells us what to teach but not how to teach it.
- Implementation data:
  - Classroom – instructional
  - School – systemic
- Any data collected should serve a purpose and be used for that purpose

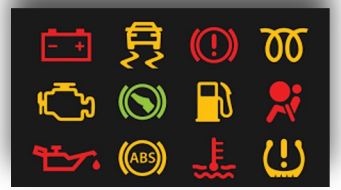
Formative Assessments - Key Terms

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.

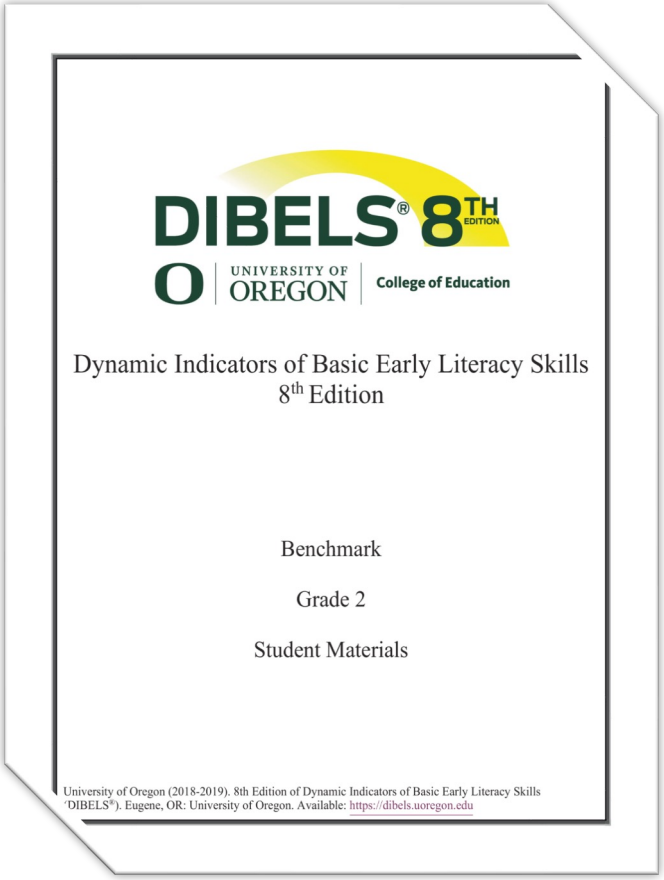


Progress Monitoring

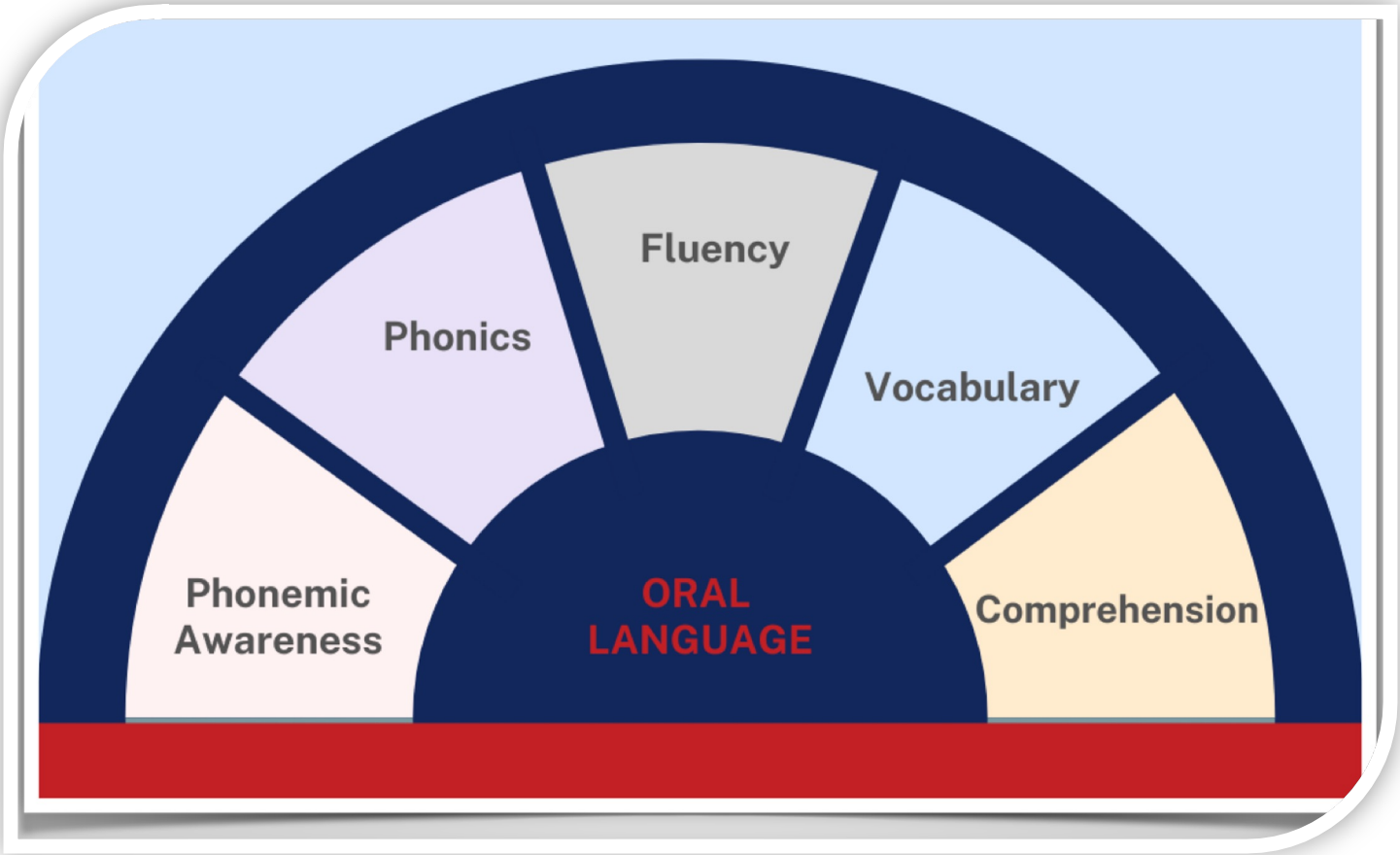
- Brief measures delivered and used frequently
- Determines if students are making adequate progress
- They answer the question: "Is my instruction working?"

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.

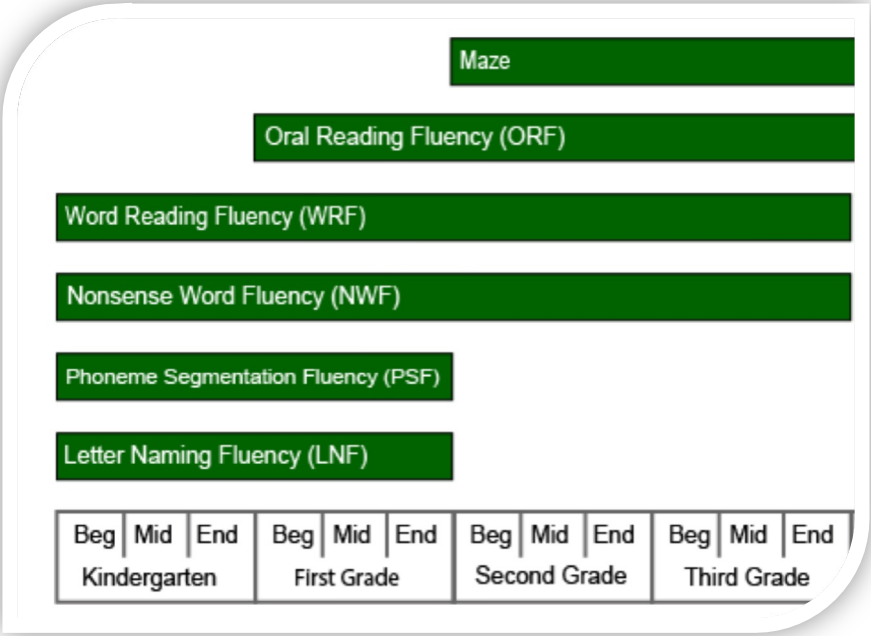


Screeners and Foundational Skills in Literacy



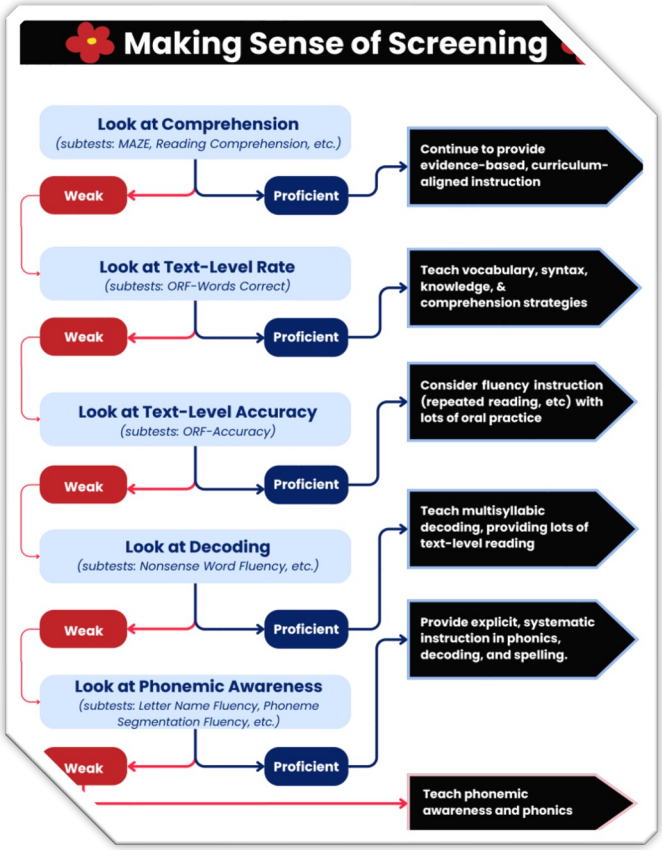
Universal Screener - The Literacy Skills Measured

- **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.



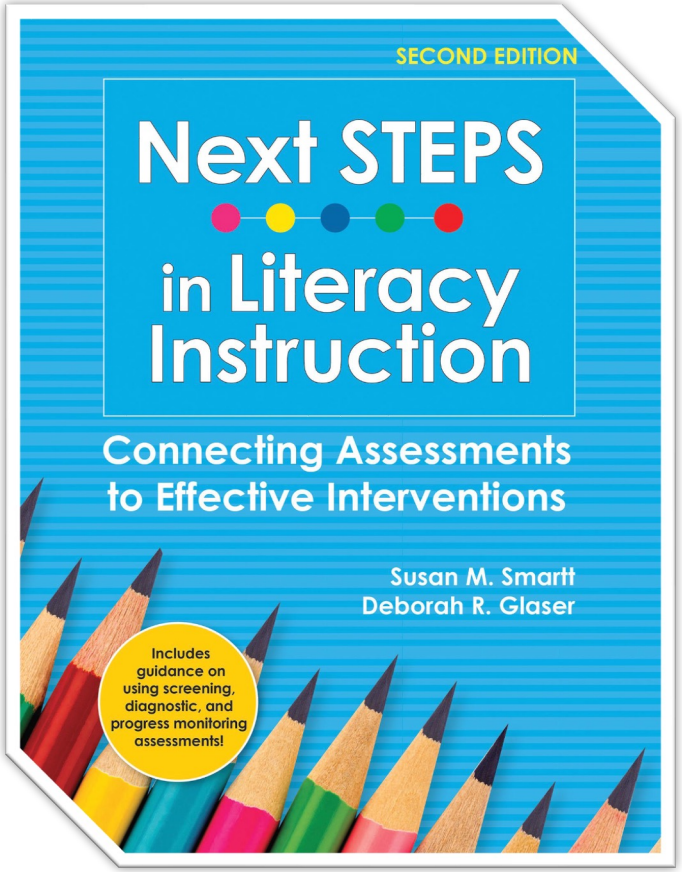
Connection to Foundational Skills Instruction

- How screeners reveal gaps in foundational literacy:
  - Example: Low fluency may indicate weak decoding skills.
- Linking data to instruction:
  - Use data to target specific skill gaps in Tiers 1

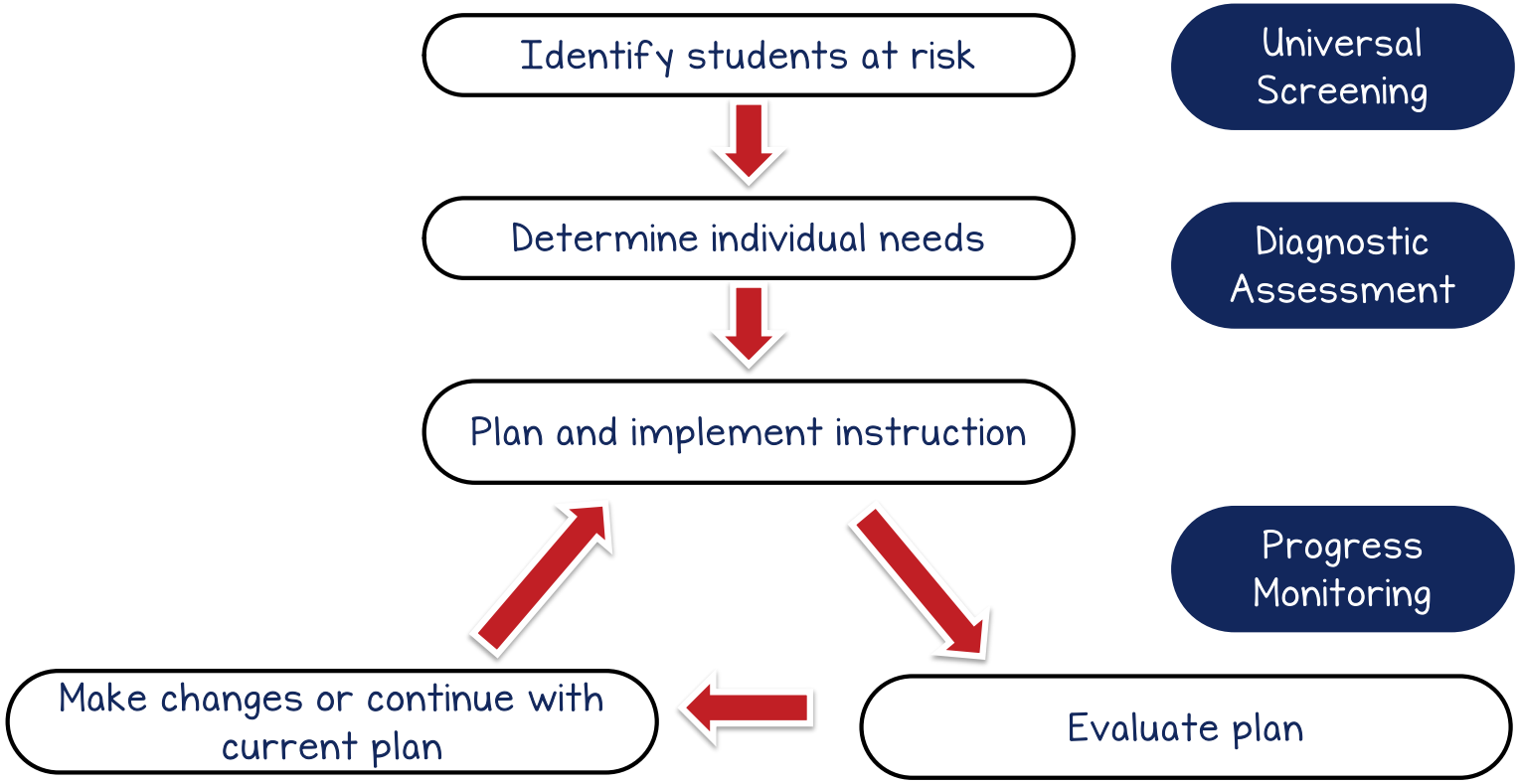


Guiding Every Student to Reading Success

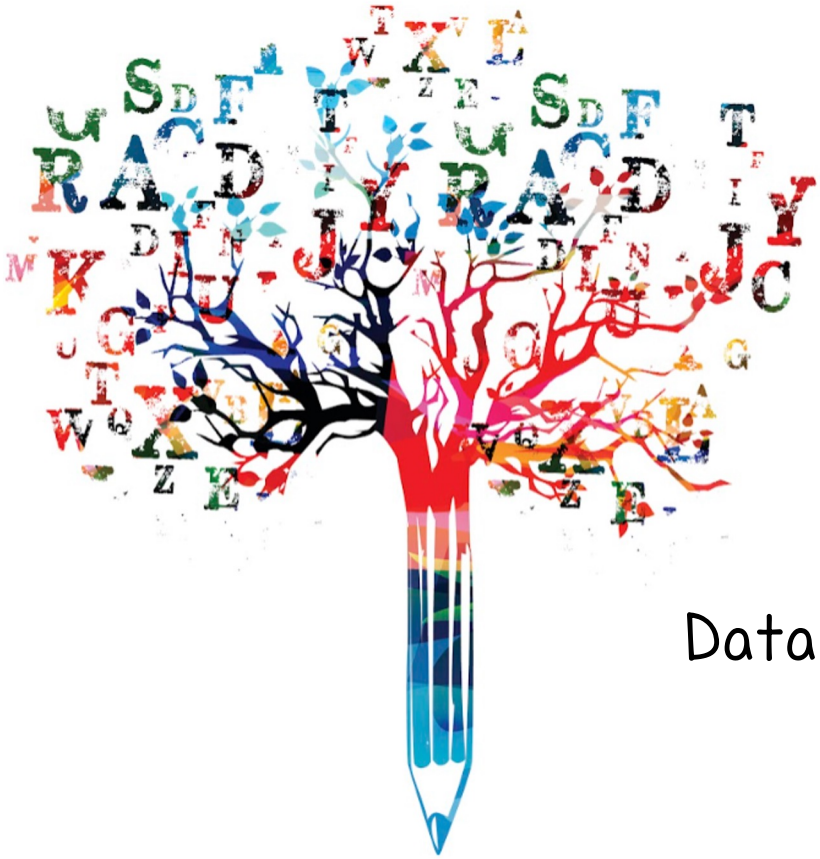
The outcomes-based model helps us "problem solve with our sights continually set on the outcome – reading success for all students!" (p. 5)



Glaser & Smartt, 2023 - Outcomes-Driven Model



2 Systems



Data Based Decision Making

Prevention and Early Intervention is Key

School systems must focus on:

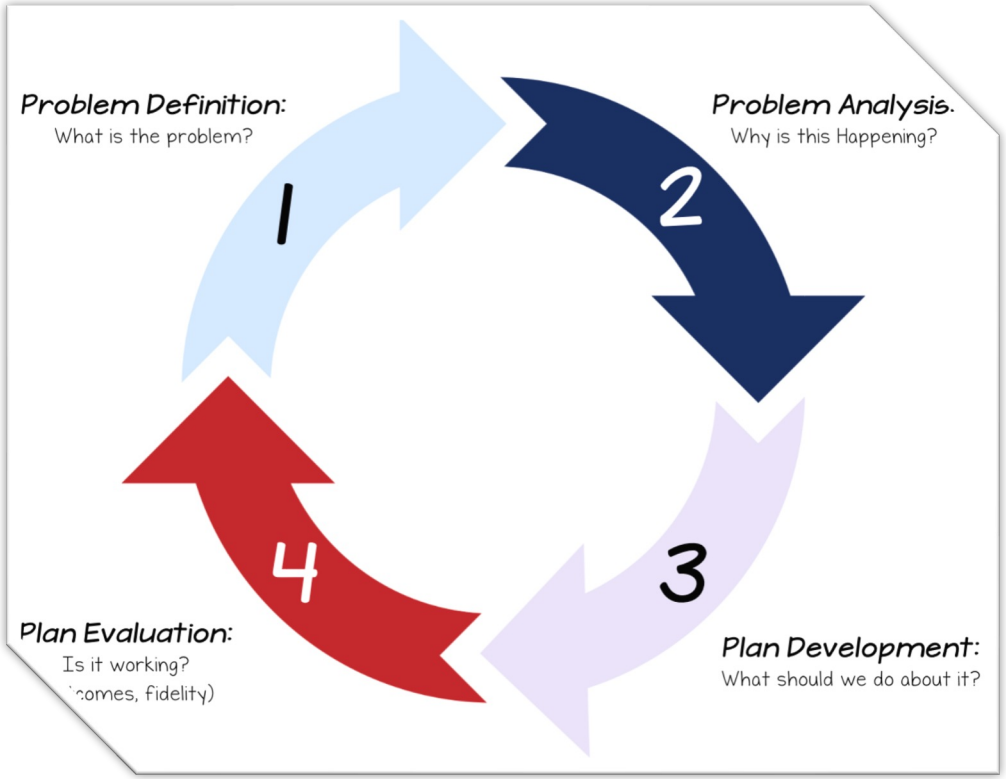
- **Preventing reading problems** from developing

&

- **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

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

1. Identify and Confirm Level of Need

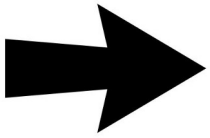
- **Goal:** Identify students/groups of students who are in need of extra or different instructional support in order to make resource allocation decisions
- **Questions to ask:** What is the area of need? What is the severity of the need?
- **Decisions to make:** Assignment to tiers, instructional grouping, preliminary instructional planning
- **Formative data sources:** Screening, progress monitoring data

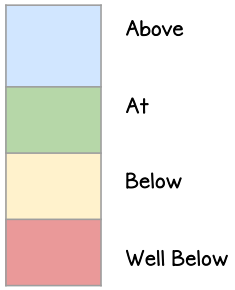
Are there students at risk for reading difficulties?
Which students are at risk for reading difficulties?
What are these students' instructional needs?

Analyzing Universal Screening Data - COMPOSITE DATA

Beginning

Student Name	LNF	PSF	NWF		WRF	ORF			Composite
			CLS	WRC		Words Correct	Errors	Accuracy	
Student 1	10	20	32	31	3	23	3	767%	331
Student 2	1	21	12	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	24	7	43	9	478%	346
Student 8	23	67	27	0	9	11	10	110%	325
Student 9	12	76	24	0	0	8	11	73%	318
Student 10	65	23	67	0	11	7	12	58%	346
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
349
312
353
319
346
325
318
346
318
337
344
332
331
353
370
358
348
371
366

Problem Solving: System

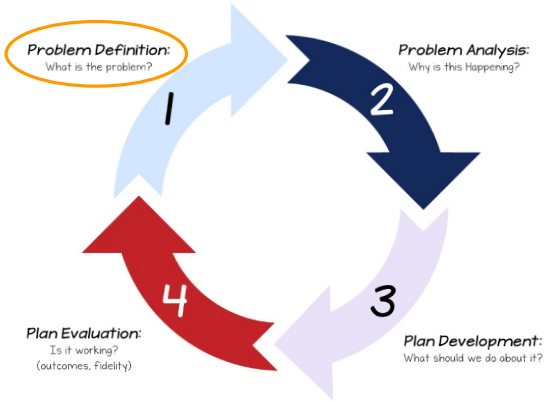
Step 1: Problem Definition (What is the problem?)

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	

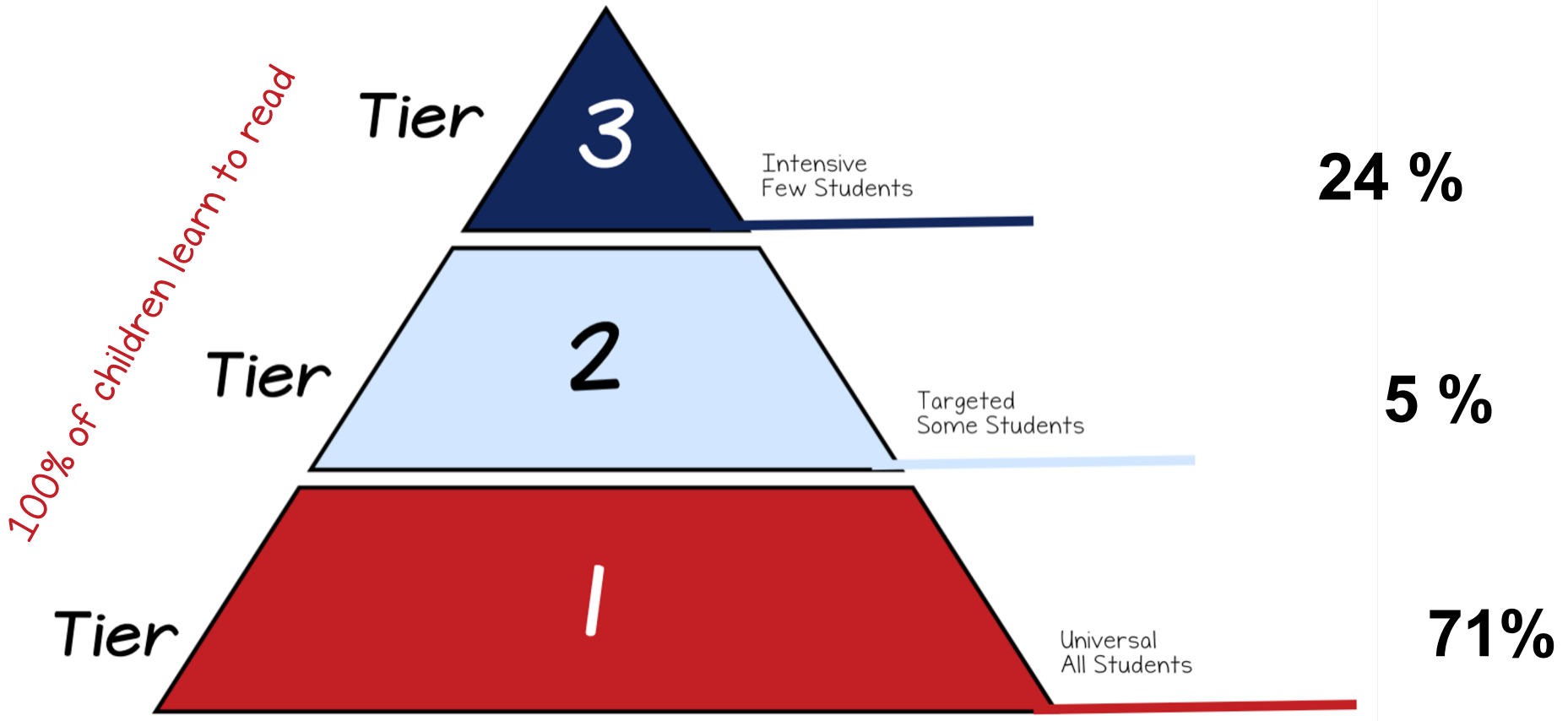
Problem Statement: _____



What red flags indicate that a problem exists?

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

Analyzing Universal Screening Data - COMPOSITE DATA



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.

2. Develop and Implement Needs-Based Support

- **Goal:** Identify appropriate instructional supports to sufficiently move student or group of students toward their reading goals.
- **Questions to ask:** How are we going to solve the problem? What support will be provided?
- **Decisions to make:** More in-depth instructional planning
- **Formative data sources:** Diagnostic data, implementation data

What is preventing the student(s) from meeting their expected instructional goals?

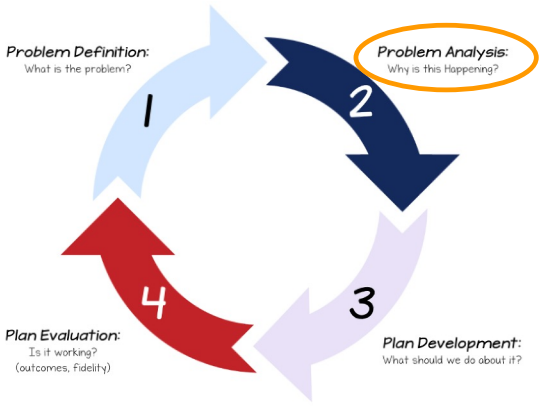
Problem Solving: System

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								

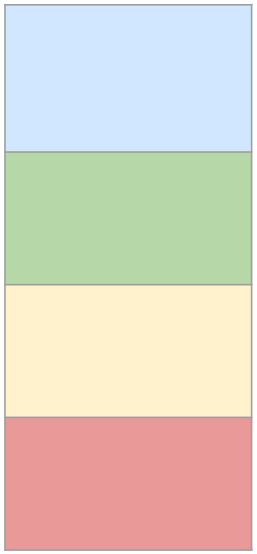
- We want to ask some questions about system factors



What red flags indicate that a problem exists?

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

Analyzing Universal Screening Data - COMPOSITE DATA



Above

At

Below

Well Below

Beginning									
Student Name	LNF	PSF	NWF		WRF	ORF		
			CLS	WRC		Words Correct	Errors	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%
Student 4	1	23	23	1	3	1	6	17%
Student 5	4	45	67	20	4	45	7	643%
Student 6	6	76	22	27	6	2	8	25%
Student 7	65	9	25	24	7	43	9	478%
Student 8	23	67	27	0	9	11	10	110%
Student 9	12	76	24	0	0	8	11	73%
Student 10	65	23	67	0	11	7	12	58%
Student 11	34	52	9	2	12	6	23	26%
Student 12	6	76	64	7	25	0	12	0%
Student 13	57	34	67	4	1	8	15	53%
Student 14	46	55	44	4	0	5	16	31%
Student 15	34	72	22	6	9	23	17	135%
Student 16	23	87	45	11	8	56	18	311%
Student 17	56	3	76	34	5	54	19	284%
Student 18	36	23	64	15	13	44	20	220%
Student 19	46	6	67	16	16	12	21	57%
Student 20	46	75	76	17	32	43	22	195%
Student 21	56	62	65	26	35	34	23	148%

MTSS for Reading: Instruction

TODAY's FOCUS on Tier 1:

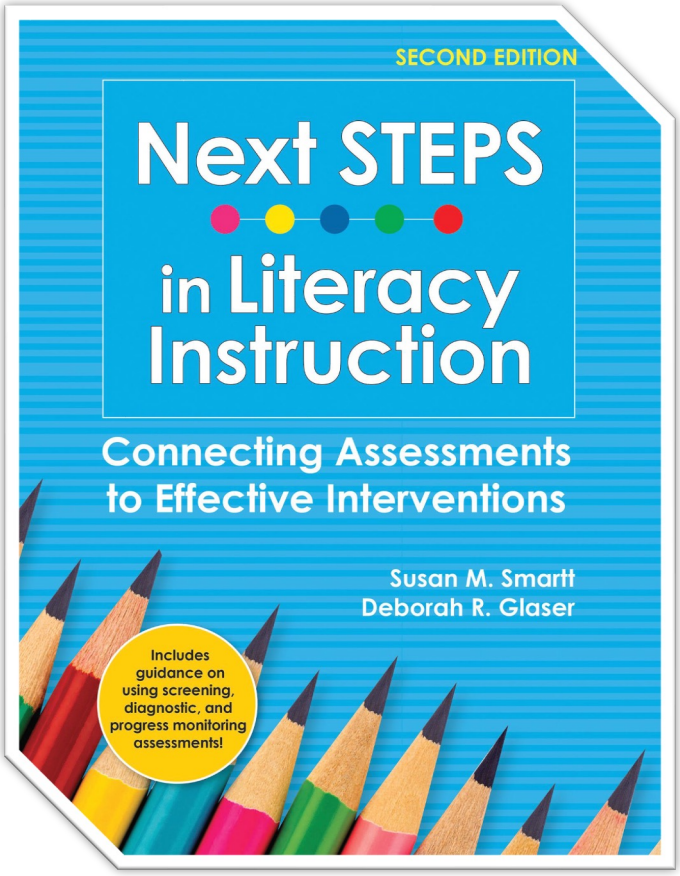
Core instruction provided to all students, including students with or at risk for disabilities, that includes whole group instruction, differentiated small group instruction, and independent practice.

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?
- Were you provided with PD on Phonemic Awareness and Phonics?

"...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.



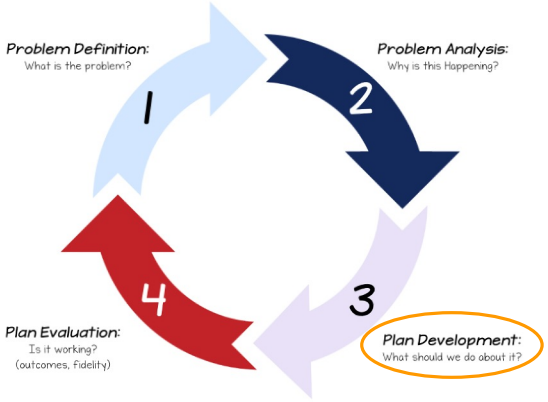
Considerations...

- Time to teach
- What to teach
- How to teach
- What to use to teach
- How to group to teach

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?

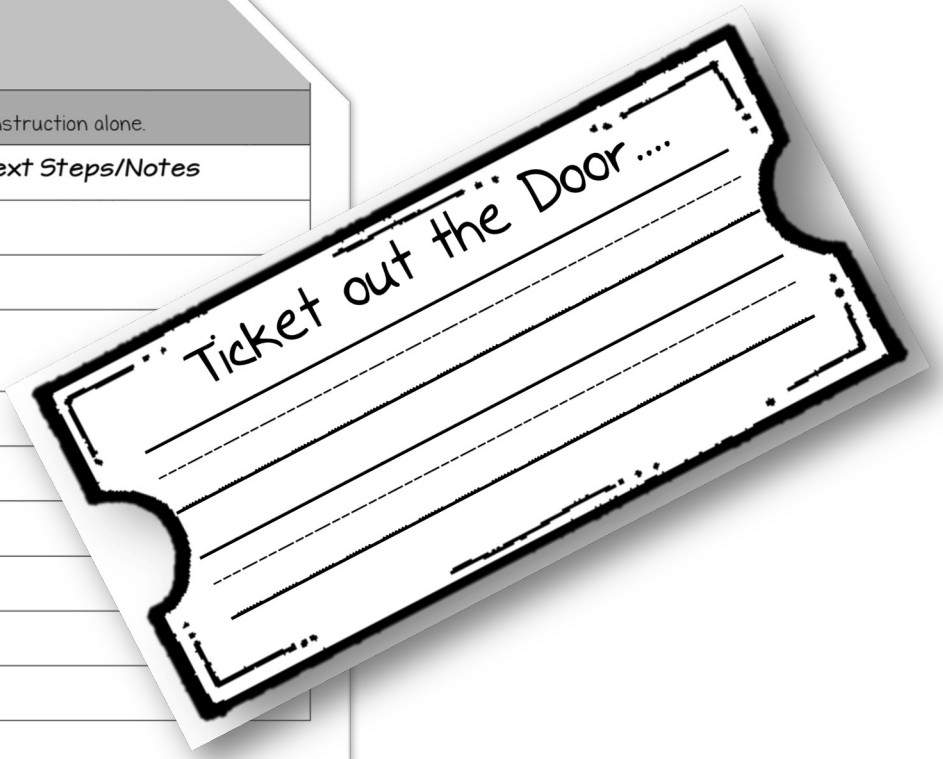
- % of the students in this grade do not meet the minimum level of the established benchmark.

TICKET out - Self Reflection on Tier One Instruction

Tier I INSTRUCTION

Purpose: Primary Prevention of Reading Failure
Goal: At least 80% of students reach grade level expectations through Tier 1, Universal Instruction alone.

	Element	Next Steps/Notes
1.	Students are given 90–120 minutes of reading instruction each day.	
2.	All students are included in the Tier 1 instruction.	
3.	Instruction follows an evidence-aligned scope and sequence that includes the five essential early literacy skills in a coherent, comprehensive reading program.	
4.	Evidence-aligned instructional routines are utilized to teach reading.	
5.	Teachers have access to evidence-aligned instructional materials.	
6.	Instruction is differentiated based on universal screening data.	
7.	Instruction is delivered in whole group and small group formats, based on student data.	
8.	Staff come to the classroom to support small group instruction during Tier 1.	
9.	Grade level teams use universal screening data in the collaborative problem solving-model to plan instruction.	



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

Video 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)

Thank you for your dedication and passion!

Your hard work inspires and makes a lasting impact!

Calico Clark
calico@popey.ca

Marianne Vande Pol
marianne@popey.ca