

Provincial Outreach
Program for the Early Years
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**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

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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

The diagram illustrates the relationship between three key concepts in literacy instruction. At the top, three puzzle pieces are shown: a red piece labeled 'Science of Reading', a blue piece labeled 'Structured Literacy', and a yellow piece labeled 'MTSS'. Below these pieces are three corresponding boxes: 'Knowledge Base' under the red piece, 'Instruction' under the blue piece, and 'Implementation' under the yellow piece. The entire diagram is set against a light blue background with a white border.

Introduction to MTSS - ONLT, 2024

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Using Data to Unlock Reading Success

The book cover features a blue background with a row of colorful pencils at the bottom. The title 'Next Steps in Literacy Instruction' is prominently displayed in white and yellow text. Below the title, the subtitle 'Connecting Assessments to Effective Interventions' and the authors' names, 'Susan M. Smartt' and 'Deborah K. Glaser', are listed. A small yellow circle on the cover indicates that the book 'includes guidance on diagnostic, progress, and response monitoring assessments'.

“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)

Next Steps in Literacy Instruction: Smartt & Glaser

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Let's Check in on our System

Who supports Literacy...

- In your Classroom?
- In your School?
- In your District?

The image shows a stylized tree. The canopy is composed of various words related to reading and literacy, such as 'Joy', 'Reading', 'Comprehension', 'Problem Solving', 'Fluency', 'Vocabulary', and 'Phonics'. The roots of the tree are labeled with the components of structured literacy: 'Phonics', 'Systematic', 'Phonological Awareness', and 'Vocabulary'. The tree is set against a background of a blue sky with clouds.

Logic of English, 2025

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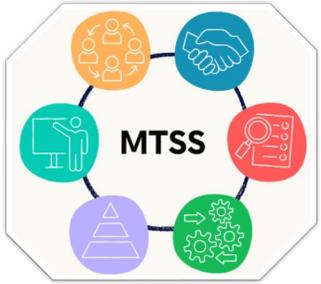
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Introducing an MTSS Decision Making Framework

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.

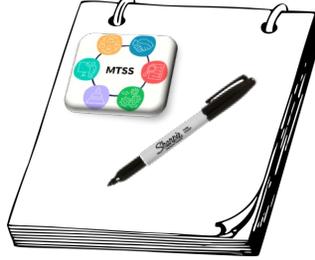


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MTSS - Multi-Tiered System of Supports

1. Leadership - all levels
2. Effective Teaming Structures
3. Universal Screener
4. Data Analysis System
5. Collaborative Problem-Solving Model
6. Evidence Based Instructional Practices
7. A Tiered Delivery System to Support the Needs of All Students



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How MTSS is Different than Business As Usual!

<u>Traditional Model</u>	<u>MTSS Model</u>
<ul style="list-style-type: none"> • Wait to Fail • Teacher Referral • In School Support Team • Separate Systems • Balanced Literacy • Expert/Discrepancy Model 	<ul style="list-style-type: none"> • Prevention • Universal Screening • Grade Level Teams • Integrated Systems • Explicit Instruction • Collaborative Problem Solving

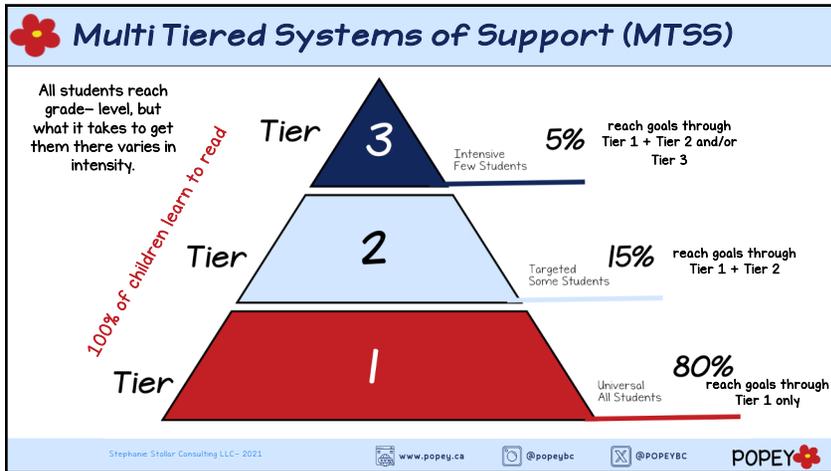
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1 School Wide Assessment

“Data is the **VOICE OF THE CHILD**... speaking to us about their strengths, challenges, and needs in literacy, guiding us toward targeted, effective instruction.”

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EVERY MINUTE IN ASSESSMENT IS A MINUTE AWAY FROM INSTRUCTION

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

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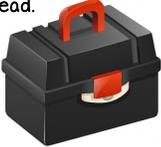
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Tools for Screening

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?"



Next Steps in Literacy Instruction - Smartt & Glosier
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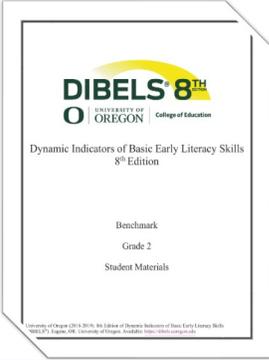
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Administration Guidelines - Example DIBELS

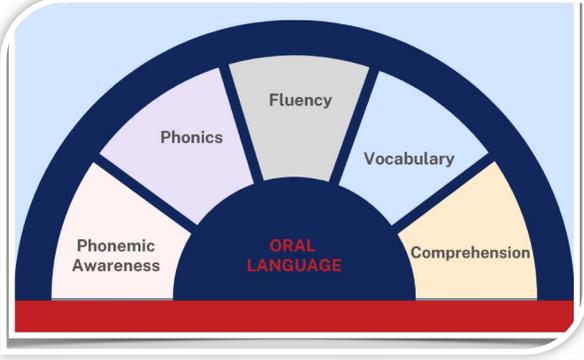
- Timeframe:** Each subtest takes 1–3 minutes to administer.
- Frequency:** Three benchmark periods per year (fall, winter, spring).
- Environment:** Conduct one-on-one in a quieter, distraction-free setting.
- Scoring:** Real-time scoring using scoring sheets.



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Screeners and Foundational Skills in Literacy



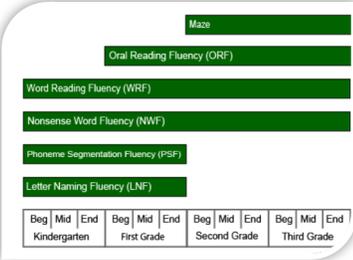
Adapted from the National Reading Panel's Five Pillars Model.

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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.



Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade			Second Grade			Third Grade		

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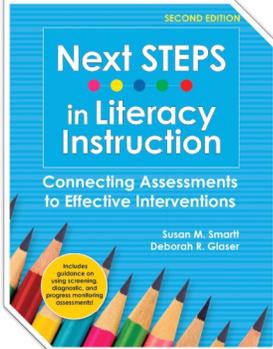
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Guiding Every Student to Reading Success

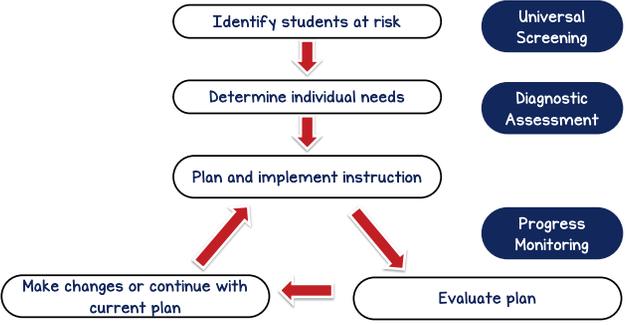
The outcomes-based model helps us “problem solve with our sights continually set on the outcome – reading success for all students!” (p. 5)



Next Steps in Literacy Instruction Smartt & Glaser
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Glaser & Smartt, 2023 - Outcomes-Driven Model

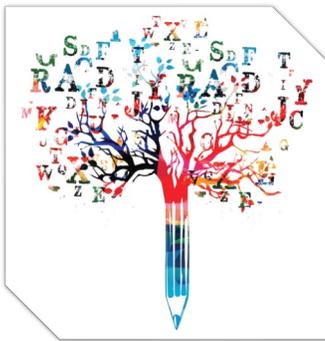


Identify students at risk (Universal Screening)
Determine individual needs (Diagnostic Assessment)
Plan and implement instruction (Progress Monitoring)
Evaluate plan
Make changes or continue with current plan

Glaser & Smartt, 2023 - Outcomes-Driven Model
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2 Systems - Data Based Decision Making



“Using data to inform instruction isn’t about labeling students; it’s about identifying needs and unlocking potential.”
Michael Fullen, 2016

Breakthrough: When Student Learning Matters Most, 2016
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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

- Identify and Confirm Level of Need
- Develop and Implement Needs-Based Support
- Evaluate and Adjust Needs-Based Support
- 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	

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.

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Analyzing Universal Screening Data - COMPOSITE DATA

Mock Grade 1 Class-BOY

Student	LNH	PSF	NWF OLS	NWF WRC	WRF	DRF Words Correct	DRF Errors	DRF Accuracy %	Composite
Student 1	10	20	32	31	3	23	3	88	332
Student 2	1	21	12	2	1	12	4	75	312
Student 3	69	22	43	3	2	40	5	89	351
Student 4	1	23	23	1	3	1	6	14	312
Student 5	4	45	67	20	4	45	7	87	354
Student 6	6	76	22	27	6	6	8	20	319
Student 7	65	9	25	24	7	43	9	83	348
Student 8	23	67	27	0	9	11	10	52	325
Student 9	12	76	24	0	0	8	11	42	319
Student 10	65	23	67	0	11	7	12	37	347
Student 11	34	52	9	2	12	6	23	21	318
Student 12	6	76	64	7	25	0	12	0	337
Student 13	57	34	67	4	1	8	15	35	344
Student 14	46	55	44	4	0	5	16	24	332
Student 15	34	72	22	6	9	23	17	58	332
Student 16	23	87	45	11	8	56	18	76	355
Student 17	56	3	76	34	5	54	19	74	373
Student 18	36	23	64	13	13	44	20	69	359
Student 19	46	6	67	16	16	12	21	36	348
Student 20	46	75	74	17	32	43	22	66	373
Student 21	56	42	65	26	35	34	23	60	367

★ Above

● At

● Below

● Well Below

Composite
332
312
351
312
354
319
348
325
319
347
318
337
344
332
332
355
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373
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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 of our grade level (80% or more above grade level expectations/benchmark goals)?

- Review and analyze current screening data. Record percentages below

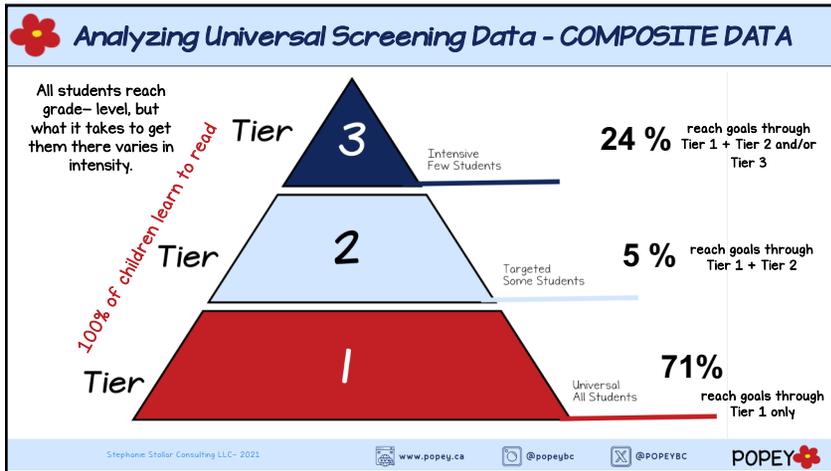
	Current Screening
% At or Above Expectation/Benchmark	15/21 = 71%
% Below Expectation/Benchmarks	1/21 = 5%
% Well Below Expectation/Benchmark	5/21 = 24%

Problem Statement: _____

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.

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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								

What red flags indicate that a problem exists?

- We want to ask some questions about system factors
- % of the students in this grade do not meet the minimum level of the established benchmark.

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Analyzing Universal Screening Data - Individual Measures

Mock Grade 1 Class- BOY

Student	LNF	PSF	NWF-CLS	NWF-WRC	WRF	ORF Words Correct	ORF Errors	ORF Accuracy %
Student 1	10	20	32	31	3	23	3	88
Student 2	1	21	12	2	1	12	4	75
Student 3	69	22	43	3	2	40	5	89
Student 4	1	23	23	1	3	1	6	14
Student 5	4	45	67	20	4	45	7	87
Student 6	6	76	22	27	6	2	8	20
Student 7	65	9	25	24	7	43	9	83
Student 8	23	67	27	0	9	11	10	52
Student 9	12	76	24	0	0	8	11	42
Student 10	65	23	67	0	11	7	12	37
Student 11	34	52	9	2	12	6	23	21
Student 12	6	76	64	7	25	0	12	0
Student 13	57	34	67	4	1	8	15	35
Student 14	46	55	44	4	0	5	16	24
Student 15	34	72	22	6	9	23	17	58
Student 16	23	87	45	11	8	56	18	76
Student 17	56	31	76	34	5	54	19	74
Student 18	36	23	64	15	13	44	20	69
Student 19	46	6	67	16	16	12	21	36
Student 20	46	75	76	17	32	43	22	60
Student 21	56	62	65	26	35	34	23	66

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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	9	8	9	15	8	8	
	21	21	21	21	21	21	21	

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).

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

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Road to Skilled Reading

At the end of the year, 100% of students should be reading grade level text for meaning.

- LNF & PSF** to match sounds to letters, students must first be able to segment phonemes
- NWF** to read CVC words, students must be able to match sounds to letters
- WRF** to be accurate readers, students must be able to read CVC words
- ORF Accuracy** to be fluent readers, students must be accurate readers
- ORF Words Correct** to read for meaning, students must be fluent readers

Making Sense of Screening

- Look at Comprehension** (Subtests: MAZE, Reading Comprehension, etc.)
 - Weak: Continue to provide evidence-based, curriculum-aligned instruction
 - Proficient: Teach vocabulary, syntax, knowledge, & comprehension strategies
- Look at Text-Level Rate** (Subtests: ORF-words Correct)
 - Weak: Teach vocabulary, syntax, knowledge, & comprehension strategies
 - Proficient: Consider fluency instruction (repeated reading, etc.) with lots of oral practice
- Look at Text-Level Accuracy** (Subtests: ORF-Accuracy)
 - Weak: Consider fluency instruction (repeated reading, etc.) with lots of oral practice
 - Proficient: Teach multiphonic decoding, providing lots of text-level reading
- Look at Decoding** (Subtests: Phoneme Segmentation Fluency, etc.)
 - Weak: Provide explicit, systematic instruction in phonics, decoding, and spelling
 - Proficient: Teach multiphonic decoding, providing lots of text-level reading
- Look at Phonemic Awareness** (Subtests: Other Name Fluency, Phoneme Segmentation Fluency, etc.)
 - Weak: Provide explicit, systematic instruction in phonics, decoding, and spelling
 - Proficient: Teach phonemic awareness and phonics

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Today's FOCUS - Tier 1 Instruction

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?



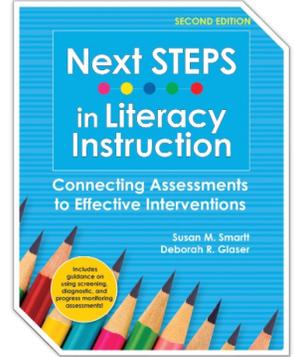
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Questions a Teacher Needs to ask Next ...

"...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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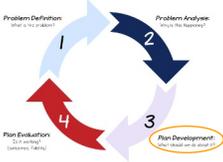
Problem Solving: System

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?



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)

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

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

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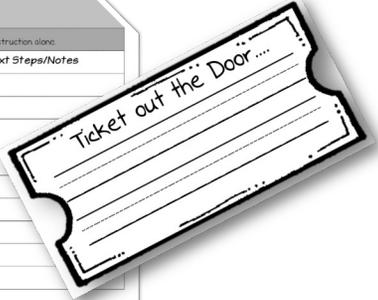
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TICKET out - Self Reflection on Tier One Instruction

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 two 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.	



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Sources

Books

[Next Steps in Literacy Instruction: Smart & Glaser, 2023](#)

[Breakthrough: When Student Learning Matters Most, 2016](#)

Video Links

[Defining Guide Video Series: Dr. Stephanie Stollar](#)

[Dibels Grade 1 Example](#)

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

Online Resources

[Dibels & University of Oregon](#)

[Introduction to MTSS - ONLit, 2024](#)

[Stephanie Stollar Consulting LLC - 2021](#)

[IDA's Structured Literacy Wheel - 2024](#)

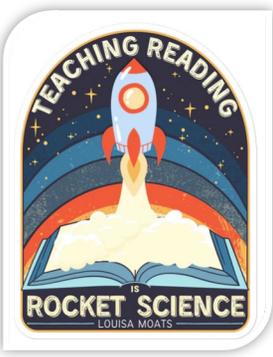
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Thank you for your dedication and passion!

Your hard work inspires and makes a lasting impact!



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