Exploring the Instructional Implications of K-2 Universal Screener Data

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Who am I?

Agenda

- Introduction to Universal Screeners: Why?
- Screener Data Literacy & Usage
- Acadience® Reading K-6 Measures & Implications
- Data Analysis Practice
- Q & A

"The best solution to the problem of reading failure is to allocate resources for early identification and prevention. It is a tragedy of the first order that while we know clearly the costs of waiting too long, few school districts have in place a mechanism to identify and help children before failure takes hold"(Torgesen, 1998, p. 1).

Value: How can a screener help my students?

The data indicates…

- ✓What a child knows
- ✓What skills need focused instruction
- ✓What students may be at risk
- ✓What systematic issues need improvement

Characteristics of a Quality Universal Screener

Valid	Reliable	Diagnostic Accuracy
Standardized	Efficient & Economical	Identify At Risk
	Benchmarks & Cut-Points	

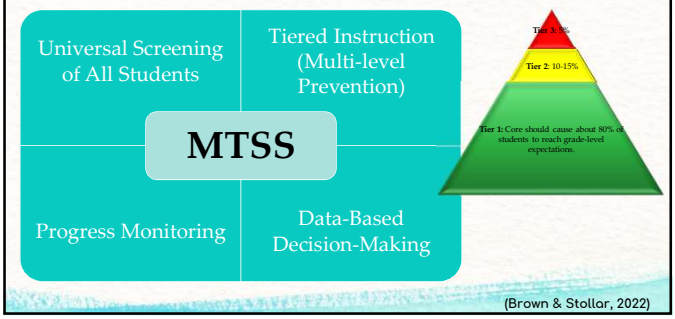
(Stollar, 2021)

Rationale: Why should we use MTSS?

- Prevention of failure instead of waiting to fail
- Improved instruction for all students
- Reduced referrals to special education
- Collaborative systems improvement

(Stollar, 2021)

The Components of MTSS



(Brown & Stollar, 2022)

Reflecting on Screener Data Literacy & Usage

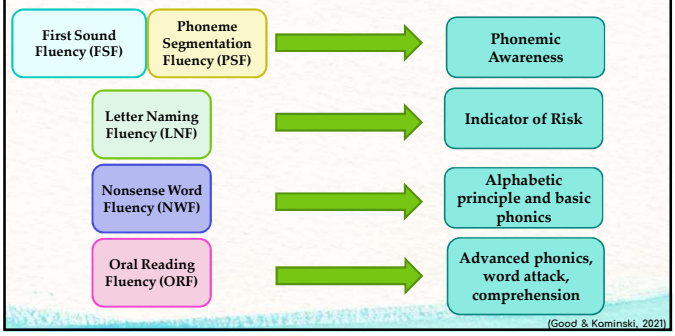
Logistics: Plan for Success

- Training & refreshers
- Administration: Who, how, when?
- Data compilation
- Data analysis and data talks
- Planning for instruction
- School-wide needs & systemic improvement

Acadience® Reading K-6

What essential early literacy skills are measured?

What essential early literacy skills are measured in K-2?



(Good & Kaminski, 2021)

Acadience Reading Measures for K-2

BOY

	K	1	2
FSF	✓		
LNF	✓	✓	
PSF		✓	
NWF		✓	✓
ORF			✓

Acadience Reading Measures for K-2

MOY

	K	1	2
FSF	✓		
LNF	✓		
PSF	✓		
NWF	✓	✓	
ORF		✓	✓

Acadience Reading Measures for K-2

EOY

	K	1	2
FSF			
LNF	✓		
PSF	✓		
NWF	✓	✓	
ORF		✓	✓

What is a benchmark?

- Skill
- Score
- Point in Time

Above Benchmark
- 90-99% probability
- Effective core instruction

At Benchmark
- 70-85% probability
- Effective core instruction

Below Benchmark
- 40-60% probability
- Strategic support

Well Benchmark
- 10-20% probability
- Intensive support

(Good & Kominski, 2021)

Acadience Reading K–6 Benchmarks

Likelihood of Meeting Later Reading Goals	Benchmark Status	Benchmark Status including Above Benchmark	What It Means
>99%		**Above Benchmark** *overall likelihood of achieving subsequent early literacy goals: 90% to 99%*	For students with scores in this range, the odds of achieving subsequent early literacy/reading goals are very good. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
95% 90%	**At or Above Benchmark** *overall likelihood of achieving subsequent early literacy goals: 80% to 90%*		
80%		**At Benchmark** *overall likelihood of achieving subsequent early literacy goals: 70% to 85%*	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading goals. The higher above the benchmark goal, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may require monitoring and strategic support on specific component skills as needed.
70% 60%			
55% 50%	**Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 40% to 60%*	**Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 40% to 60%*	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading goals are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark goal, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading goals. For some students whose scores are close to the benchmark goal, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.
45% 40%			
30% 20% 10% <5%	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 10% to 20%*	**Well Below Benchmark** *overall likelihood of achieving subsequent early literacy goals: 10% to 20%*	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading goals are low. These students likely need intensive support in addition to effective core instruction. These students may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.

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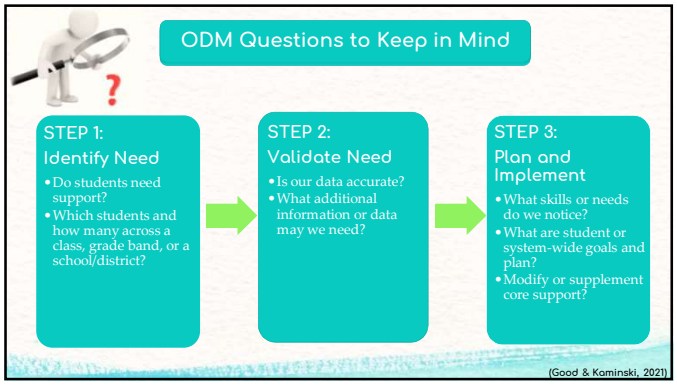
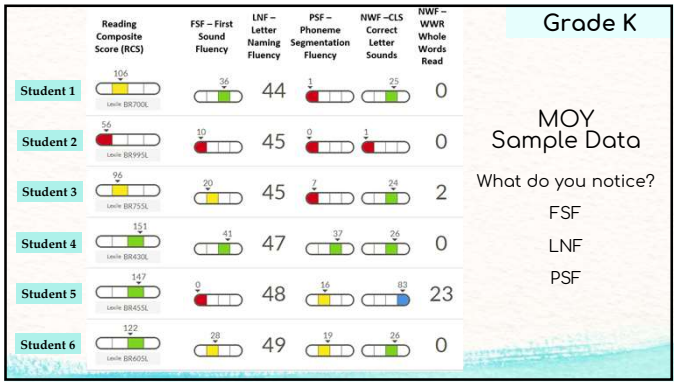
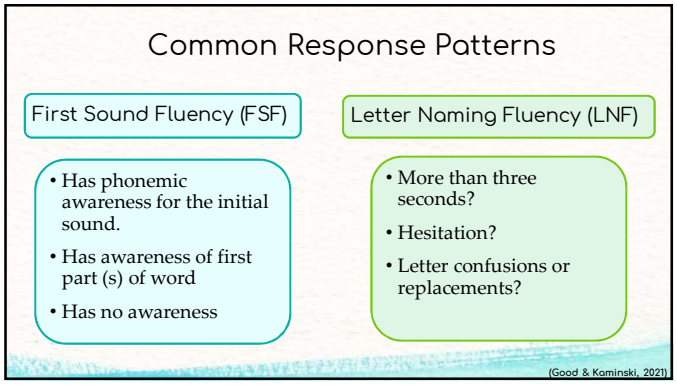
Slide used as a courtesy of Acadience® Learning, Inc.

Data Analysis Practice

How comfortable are you with your K-2 Acadience screener data?


ODM Questions to Keep in Mind
STEP 1:
Identify Need
• Do students need support?
• Which students and how many across a class, grade band, or a school/district?
STEP 2:
Validate Need
• Is our data accurate?
• What additional information or data may we need?
STEP 3:
Plan and Implement
• What skills or needs do we notice?
• What are student or system-wide goals and plan?
• Modify or supplement core support?
(Good & Kominski, 2021)

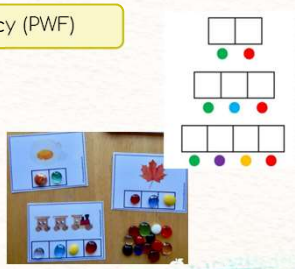

Grade K
Reading Composite Score (RCS)
FSF – First Sound Fluency
LNF – Letter Naming Fluency
PSF – Phoneme Segmentation Fluency
NWF –CLS Correct Letter Sounds
NWF – WWR Whole Words Read
Student 1 106 36 44 1 25 0
Student 2 56 10 45 0 1 0
Student 3 96 20 45 7 24 2
Student 4 151 41 47 37 26 0
Student 5 147 0 48 16 83 23
Student 6 122 28 49 19 26 0
MOY Sample Data
What do you notice?
FSF
LNF
PSF


Common Response Patterns
First Sound Fluency (FSF)
• Has phonemic awareness for the initial sound.
• Has awareness of first part (s) of word
• Has no awareness
Letter Naming Fluency (LNF)
• More than three seconds?
• Hesitation?
• Letter confusions or replacements?
(Good & Kominski, 2021)

Common Response Patterns

Phoneme Segmentation Fluency (PWF)

- Repeats word
- Initial sounds
- Onset rime
- Does not segment
- Adds sounds or random errors



(Good & Kominski, 2021)

Grade 1

	Reading Composite Score (RCS)	NWF –CLS Correct Letter Sounds	NWF – WWR Whole Words Read	ORF – WC Words Correct	ORF – Accuracy	ORF-Retell
Student 1	58	24	6	14	58%	#
Student 2	75	25	9	15	63%	#
Student 3	119	31	7	25	78%	#
Student 4	138	60	15	19	73%	4
Student 5	148	47	16	29	78%	22
Student 6	150	21	2	47	92%	3
Student 7	160	28	9	43	92%	17
Student 8	330	109	35	88	98%	37

MOY Sample Data

What do you notice?

NWF - CLS

NWF - WWR

Common Response Patterns

Nonsense Word Fluency (NWF)

Do not teach nonsense words!!

- Correct sounds
- Fails to recode
- Out of order
- Incorrect sounds
- Tracking
- Consistent errors

(Good & Kominski, 2021)

Grade 2

BOY
Sample Data

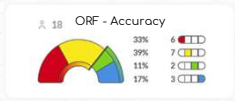
What do you notice?

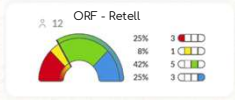
ORF – WC

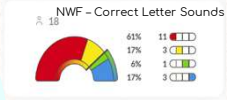
ORF – Accuracy

ORF – Retell

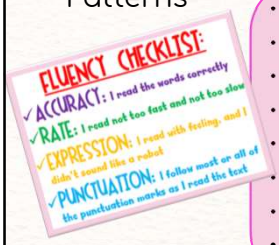
Also, consider this →







Common Response Patterns



Oral Reading Fluency (ORF)

- Phrasing, intonation, punctuation
- Self-correction
- Effective decoding strategies
- Errors preserve or violate meaning
- Omissions or additions
- Errors on HFW, regular, irregular words
- Speed reading
- Quality of retell

(Good & Kaminski, 2021)

Step 2: Validate Need for Support
Gather Additional Data and Information

K-2 educators may also collect the following to help with instructional decision-making:

- Concepts of Print (K)
- Upper case letter ID
- Lowercase letter ID
- Letter Sound ID
- High-Frequency Words
- **Teachers observation**
- **Analysis of response patterns**

These assessments are also helpful:

- PAST (Phonological Awareness Screening Test)
- Phonics and Word-Reading Survey
- Pre-Decoding Skills Survey
- Beginning & Advanced Decoding Survey
- Basic & Advanced Spelling Inventory or Screener

Step 3. Plan and Implement Support

How will we address phonemic awareness and basic advanced phonics skill needs?

How will we address advanced phonics, fluency, and accuracy needs?

- ✓What resources do my K-2 teachers have in hand for this instruction?
- ✓What resources do we need? (materials and human)
- ✓What training do teachers have or need?
- ✓What support do they need to implement the plan?
- ✓How will students be grouped for support?

Forming Initial Groupings: Tier 1 Core instruction includes strategically formed skill groups.

How are they formed?

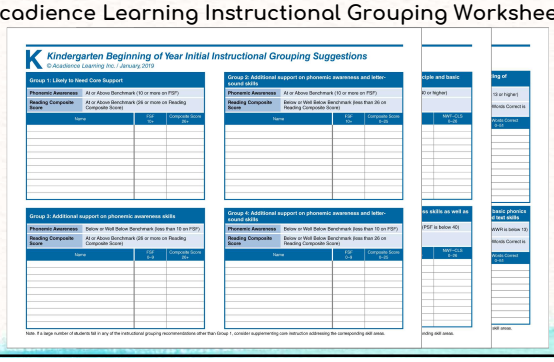
Instructional Grouping Based on Foundational Skills ✓

- Based on screener and other data connected to essential early literacy skills
- Grouping and instruction according to needs for support on specific skills.
- Groups are dynamic and flexible.
- Various activities give repeated practice in PA or phonics skills including use of tokes/manipulatives
- Connected/decodable text and dictation used to reinforce skills.

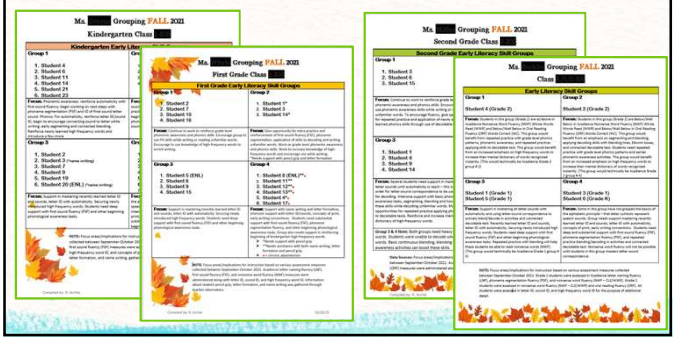
Guided Reading Groups ✗

- Based on reading level – all level As of Cs together.
- Reading predictable text not connected to an appropriate phonics scope and sequence.
- Pushes MSV/3-cueing strategies which reinforces poor reading strategies by directing children away from using phonological skills and encouraging guessing.

Acadience Learning Instructional Grouping Worksheets



Make it Meaningful: Taking Grouping One Step Further



Evidence-Based Instructional Practices – How to Teach

Explicit
- New skills directly modeled
- Students guided to correct response
- Errors receive immediate corrective feedback
- Skills practiced to mastery and automaticity

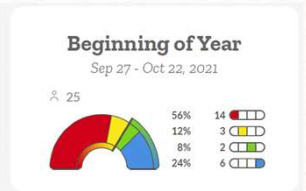
Systematic
- Consistent instructional routines used to guide to correct responses
- Instructional time carefully allocated to maximize time on task
- Cumulative review

Sequential
- Skills taught in order, easier to harder; Pre-requisites taught first
- Component or foundational skills taught directly to support higher-order skills
- Intentional sequence within and across lessons; within and across grades

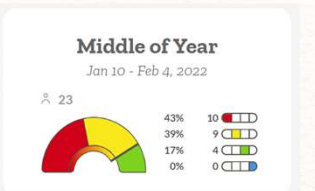
(Stollar, 2020)

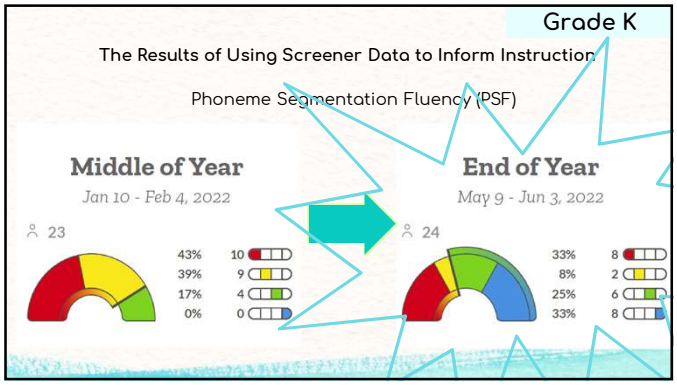
Grade K

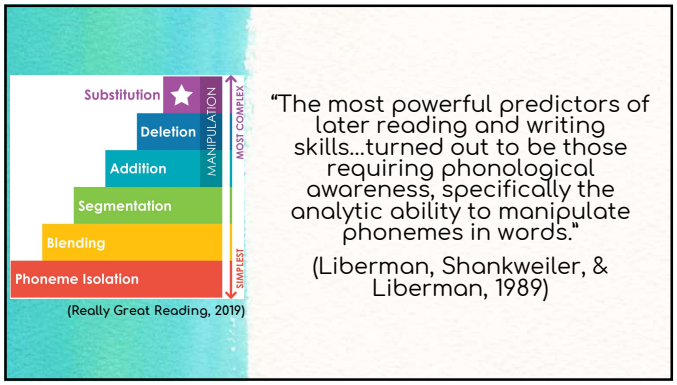
BOY
First Sound Fluency (FSF)



MOY
Phoneme Segmentation Fluency (PSF)




Grade K
The Results of Using Screener Data to Inform Instruction
Phoneme Segmentation Fluency (PSF)
Middle of Year
Jan 10 - Feb 4, 2022
23
43% 10
39% 9
17% 4
0% 0
End of Year
May 9 - Jun 3, 2022
24
33% 8
8% 2
25% 6
33% 8


Substitution
Deletion
Addition
Segmentation
Blending
Phoneme Isolation
MANIPULATION
MOST COMPLEX
SIMPLEST
(Really Great Reading, 2019)
"The most powerful predictors of later reading and writing skills...turned out to be those requiring phonological awareness, specifically the analytic ability to manipulate phonemes in words."
(Liberman, Shankweiler, & Liberman, 1989)

Thank you!
For more info:
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KEEP CALM AND USE SCREENER DATA TO IMPROVE STUDENT OUTCOMES

References:

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