Mid-Year Screener Data Analysis Scenarios

School Profile: Pelican Elementary School is a Title 1 school located in a suburban community in Louisiana. During the 2021-2022 school year, 81% of the students at Pelican Elementary are identified as "economically disadvantaged," 76% are students of color, 17% are students with disabilities, and 3% are English language learners. Teacher turnover is a concern at Pelican Elementary, and 80% of the teachers have five years of teaching experience or less. The school has adopted a high-quality reading curriculum that addresses foundational skills and knowledge building, and there are two school-based literacy coaches whose work focuses exclusively on grades K-2. The school has also recently adopted an intervention program to try to meet the needs of their most struggling readers.

The following table provides a snapshot of their K-2 universal literacy screener data for beginning-of-year (BOY) and middle-of-year (MOY). The figures in the table show the percent of students who are "at or above benchmark."

Pelican Elementary 2021-2022 Screener Data		K		1		2	
		BOY	**MOY**	**BOY**	**MOY**	**BOY**	**MOY**
COMPOSITE		37.7%	38.9%	37.7%	32.45%	57%	55%
First-Sound Fluency		39.5%	48.1%				
Letter Naming Fluency		35.8%	39%	40%			
Phoneme-Segmentation Fluency			39.9%	43.2%			
Nonsense Word Fluency (Correct Letter Sounds)			28.9%	30%	48%		
Nonsense Word Fluency (Whole Words Read)					35.1%	65%	
Oral Reading Fluency	Words Corr.				22.6%	53%	53%
	Accuracy				24.1%	55%	57%
	Retell					53%	55%
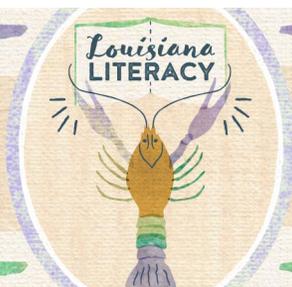
Overall Reflection Questions

1.)   Review the changes from BOY to MOY for each grade level. What do you notice?

IDEAL RESPONSE: Overall, there was slight growth in kindergarten, a slight decrease in second grade, and a fairly significant drop in first grade. When we dig deeper into the first grade data, we notice that while there was some improvement in NWF-CLS, oral reading fluency scores are very low. Only 22% of first graders are "at benchmark."

2.)   Do you notice any school-wide areas of need? Grade-specific areas of need?

IDEAL RESPONSE: Oral reading fluency is a concern. While there is a big jump in the percent of students "at benchmark" from first to second grade, only approximately 55% of second grade students are "at benchmark" at mid-year. First grade is probably the biggest concern because so few students are reading fluently. As a leader, spend some time focusing on what teachers are doing during small group instruction. Are they supporting students' reading fluency? Are they helping them shift from learning phonetic skills in isolation to applying them while reading?

3.)   For these identified areas of need, how/where are they addressed in the curriculum? *Be as specific as possible*.

IDEAL RESPONSE: The curriculum provides ample opportunities for teachers to listen to students read and provide feedback on their reading. Make sure to observe lessons during the small group segment of a lesson and note what the teachers are doing to support students' reading fluency. The curriculum also provides opportunities for students to engage in independent and partner reading. Ensure that these opportunities are being used as designed.

4.)   Consider a reasonable goal for EOY improvement (i.e., at least 10% more students will have a composite that is "at or above benchmark" in each grade level). As a leader, what specific steps can you take to target the identified areas of need? How can you leverage the resources at your school (coaches, interventions, etc.) to support you in achieving this EOY goal? What will you do to monitor your progress to ensure you are on track to achieve this goal?

IDEAL RESPONSE: As a leader, consider setting a goal that at least 75% of students are reading "at benchmark" by the end of the year. Begin by reviewing this information with the instructional leadership team (assistant principals, master teachers, literacy coaches), and give them guidance on how they should be spending their time to support this work. Set goals to observe all teachers during small group reading time and provide feedback on their small groups *and* the work that students are doing independently. Literacy coaches can be directed to help teachers analyze their daily formative assessment data and deliver targeted instruction to address these needs. Aim to meet weekly to discuss progress.
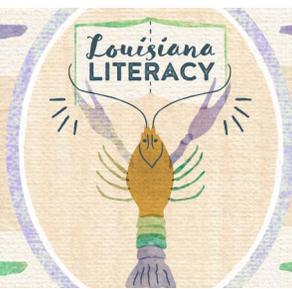
Teacher Scenarios

Ms. Perkins is a first grade teacher in her third year of teaching. She is always prepared for her lessons and seems knowledgeable about the curriculum and its components during collaborative planning sessions. Mr. Frye is a veteran teacher, and has been teaching first grade at Pelican Elementary for 11 years. He is also always prepared and seems knowledgeable about the curriculum and its components. He is currently serving as your school's Literacy Content Leader. Screener data for their classes are provided in the table below. For comparison, school and district data are also provided:

	COMPOSITE		LNF		PSF		NWF-CLS		NWF-WWR		ORF	
	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY	BOY	MOY
Ms. Perkins' First Grade Class	41.5%	18%	42%		50%		40%	24%		18%		15% (WC) 22% (Acc)
Mr. Frye's First Grade Class	40%	40%	44%		48%		34%	34%		34%		34% (WC) 34% (Acc)
Pelican Elem. First Grade	37.7%	32.45%	40%		43.2%		30%	48%		35.1%		22.6% (WC) 24.1% (Acc)
District	58.2%	50.4%	53.4%		56.2%		48%	55%		52.4%		44.4% (WC) 48.6% (Acc)

1) As a leader, you meet with each teacher independently as part of a quarterly data review process. When you review these data with Ms. Perkins, she is visibly upset and says that she is surprised that so many of her students are now below benchmark. She wants to see growth in her students, but she doesn't know what she is doing wrong as she feels as though she is implementing the curriculum with fidelity. What additional questions might you ask Ms. Perkins to deepen your shared understanding of why her scores are falling? As a leader, what might you do to target your support based on the information provided here? *Be as specific as possible*.

IDEAL RESPONSE: Leaders will notice that Ms. Perkins scores in all areas have dropped considerably. While her BOY scores slightly exceeded the grade-level average, they have dropped by double-digits on each measure at MOY. Leaders will also note that Ms. Perkins states that she is surprised by the findings, indicating a discrepancy between what she knows (or doesn't know) about her students' learning and their scores on this screener. Leaders should determine if the teacher is collecting and analyzing daily formative assessment data to develop a clear sense of her students' daily learning. If she is not, the leader/coach can support the teacher in creating a system to collect and analyze formative assessment data daily and provide targeted support to each student to ensure growth. As she becomes proficient in regularly collecting and analyzing these data, the leader/coach can support her in identifying curriculum-aligned supports to target specific student needs.

Questions for Ms. Perkins:

1) Why are you surprised by these scores?
2) Do these scores align with your daily observations/formative assessment data?
   a) How do you keep track of student data?
3) In terms of literacy instruction, what do you see as the biggest need based on your analysis of these data?

Specific Actions:

Make a point to observe each of the different components of a reading lesson - phonemic awareness, phonics, and fluency - as there are gaps in each of these areas. Reflect on her implementation of these components. Is she collecting data? Is she correctly implementing the different components? The biggest concern is that Ms. Perkins does not have a clear sense for what her students' know. It's difficult for her to target her students' needs if she doesn't know what they are.

2) In your meeting with Mr. Frye, he is concerned by the number of students who remain below benchmark, but he says he's not surprised. The screener data directly aligns with the formative data he collects each day. He communicates that he also wants to see growth in his students. What additional questions might you ask Mr. Frye to deepen your shared understanding of why 40% of his students are not at benchmark. As a leader, what might you do to target your support based on the information provided here? *Be as specific as possible.*

IDEAL RESPONSE: Leaders will notice that while Mr. Frye's scores were slightly higher than the grade level average for his school at BOY, they have remained stagnant from BOY to MOY. In certain areas (NWF - CLS & WWR), his scores are now significantly lower than the school average. Leaders will also notice that Mr. Frye was not surprised by the scores. This could indicate that he is keeping track of student data using daily formative assessments. Leaders may seek to access this data to support him in his analysis, and ask him how he uses this information to drive future instructional decisions.

1) Why aren't you surprised by these scores?
2) What additional supports are you providing your students based on the data you collect each day?
3) In terms of literacy instruction, what do you see as the biggest need based on your analysis of these data?

Specific Actions:

Given that Mr. Frye's students are not moving into higher benchmark categories, it's likely that the support he is providing outside of the core curriculum is not as effective as it could be. With the instructional coach, I would assist him in developing curriculum-aligned supports to grow his students into higher benchmark categories. In addition, I would be especially mindful of what is happening during the phonics portion of his lesson - is he utilizing all of the multisensory activities to introduce phonemes and graphemes?