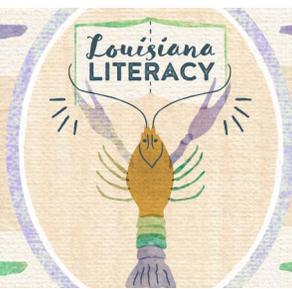


Mid-Year Screener Data Analysis Scenarios

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%



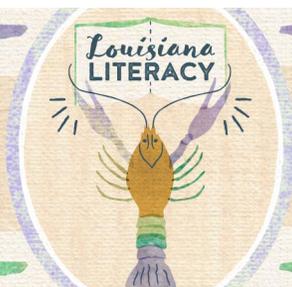
Teacher Scenarios

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.*



- 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.*