



Session 2: Using Screener Data to Support Literacy Growth

Mission

Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher who is supported by leaders and families.



**LITERACY
GOALS**



**EXPLICIT
INSTRUCTION,
INTERVENTIONS,
AND EXTENSIONS**



**ONGOING
PROFESSIONAL
GROWTH**

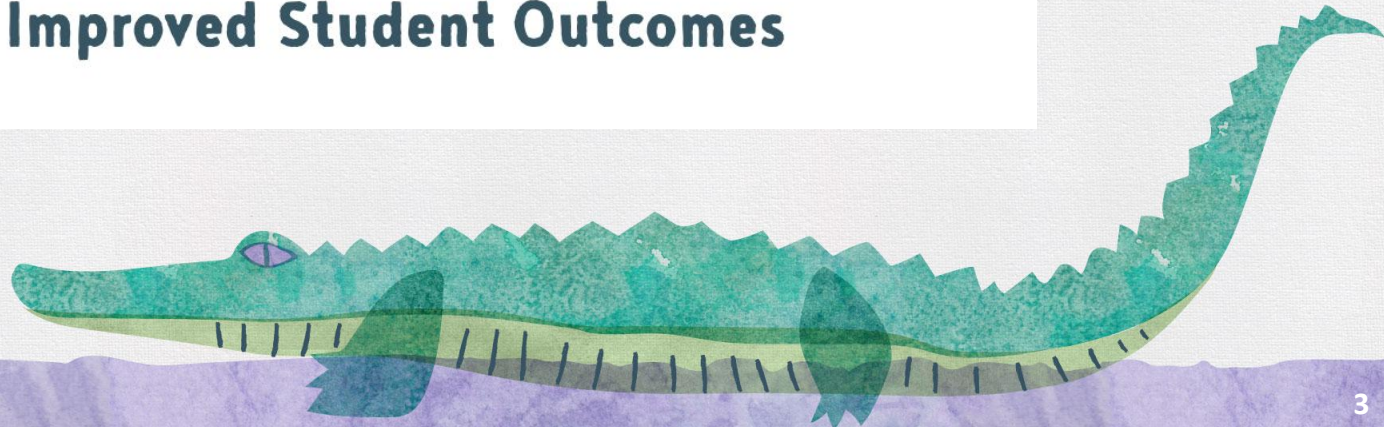


**FAMILY
LITERACY
ENGAGEMENT**

Active Implementation Formula



Improved Student Outcomes



Outcome

- Participants will be able to:
 - understand what the indicators of the literacy screener look like and how to develop student proficiency within their High Quality Instructional Materials.

The Why

- Universal Screening has become mandatory at K-3 schools, and is a part of teacher accountability.
- It is not always clear how the core curriculum addresses the skills assessed in the screener(nonsense words).

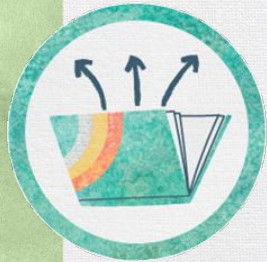


Screeners and Diagnostics for all Students

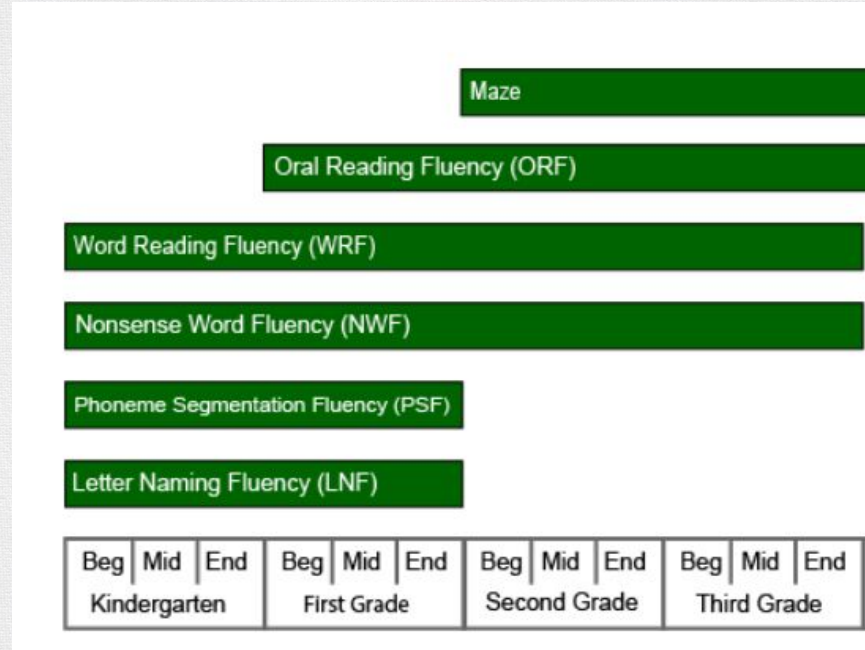
- Reminder: All topics discussed today will apply to all grade levels, although there is a target audience for each. Screeners, diagnostics, planning with data in mind, and comprehension and fluency practice are applicable to grades K-12.

Indicators for K-3

- **Letter-Naming Fluency:** A measure of student's ability to rapidly name letters.
- **Phoneme Segmentation Fluency:** a measure of how rapidly students can identify the sounds heard in words.

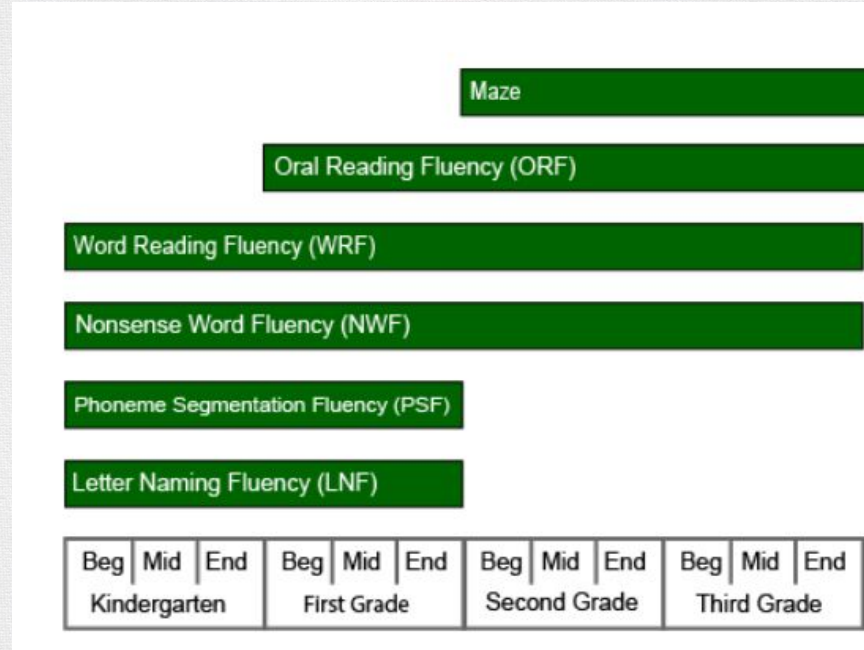


Receive New Learning



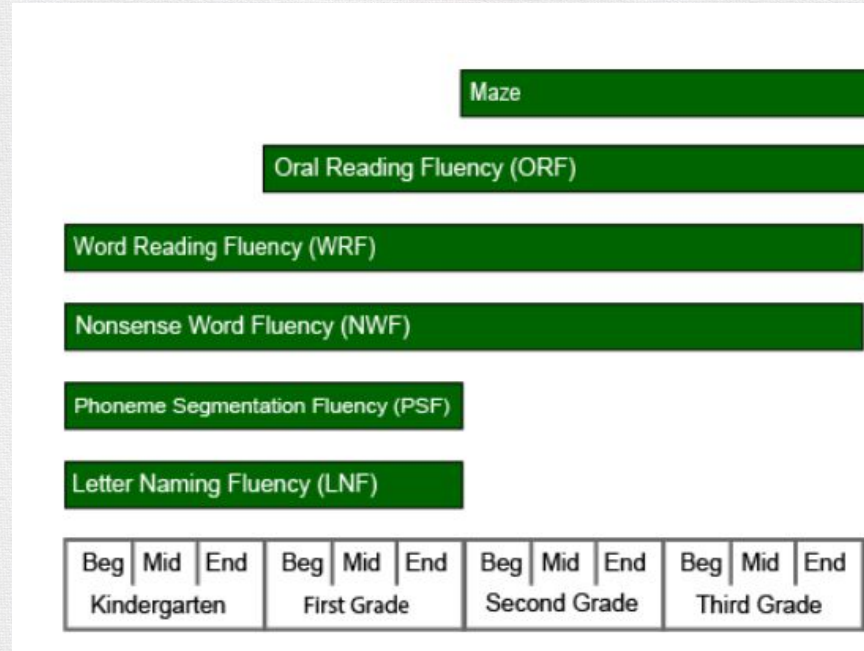
Indicators for K-3

- **Nonsense Word Fluency:** A measure of students' ability to apply learned code-knowledge by decoding words with no meaning.
- **Word Reading Fluency:** a measure of students' automaticity in applying code-knowledge by reading high frequency words with meaning.



Indicators for K-3

- **Oral Reading Fluency:** A measure of students' reading fluency. Students read passages and their reading rate and accuracy are compared to national, grade-level norms.
- **MAZE:** a measure of students' reading comprehension. Students read a short passage and fill in missing words by identifying words that make the most sense.
- **Fourth grade students will be screened in ORF and MAZE as well.**



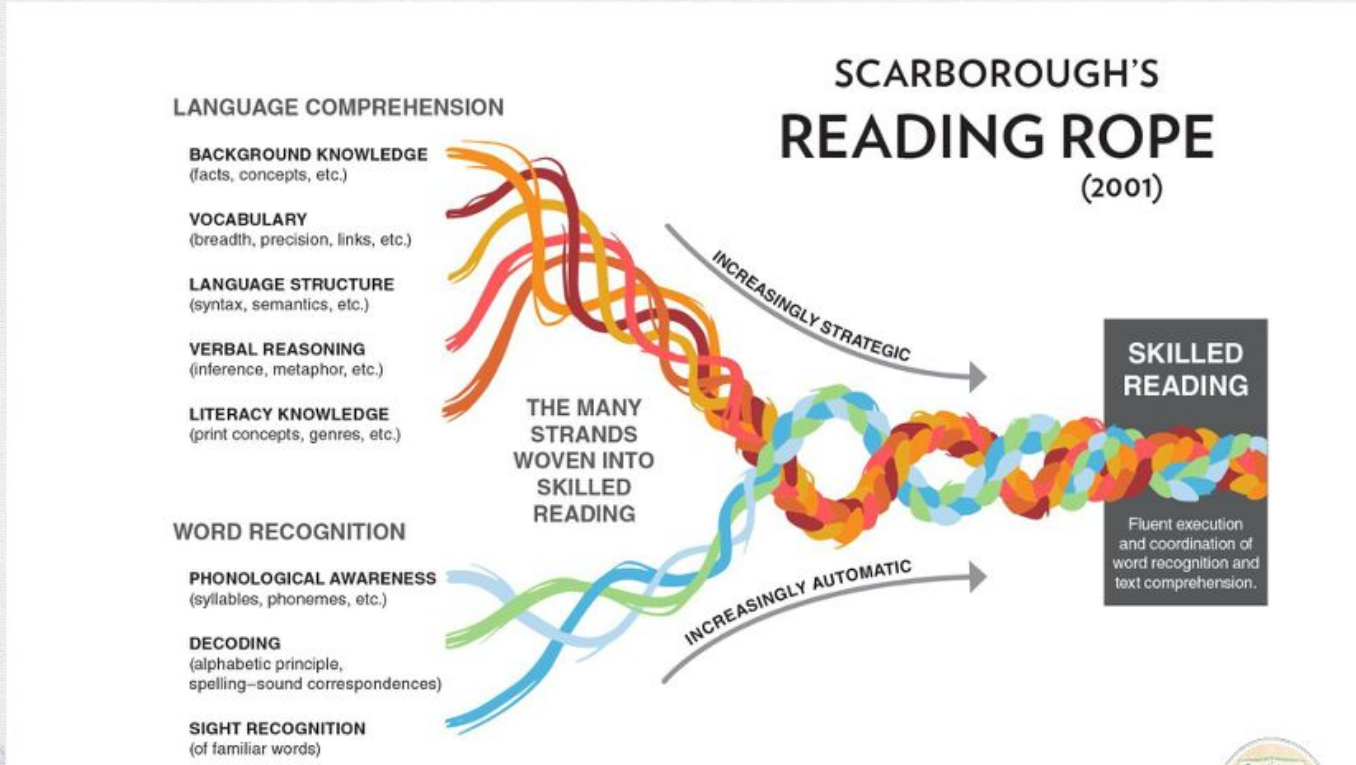
Setting Goals

- Setting meaningful goals for student progress is a way to ensure that your work is effective in supporting students' literacy growth.
- The **literacy screener** will be a valuable tool for setting long-term goals for student growth.
- For grades K-3, **Zones of Growth** can provide educators with an easy way to set individualized literacy goals, review growth percentiles, and evaluate students' progress.
- For grades 1-12, goals can be established using the [Hasbrouck and Tindal \(2017\) Oral Reading Fluency norms](#). A common goal is to ensure all students read at the 50th percentile for their grade level with at least 95% accuracy. These goals can be adjusted as students are progress monitored.

Monitoring Goals

- Once baseline benchmark data has been entered in the data platform, **Zones of Growth** will help you to identify an individualized learning goal for each student.
- You will select the desired rate of growth (i.e., average, above average, or ambitious growth), and the system will automatically calculate the corresponding learning goal relative to the student's baseline score. It will also indicate whether the specified rate of growth is sufficient to reach the end of year benchmark goal.
- When using the Hasbrouck and Tindal norms (2017), you will assess reading fluency weekly or bi-weekly to determine whether or not a student is making satisfactory progress.
- After each progress monitoring cycle, you should determine if your students are making satisfactory progress towards achieving the set goals.

How the Measures Align to Scarborough's Reading Rope



What the Measures Look Like Inside Our Daily Lessons

- Review Lesson 4.
- What skills are addressed in the lesson?
- Where do you see the skills reflected in the screener measures?
- How can you determine if students have mastered the skills introduced in the lesson?



What the Measures Look Like Inside Our Daily Lessons

- Review the *skills* introduced in the lesson (there will be multiple that cover different strands of the reading rope and different measures of the screener).
- Consider which lesson components are designed to support students' success with different screener measures (i.e., listening for sounds in words supports students in phonemic awareness indicators such as phoneme segmentation fluency; learning and applying new spelling patterns supports students' phonics skills such as nonsense word fluency; reading practice supports students' oral reading fluency.)
- Daily formative assessments aligned to each component of a lesson will provide you with relevant information on a students' progression to mastery on each of the indicators of the screener.

Targeting Measures in Small Groups

- If a student has needs in areas that are no longer addressed in the whole group lesson, or if a student or group of students struggled to master the content introduced in a lesson, you can find resources to target the skills for which students may need additional support.
 - If a student struggles to apply the newly learned /ar/ spelling pattern, additional resources aligned to /ar/ can be found in the Additional Supports aligned to each lesson and/or the Assessment and Remediation Guide (CKLA).
 - You may also refer to previously addressed skills in earlier Microphases as needed (Expeditionary Learning).

What the Measures Look Like Inside Our Daily Lessons: 3rd Grade with a Need for Fluency

3rd Grade Lesson from *Stories Julian Tells*:

Adjustments and differentiation for whole-class lessons:

- Lesson 1: Student (Listen to and follow along with the read aloud of the *Fantastic Flying Books of Mr. Morris Lessmore*.) How to target fluency here?
 - ensure students are tracking with eyes and/or fingers to ensure words begin to be mapped as read
 - possible choral or echo reading of certain sections
 - partner read certain paragraphs/sections after initial read
- Lesson 2: Student (Re-read the text from previous day to answer the questions pertaining to details of text.) How to target fluency here?
 - inform students that there is a different purpose for reading today and why that's important
 - explain to students exactly what reading a text does for fluency and how it helps them

What the Measures Look Like in Our Daily Lessons: 3rd Grade: Small Group

- Fluency practice in a small group
 - Model what good reading looks and sounds like
 - Set a purpose for reading that day: prosody, retelling, grammar elements, etc.
 - Flexible groupings based on ability, no more than 5 students per group
 - Moving towards timed readings
 - **Help students set goals and track fluency progress**
 - Pull fluency passages from the curriculum, or when not available search other sites ([Achievethecore](#), [ReadWorks](#), [newsela](#), etc.)
 - Make a piece of the text a fluency passage if it is a high-leverage piece
 - Search for grade level and topics as close to text in the curriculum as possible (build fluency and background knowledge simultaneously)
 - Example: *Stories Julian Tells*: Searched for 3rd-grade, fiction, books and found [Fantastical Elements](#)

Preparing for this Work

- Consider the process we just went through to plan instruction around the measures in the screener.
- Reflect on what indicators your students struggled with last year or predict what students might need more support with this coming year.
- What resources will you need? What are some ways you can add direct and explicit instruction to your whole group lessons?
- What will explicit and direct small group instruction look like for those skills?



**Internalize
& Practice**

Support for Coaches Through This Process

- **Communities of Practice(COPs)** for next school year will start around this work.
- **COPs** will be held every third Thursday of the month. Dates listed to the right.
- **COPs** will provide coaches with various **research, resources and strategies** to support teachers with utilizing screener data through **professional** and **collaborative** learning structures.

Aug 17, 2023
Sep 21, 2023
Oct 19, 2023
Nov 16, 2023
Dec 21, 2023
Jan 18, 2024
Feb 15, 2024
Mar 21, 2024
Apr 18, 2024
May 16, 2024

COP Interest Form

Use QR code to sign up.



Coaching Layers of support

- 1) Individual Planning/Coaching
- 2) Collaborative Planning/Coaching
- 3) Professional Learning Communities
- 4) Professional Development and Workshops
- 5) Assessment & Data Support
- 6) Schoolwide Initiatives
- 7) Research & Resources Support

Next Steps



**Implement
Learning**

- What are your next steps to start with the process or continue where you are?
- Create a list of next steps, and let us know if we can help facilitate any part of the process.



**Assess
Impact**

- Look at your curriculum assessments and progress monitoring data throughout the year to determine the effectiveness of your planning.
- Analyze MOY data to determine what adjustments to make at the midway point.

Resources

For more resources on the literacy screener and goal setting:

- [Literacy Landing Page](#)
- [Literacy Library](#)
- [LIFT](#)
- [DIBELS](#)
- [Setting and Monitoring Literacy Goals](#)



Questions/Comments



Contact us if you have any questions or comments at louisianaliteracy@la.gov.