



PUBLIC SCHOOLS of **BROOKLINE**



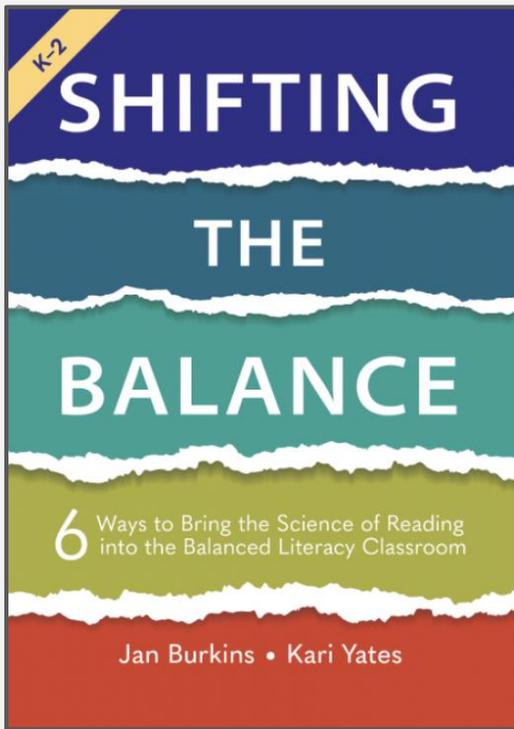
Office of Teaching and Learning Literacy Update - November 21, 2022



Literacy in K-8- Responsiveness to Student Needs

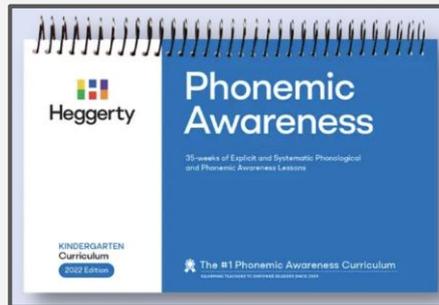
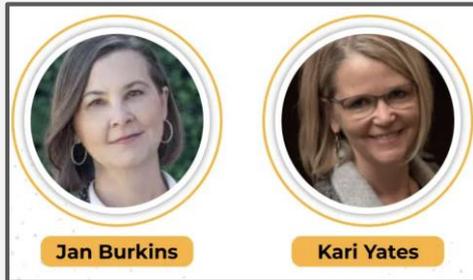
- Foundations (K-2)
- Spelling connections (grades 3-5)
- Heggerty Phonemic Awareness Curriculum (pilot)
- Decodable texts for use in primary settings; provide professional support for their use
- Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom by Dr. Jan Burkins and Kari Yates
- Broadened book collections with a focus on culturally responsive texts
- Continued expansion of intervention practices (Foundations K-3, Heggerty, Small Group Targeted Instruction)
- Collaborative Professional Learning and Growth for Educators
- Assessment
 - Foundations Unit Tests
 - Spelling Connections
 - mCLASS





6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom

SHIFT 1	Rethinking How Reading Comprehension Begins
SHIFT 2	Recommitting to Phonemic Awareness
SHIFT 3	Reimagining the Way We Teach Phonics
SHIFT 4	Revising High-Frequency Word Instruction
SHIFT 5	Reinventing the Ways We Use MSV
SHIFT 6	Reconsidering Texts for Beginning Readers



Agenda



Why and how did PSB adopt an Early Literacy Universal Screener?

- Guidelines from DESE
- PSB's process of choosing an Early Literacy Universal Screener

PSB's Implementation of mClass Screener in SY 2022-2023

- Outline of Subtests
- Teacher Support

How is PSB currently exploring the data from the Early Literacy Universal Screener and considering how it will inform instruction and intervention?

- Using Data from the mClass Screener in SY 2022-2023

The Importance of Universal Screening for Early Literacy

All schools serving students in grades K–2 should conduct literacy screenings with an appropriate assessment. (SECTION 1. Chapter 71 of the General Laws)

- The Massachusetts Dyslexia Guidelines state, "screening students for risk of dyslexia and other reading disabilities is one essential process in preventing reading difficulties" (MA Dyslexia Guidelines, pg. 22).

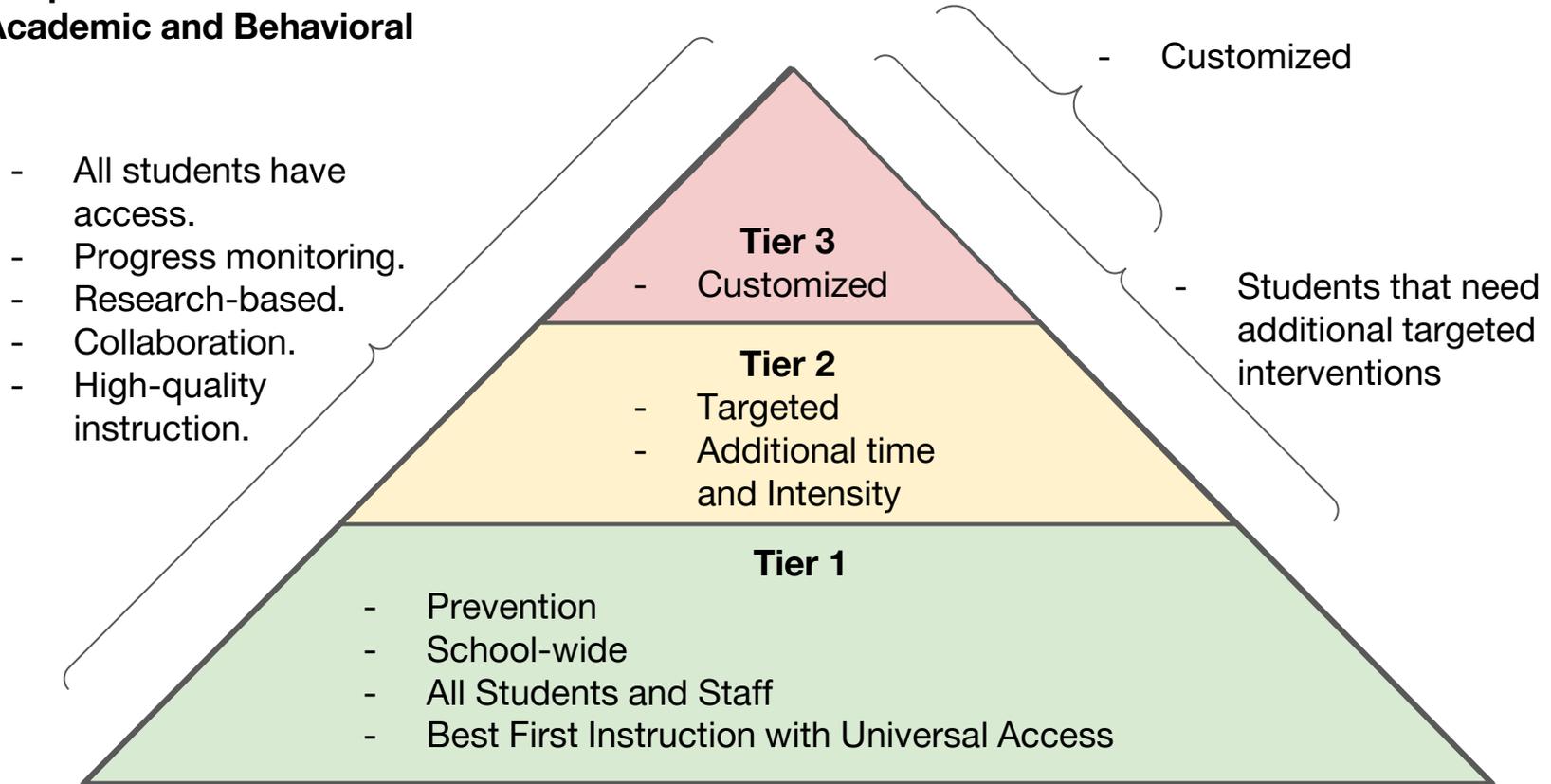
Through screening, educators collect and analyze reliable and valid data on the most predictive literacy skills, making it possible to identify each student's risk of experiencing reading difficulties.

Using an MTSS model, educators can use this data to inform instructional pacing, intensity, differentiation, and targeted intervention and to determine if additional assessment is needed (MA Dyslexia Guidelines).



Relation to MTSS/RTI

Response to Instruction and Intervention Academic and Behavioral



PSB's Process of Choosing an Early Literacy Universal Screener in SY2021-2022

September	<ul style="list-style-type: none">- Identify working group to interpret and implement the Dyslexia Guidelines
October	<ul style="list-style-type: none">- Understand the purpose of the State Dyslexia Guidelines- Determine criteria for identification of a district screener
November	<ul style="list-style-type: none">- Use criteria to identify 3 screeners for further review
December	<ul style="list-style-type: none">- Engage stakeholders in literature review and product review of selected screeners Reading Specialists, Educators, Special Educators
January-March	<ul style="list-style-type: none">- Identify screener based on feedback- Create implementation plan<ul style="list-style-type: none">- Identify protocols to implement based on student outcomes- Identify supports for students who are identified at risk- Identify pilot CST Teams, self selected teachers
April-June	<ul style="list-style-type: none">- Select screener and provide identified teachers with accounts to use as a “sandbox”

Universal Screener Evaluation

“Is this tool a good match for PSB?”

Tool	Number of Responses	Outcomes
DIBELS- mClass	22 total	100% Strongly or Slightly Agree
Early Bird	24 total	54% Strongly or Slightly Agree 21% Neither Agree or Disagree 25% Slightly Disagree
iStation	22 total	32% Strongly or Slightly Agree 23% Neither Agree or Disagree 9% Slightly Disagree 36% Strongly Disagree

Universal Screener Evaluation

"This tool will allow me to better understand the needs of students who are "flagged."

Tool	Number of Responses	Outcomes
DIBELS- mClass	22 total	100% Strongly or Slightly Agree
Early Bird	24 total	88% Strongly or Slightly Agree 12% Neither Agree or Disagree
iStation	22 total	59% Strongly or Slightly Agree 27% Neither Agree or Disagree 9% Slightly Disagree 5% Strongly Disagree

Universal Screener Evaluation

“The data will help support me in grouping students based on need.”

Tool	Number of Responses	Outcomes
DIBELS- mClass	22 total	100% Strongly or Slightly Agree
Early Bird	24 total	83% Strongly or Slightly Agree 8% Neither Agree or Disagree 4% Slightly Disagree 4% Strongly Disagree
iStation	22 total	59% Strongly or Slightly Agree 27% Neither Agree or Disagree 9% Slightly Disagree 5% Strongly Disagree



What is the mClass Screener?

The mClass Screener is a Universal Screener in compliance with Massachusetts' State Dyslexia Guidelines.

It is **PREDICTIVE** of poor reading outcomes not **DIAGNOSTIC** of a reading disability.



mClass Subtests	PURPOSE
Letter Naming Fluency (LNF)	Provides a measure of risk for reading achievement. (K,1)
Phonemic Segmentation Fluency (PSF)	Assesses students' phonemic awareness skills and their ability to fluently segment 2-6 phoneme words into their individual phonemes. (K,1)
Nonsense Word Fluency (NWF)	Assesses students' ability to decode words based on the alphabetic principle. (K-3)
Word Reading Fluency (WRF)	Assesses students' ability to read a list of words accurately and fluently.(K-3)
Oral Reading Fluency (ORF)	Assesses students' ability to read words in connected text. (1 and on)
Maze	An assigned subtest that assesses students' ability to make meaning from a text. Only students in Grade 2 are administered this subtest. (2 and up)
Spelling	An additional assigned, untimed subtest where students are asked to spell 12 words that cover the grapheme/phoneme correspondences students are expected to learn over the school year.
Rapid Automatized Naming (RAN)	An additional assigned subtest where students are asked to name numbers aloud. It provides an indication of retrieval of phonological information.

PSB's Implementation of mClass Screener SY2022-2023

September	<ul style="list-style-type: none">- Amplify provides training for PSB's K-2 staff and Literacy Teams (literacy specialists and coaches)- ELA Department puts out additional support for training the K-2 Staff (i.e. teacher partnerships, collab time sessions, an administration/scoring slide deck)
October	<ul style="list-style-type: none">- Teacher partnerships assessed students in the BOY (Beginning of the Year) assessment window- Literacy Teams led school-based data meetings during a faculty meeting
November-December	<ul style="list-style-type: none">- Literacy Teams are supporting teachers with Tier 1 instruction (i.e. Heggerty Phonemic Awareness Curriculum pilot, using decodable texts)
January	<ul style="list-style-type: none">- Teacher partnerships will reassess students in the MOY (Middle of the Year) assessment window- Literacy Teams will lead school-based data meetings during a faculty meeting
February-April	<ul style="list-style-type: none">- Literacy Teams will continue to support teachers with Tier 1 instruction- mClass data will be considered and discussed during intervention selection meetings
May	<ul style="list-style-type: none">- Teacher partnerships will reassess students in the EOY (End of the Year) assessment window
June	<ul style="list-style-type: none">- Determine the assessment windows for SY 2023-2024



Feedback from K-2 Teachers about Teacher Partnerships

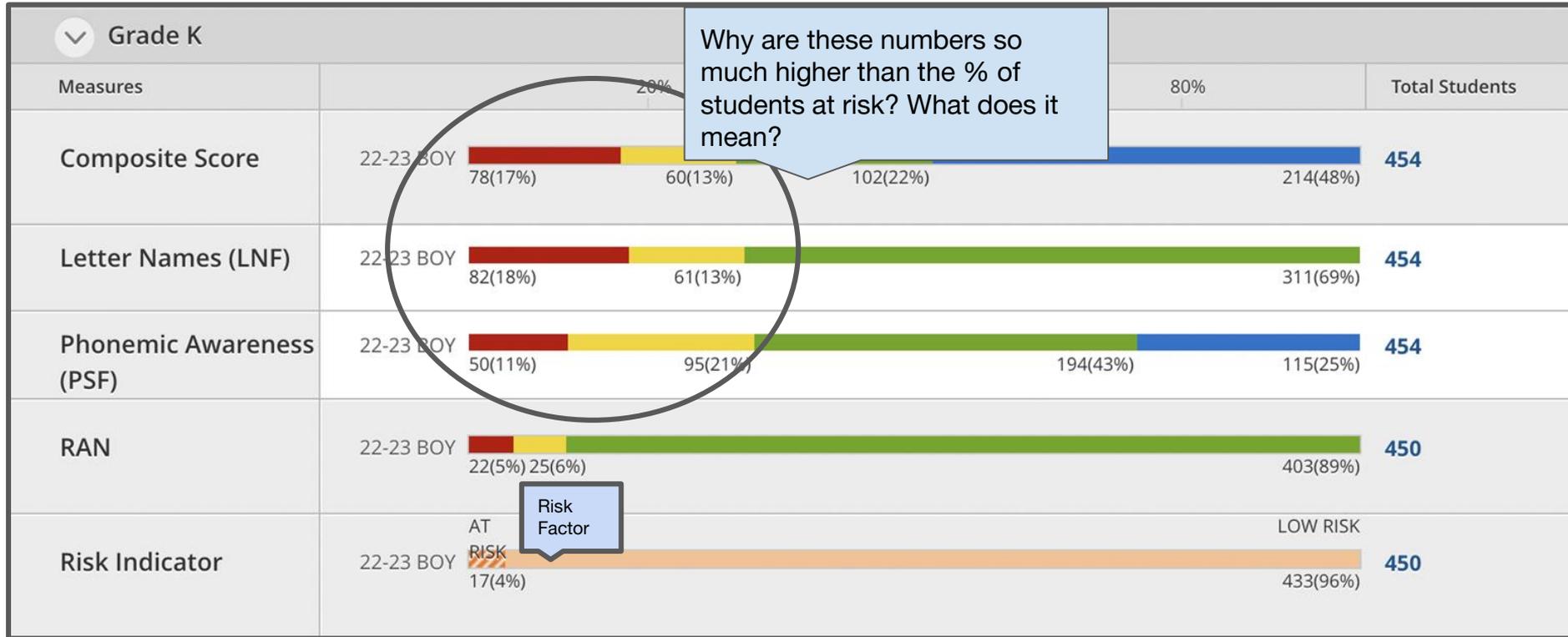
“They were so helpful during the process. I was able to watch a good number of my students being assessed. Looking at the data and talking about what it means for our students.”

“They actively listen, support teachers by training and administering assessments, available to discuss results and plan supports!”

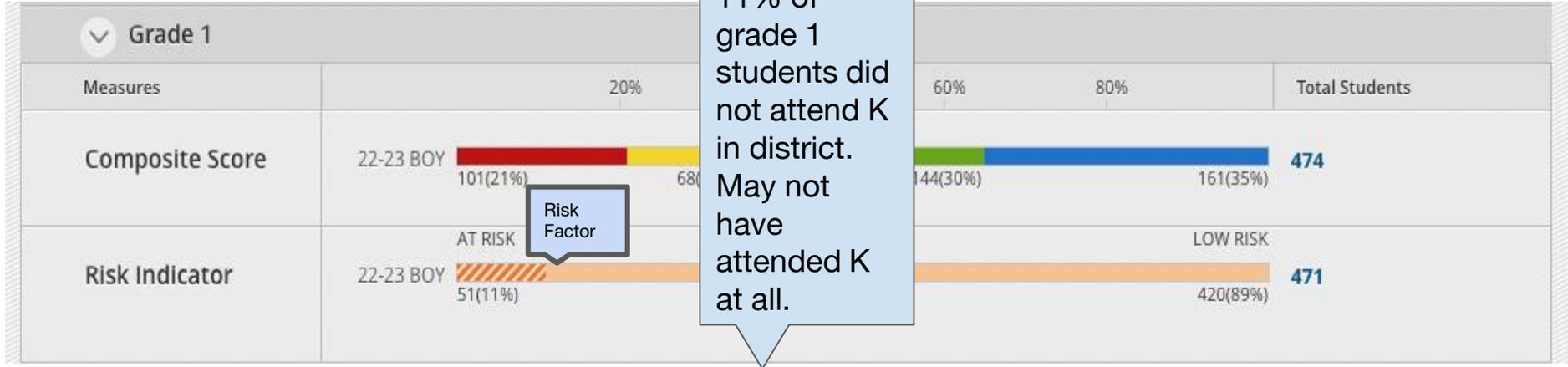
“It was great to be able to observe our reading specialist testing students and then to be able to try the test out on students myself. Presentations by the literacy team have been very clear and concise - not overload.”



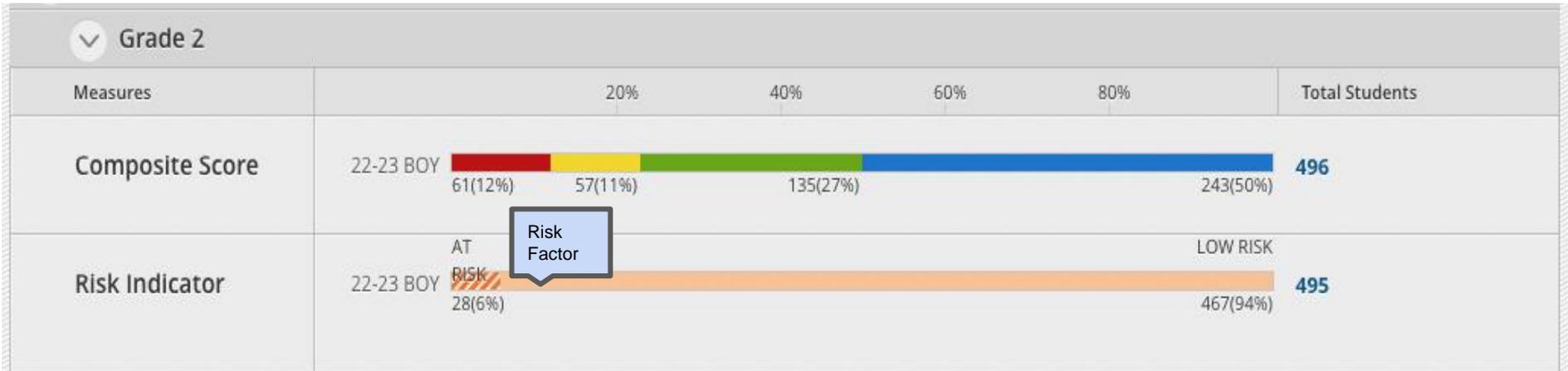
Beginning of the Year Data K



Beginning of the Year Data Grade 1



Beginning of the Year Data Grade 2



How are we using the BOY data from the mClass Screener?

- Any student identified as “at risk” is being supported by Tier 1 instruction
- Literacy specialists and coaches are supporting classroom teachers with implementation of Heggerty Phonemic Awareness Curriculum and the use of decodable texts
- School-based data meetings took place on Tuesday, October 25 from 2:45-3:45



Questions

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The Importance of Universal Screening for Early Literacy

- Through screening, educators collect and analyze reliable and valid data on the most predictive literacy skills, making it possible to identify each student's risk of experiencing reading difficulties.
- Using an MTSS model, educators can use this data to inform instructional pacing, intensity, differentiation, and targeted intervention and to determine if additional assessment is needed ([MA Dyslexia Guidelines](#)).

Approved Early Literacy Universal Screening Assessments

DESE identified an Approved set of screeners to support district selection

Approved Early Literacy Universal Screening Assessments

Approved: Meets Expectations

The following early literacy universal screening assessments met all DESE's required criteria in the 2022 review. These assessments are currently approved.

DIBELS 8th Edition from University of Oregon

Can be used with DIBELS 8 Data System (DDS), offered through [Amplify](#)

▶ Highlights and Challenges

EarlyBird from EarlyBird Education

▶ Highlights and Challenges

mCLASS from Amplify

▶ Highlights and Challenges

Approved: Partially Meets Expectations

The following early literacy universal screening assessments met many criteria and did not meet in at least one area in the 2022 review. These assessments are currently approved.

Acadience Reading K–6 from Voyager Sopris Learning

▶ Highlights and Challenges

i-READY from Curriculum Associates

▶ Highlights and Challenges

MAP Reading Fluency from NWEA

▶ Highlights and Challenges

PSB's Process of Choosing an Early Literacy Universal Screener in SY 2021-2022

The Universal Screener Working Group identified a Brookline criteria for screener selection which included:

- Defined subtests based on Dese Guidelines
- Identified other areas of reading where they might want more data
- Defined key "user friendly" features



Approved Early Literacy Universal Screening Assessments

The following early literacy universal screening assessments were identified by the district for review.

*At the time these assessments were approved as MEETS EXPECTATIONS.

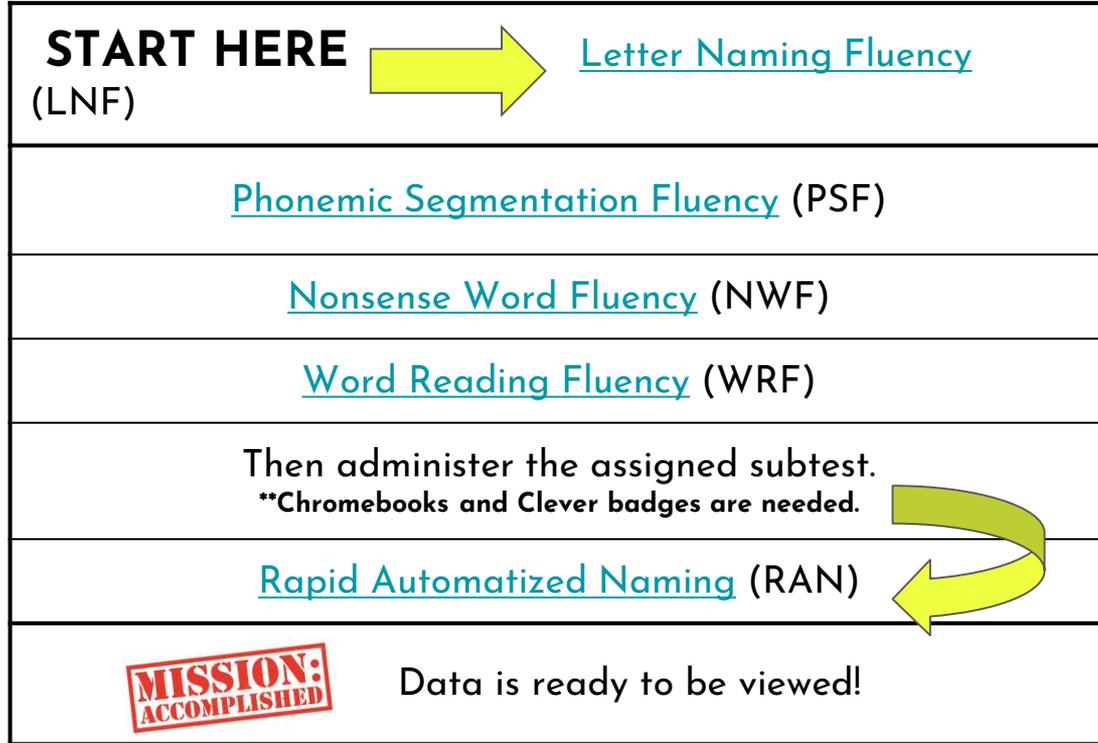
- Early Bird from Early Bird Education
- mClass from Amplify: includes DIBELS 8th Edition
- iStation

(*iStation is no longer on the approved list)

Anecdotal Data

DIBELS mClass	Early Bird	iStation
<p>Teacher: I liked the lay out, the groupings that are suggested and the next steps. I think the overall design is user friendly and for students, teachers, and families.</p> <p>Literacy Specialist: I think the tool is very clear and manageable. The data and progress monitoring are user friendly. I think this assessment would give us very useful information for flagging students, designing intervention, and progress monitoring. I also like that it is teacher administered - for this age group I think that makes sense and it is good for teachers to get this information first hand rather than through the data system. This assessment would be a great addition to PSB!</p> <p>Special Educator: I appreciate that the program interface, the amount of information you can get that's easy to navigate, that it groups, and that it allows for data driven decision making. I also like we get the universal screener as well. I've used DIBELS in the past and found it very useful and got a lot of good information from it.</p>	<p>Teacher:The interface is user friendly , pleasing to the eye , and is great for students who are not reading yet. There's a repeat button. It does not feel like an assessment and it seems like students will have a good time with it (not feel like they had so many mistakes). It is not a finished product but it could be exactly what we need. It is great as is for Kindergarten even though it would take a while for all students to complete it, especially on a Chromebook. It is very promising !</p> <p>Literacy Specialist:I like the phonemic and phonological awareness subcategories. It would provide us with the data to screen students for dyslexia. I do worry that if we are using Chromebooks, that kindergartners may have trouble using this tool independently. With the assessment taking 40-45 minutes per student, this may be challenging for a teacher to be proctoring if it is more of a 1 one 1 or two on one testing situation. I think it would be important to be making sure the students are doing it correctly so that the data is valid.</p> <p>Special Educator:I this tool but am concerned about the fact that the screener for second grade would not or be ready for next year. I don't like the computer based aspect of this program, would rather have a teacher administer. I did like that there were regularly PD with the early bird people.</p>	<p>Teacher:The one favorable aspect of this program is that it extends into the middle grades. For children entering BPS in Grade 3 + with academic needs and either very little or no sending reports from their previous school/country this assessment might be very useful as a starting point.</p> <p>Literacy Specialist:Even though many of my responses indicate a strong level of agreement, that is in relation to the type of information gathered and how it can be used. However, my biggest concern with this screener is that it is not administered individually. I have major concerns about how accurate the information will be, if students are doing the screener in a whole class or even small group setting. The stakes for using this screener are high; I don't want PSB providing parents with potentially inaccurate information, and I don't want schools making decisions based on potentially inaccurate information.</p> <p>Special Educator:I think having some K and 1st graders take the assessment on the computer could be challenging and possibly lead to misleading results. Also, there was a lot of information on the website. If the district went with this program would all that information be on the website or would it be customized for what we are using it for - screener & teacher resources, etc.</p>

KINDERGARTEN SUBTEST ROAD MAP



GRADE 1 SUBTEST ROAD MAP

START HERE
(LNF)



Letter Naming Fluency

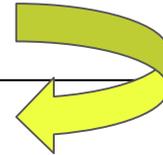
Phonemic Segmentation Fluency (PSF)

Nonsense Word Fluency (NWF)

Word Reading Fluency (WRF)

Oral Reading Fluency (ORF)

Then administer the TWO assigned subtests.
**Chromebooks and Clever badges are needed.



Spelling

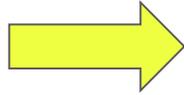
Rapid Automatized Naming (RAN)

**MISSION:
ACCOMPLISHED**

Data is ready to be viewed!

GRADE 2 SUBTEST ROAD MAP

START HERE



Oral Reading Fluency (ORF)

If the student is BENCHMARK or BELOW,
then administer...

Nonsense Word Fluency (NWF)

Word Reading Fluency (WRF)

Then administer the 3 assigned subtests.
**Chromebooks and Clever badges are needed.

Maze

Spelling

Rapid Automated Naming (RAN)



Data is ready to be viewed!

If the student is ABOVE BENCHMARK,
then administer the 3 assigned subtests.
**Chromebooks and Clever badges are needed.

Maze

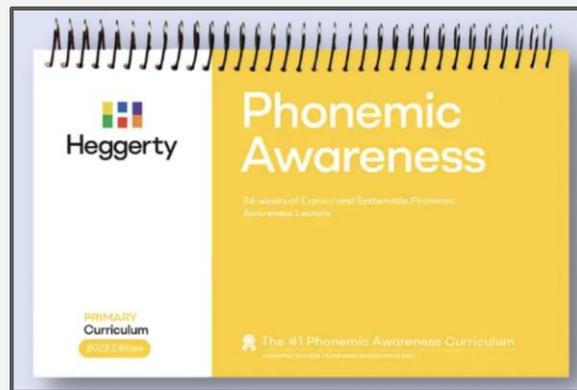
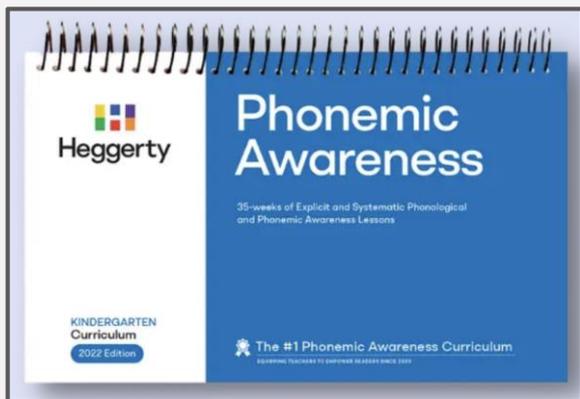
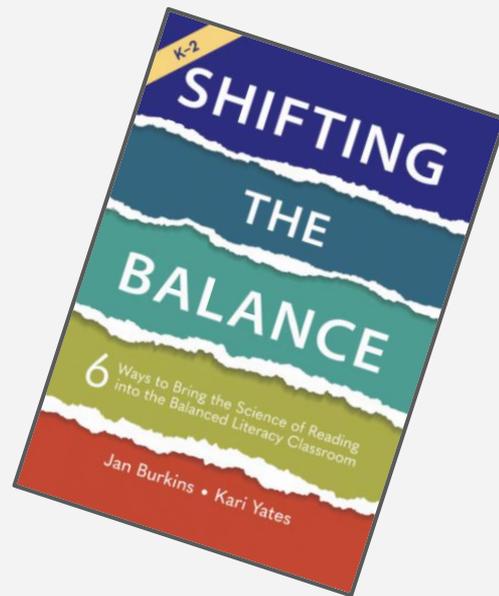
Spelling

Rapid Automated Naming (RAN)



Data is ready to be viewed!

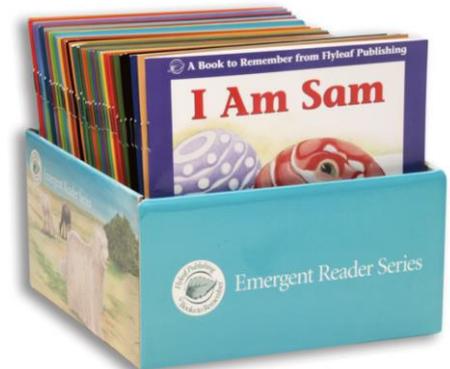
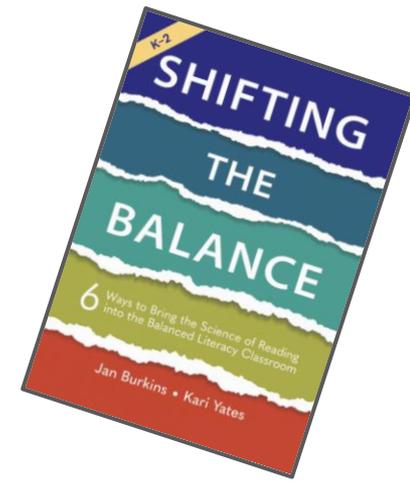
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PERFORMANCE DESCRIPTORS

STATUS	LEVEL	PROBABILITY of performing at grade level at the end of the year?	LEVEL OF SUPPORT
	Above Benchmark	Negligible Risk 90% or higher chance of meeting goal	Core
	At Benchmark	Minimal Risk 80% or higher chance of meeting goal	Core
	Below Benchmark	Some Risk 20% or higher chance of meeting goal	Strategic
	Well Below Benchmark	At Risk Less than 20% chance of meeting goal	Intensive
	<p>Student is at an additional risk for reading difficulties.</p> <p>Composite Score is Well Below Benchmark AND a Spelling or RAN score is Well Below Benchmark</p>		

SHIFT 1	Rethinking How Reading Comprehension Begins
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DESE Review of Universal Screening Assessments

In 2022, DESE engaged in a comprehensive process to identify early literacy universal screeners that comport with the [Massachusetts Dyslexia Guidelines](#) and principles of anti-bias. Below are the steps they took in reviewing the assessments.

- 1) A diverse group of experts which included researchers, teachers, administrators, and specialists worked with DESE to determine assessment criteria.
- 2) Publishers had the opportunity to submit information about their assessments, which were reviewed and scored based on [established criteria](#).
- 3) Massachusetts Department of Elementary and Secondary Education approved early literacy universal screeners into two categories: *Meets Expectations* and *Partially Meets Expectations*.