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

EFFECTIVE PRACTICES × EFFECTIVE IMPLEMENTATION × ENABLING CONTEXT =

Improved Student Outcomes

Thinking Through Your Lens

- This presentation series is applicable for all levels. Please consider the information through your lens and how it applies to your role.
- All topics being 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.

Outcomes

- Participants will be able to

  - identify the assessment and instructional process students take from a literacy screener to core instruction and beyond.

  - make instructional decisions for students who are struggling to access and show mastery inside of their High Quality Instructional Materials.

Purpose

- Several pieces of legislation have been passed regarding the need for a literacy screener and when to administer.

- The screener identifies students who are at risk, and teachers need to feel empowered about what skills to target with students.

- Teachers need assistance evaluating the variety of data points that are available in a school year, and utilizing those data point to make instructional decisions.

Define Purpose

Meeting the Needs of Both Sides of the Rope
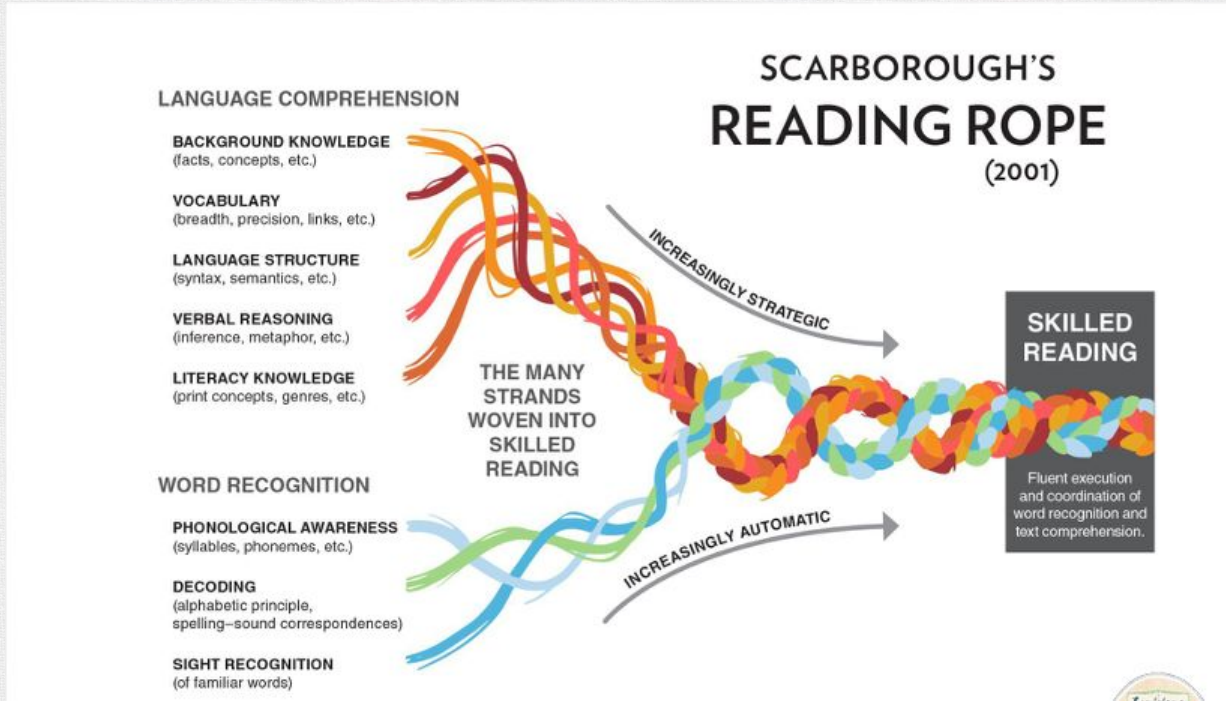
Progression of Identifying Student Need and Making Instructional Decisions

| Step 1 | Step 2 | Step 3 | Step 4 |

Administer a literacy screener to determine who is at risk.

If needed, administer additional measures to determine where the gaps are for the student(s).

Make adjustments to core instruction so that the needs of students are met and students can access and master the content being taught.

For students who are not progressing in core and/or are "well below" on the literacy screener, determine interventions based on individual skills. Progress monitor to determine progress in that skill.

Receive New Learning

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Screeners

- A literacy screener helps identify students for possible risk with reading difficulties and are typically administered at the beginning, middle and end of the year.

- Louisiana law requires they are administered within the first 30 days of school, in December, and in April for kindergarten through third grade.

- BESE policy also requires screeners for grade 4 students who scored below Mastery on the 3rd grade LEAP test. For more information regarding grade requirements, view the Summer Literacy Intervention for Grades 3 & 4.

- Literacy screeners can be administered to any grade level in kindergarten through eighth. DIBELS 8th materials are free and go up to eighth grade. High school students can also use the eighth-grade materials.

Diagnostic Literacy Assessments

- In addition to universal screeners, diagnostic assessments can also be administered - typically at the beginning of the year - to identify specific gaps in learning/understanding.

- Most of our K-2 curricula have diagnostic components that will assist you in identifying where students need support.

- If there is no diagnostic component in the curriculum (grades 3-12), the LIFT diagnostic can be used.

Other Diagnostic Assessments

Assessment	Type	Measures	Grades
MACQUARIE University MOTif	Screeners and Diagnostics	measures many areas	PreK-12
Quick Phonics Screener	Diagnostic (Inventory)	Phonics	4-12
Words Their Way Spelling Inventories	Inventory	Phonics and Morphemes	4-12
CORE Assessing Reading Multiple Measures	Diagnostic	MAZE Comprehension Oral Reading Fluency Vocabulary Screening Phonics Survey Phoneme Deletion and Segmentation	4-8/9-10 4-8 4-8 4-8/9-10 4-12

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Other Diagnostic Assessments Continued

Assessment	Type	Measures	Grades
Six Syllable Types Plus	Diagnostic	Decoding Survey	4-12
Advanced Decoding Survey Plus	Diagnostic	Decoding Survey	4-12
Word ID Assessment	Whole Class Screener and Indiv. Diagnostics	Reading Multisyllabic Words including Morphemes	6-12
MOCCA	Diagnostic	Comprehension	3-6

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Possible Areas for Support

- The following areas could be possible areas of support based on the diagnostic:
  - code knowledge
  - advanced code knowledge
  - fluency
  - comprehension
  - vocabulary

Scenario: Pelican Elementary School

- Pelican Elementary School is a Title 1 school located in a suburban community in Louisiana. During the 2022-2023 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 ELA Guidebook curriculum is used with students in grades 3-8. The school has also recently adopted an intervention program to try to meet the needs of its most struggling readers.

Scenario: Pelican Elementary School

- Based on an analysis of screener data, you notice that only 35% of first grade students are scoring at or above benchmark. When you dig into the data, you notice that the students do relatively well on phoneme segmentation fluency (80% at or above benchmark), but their oral reading fluency scores are concerning (10% at or above benchmark).

- Another area of concern is third grade. While 40% of third grade students are at benchmark for oral reading fluency, only 17% are scoring at or above benchmark on MAZE.

Preview the Section and Daily Lessons and Activities

- Preview the section and daily lessons and activities.

- Work with a partner to fill out the graphic organizer.

- Consider what skills are needed for each lesson, as well as student proficiency for each lesson.

Stop and Jot

- What part of this process do we do and do well?

- What part of this process do we need to continue developing?

- What are my next steps?

Planning for Core Instruction with Diagnostic Data in Mind

- Determine the main objective/skill for the lesson that day
- Track proficiency with skills for all students in every lesson
  - Checklists that span multiple lessons
  - Anecdotal notes as the teacher circulates the room and listens to discussions
  - Daily activity pages or exit tickets
- Discussion and feedback guide proficiency and mastery
- Direct and Explicit Instruction

Possible Examples for Additional Support

- [Content Literacy Series](#)

- Discussion Trackers

- Checking for understanding as students reading

- Direct and explicit instruction on question generating

- Close read procedures and protocols

- Direct and explicit instruction on summarizing

Planning for Intervention with Diagnostic Data in Mind

- The most cohesive intervention plan comes from core instruction. Whenever possible, determine what curriculum supports are available to be used as an intervention:

  - CKLA: Assessment and Remediation Guide

  - EL: Microphases

- When there is not an intervention component, consider using LIFT materials to fill gaps in foundational skills.

- If fluency was identified as an area for more support, refer to our [fluency presentation](#).

- Consider Tier 1 intervention programs: SPIRE, SIPPS, and Lexia.

Planning for Intervention Continued

- If gaps were identified in grades 3-12 students through a diagnostic assessment, they should not have "LEAP" remediation.

- These students should receive direct and explicit instruction from a teacher that addresses the skill identified in the diagnostic.

- Student progress should be monitored to determine if progress is being made.

- Group students with other students who need support in the same skill, and groupings should be fluid as students progress.

- Whenever possible, tie the intervention topics, materials, and skills to core instruction so that students make connections and the intervention has a higher success rate.

Using this Process to Determine Where to Start

- What assessment data do I have access to?
- Do I need additional diagnostics?
- What are some areas I need more training in, in order to make adjustments to my core instruction?
- Are there any resources required for me to make adjustments to core: templates for lesson planning, resource bank, etc.?
- What training and materials are needed to plan for interventions?

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 literacy best practices 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

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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
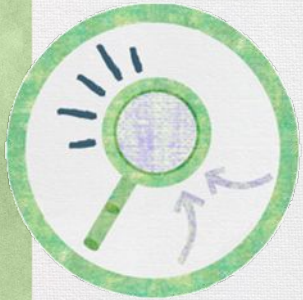7) Research & Resources Support

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Next Steps

Implement Learning

- What are your next steps to either get started with this process or continue with 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

- Have a plan to assess the impact of your process throughout the year!

Other Resources

For more information on screeners, diagnostics, and intervention:

- Literacy Landing Page
- Literacy Library
- LIFT
- DIBELS

Questions/Comments

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