

Report on Student Learning in Literacy in the Lincoln Public Schools



2023-2024

Agenda

- Some quick points about Literacy Screener and Literacy Data
- High-Level Trends from 2023-24 Data
- Selected Charts from 2023-24 Data
- Areas of Strength, Areas for Improvement, and Final Thoughts

Why Do
We
Screen?

Early Literacy Screening Purpose

Leading a Multi-tiered System of Support



In a multi-tiered system of support, adults work together through coordinated systems to provide all students the support they need to succeed.

Early Literacy Universal Screening is used to:

- Gather data on students to identify student reading proficiency levels and students at risk for reading difficulties
- Determine individualized instructional support based on students' needs in collaboration with a multidisciplinary team
- Evaluate the effectiveness of core literacy curriculum and instruction for all students, as well as subgroups of students, by aggregated and disaggregated data¹⁹

Early Literacy Universal Screening Assessments & Dyslexia

Early Literacy Universal Screening Assessments

- | | |
|--|---|
| <ul style="list-style-type: none">• DO identify a student's risk for poor reading outcomes• DO help to quickly differentiate between students that need intervention or additional assessment and those that do not | <ul style="list-style-type: none">• DO NOT diagnose dyslexia• DO NOT identify a disability• DO NOT act as a substitute for a formal evaluation as part of the eligibility process for special education |
|--|---|

[\(International Dyslexia Association\)](#)

Regulation requires districts to:

1. Assess each student's reading ability from K through at least grade 3, at least 2x per year
2. Use a valid, developmentally appropriate, DESE approved early literacy screening instrument
3. For students whose screening results are significantly below relevant benchmarks:
 - a. Determine which actions within the general education program will meet the student's needs; and
 - b. Within 30 school days, inform the student's parent or guardian of the screening results and the school's response, and offer them the opportunity for a follow-up discussion

Lincoln's Screeners:

- Early Bird in Kindergarten
- DIBELS 8 in Grades 1-5

In 2024-25 All students will be assessed using DIBELS 8.



Our Approach for This Year

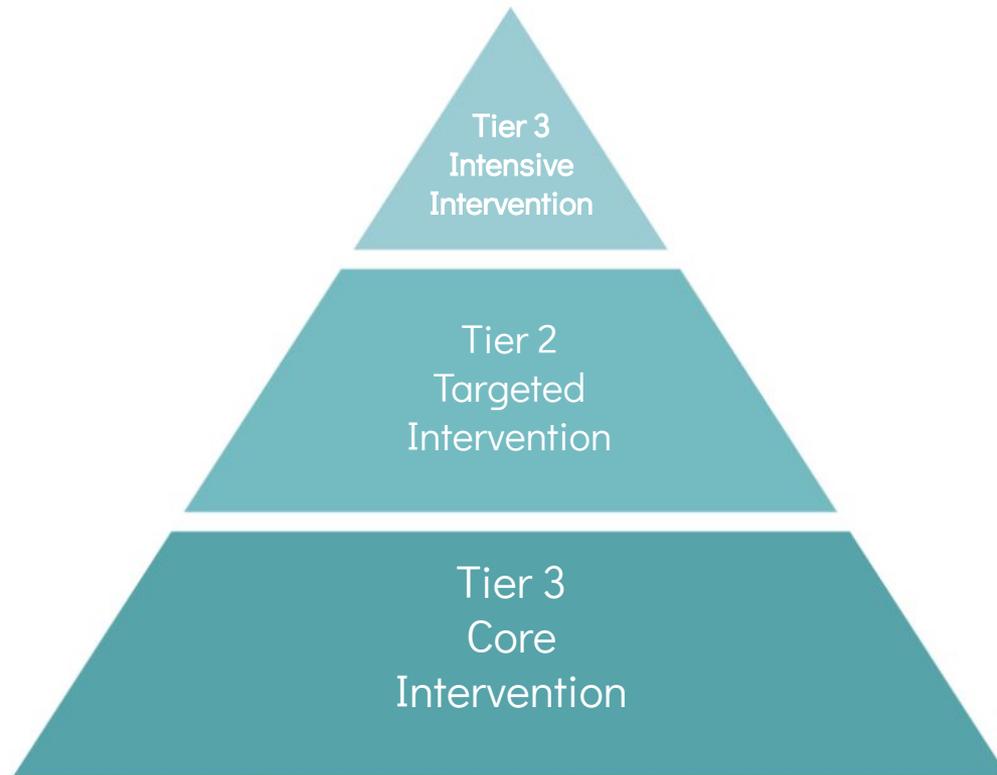
Fall 2023	Winter 2024	Spring 2024
<p>All students are BENCHMARKED to get a baseline of foundational skill development. These scores and all other assessment scores throughout the year will be used to inform classroom instruction and identify students for literacy intervention both in and outside of the classroom.</p>	<p>All students are SCREENED to identify each student's risk of experiencing reading difficulties as measured by a DESE approved literacy screener (DIBELS 8 or EarlyBird.) Families of children who receive a <i>composite score</i> that is significantly below the mid-year benchmark will receive these results, along with a support plan and the opportunity for a follow up conversation.</p>	<p>All students are SCREENED to identify each student's risk of experiencing reading difficulties as measured by a DESE approved literacy screener (DIBELS 8 or EarlyBird.) Families of children who receive a <i>composite score</i> that is significantly below the end of year benchmark will receive these results, along with a support plan and the opportunity for a follow up conversation.</p>

Literacy Data in Grade K-5

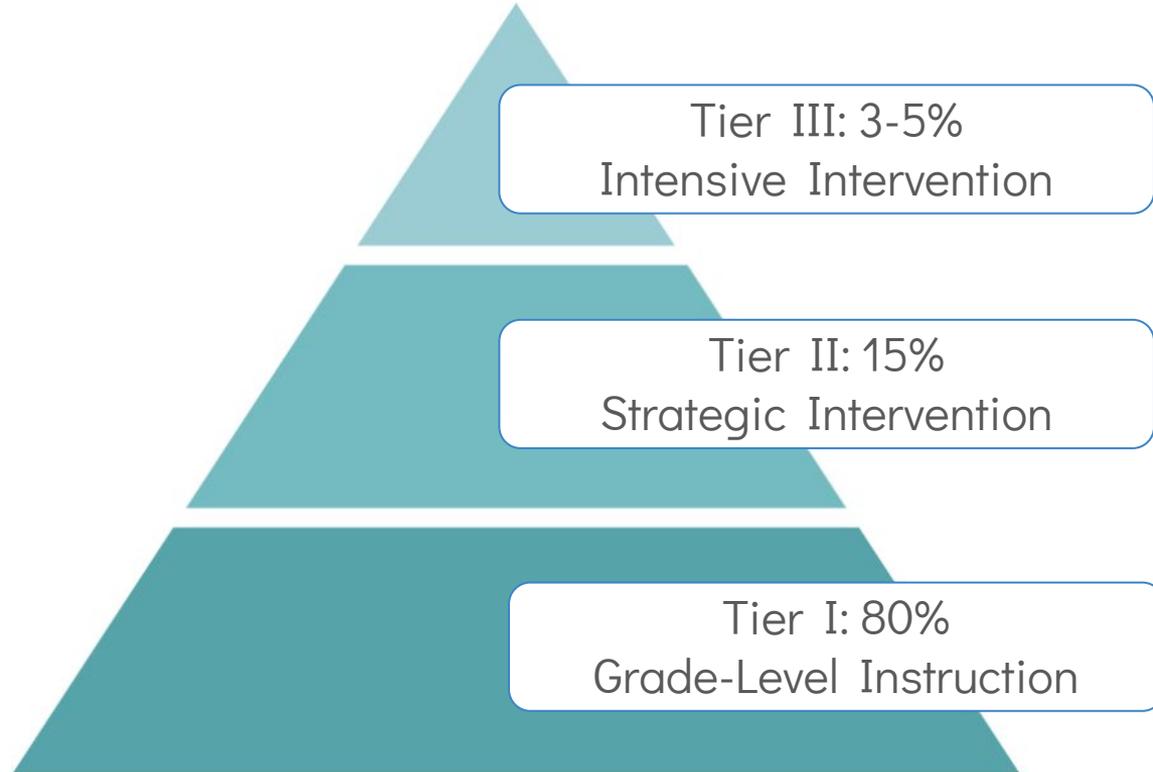
- Literacy Data is based on DIBELS, Early Bird, the Fountas and Pinnell Benchmark Assessment System (BAS), on-demand writing tasks connected to students' reading and other topics, ongoing word assessments, sentence dictation, running records, student conferences, teacher observations of students' literacy work.
- Literacy Specialists and Teachers work together to determine an overall level for each student.
- We use the same proficiency terms used with the Massachusetts Comprehensive Assessment System (MCAS).

How
Are
We
Doing?

Tiered Interventions



Tiered Interventions



How
Are
We
Doing?

Lincoln School: K-5 Literacy, Fall 2023

	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Kindergarten	9%	26%	49%	15%
Grade 1	13%	27%	44%	16%
Grade 2	5%	22%	59%	14%
Grade 3	13%	28%	39%	20%
Grade 4	17%	29%	50%	3%
Grade 5	19%	18%	58%	5%

How
Are
We
Doing?

Lincoln School: K-5 Literacy, Winter 2024

	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Kindergarten	7%	17%	54%	22%
Grade 1	8%	23%	48%	21%
Grade 2	9%	12%	62%	17%
Grade 3	18%	15%	42%	25%
Grade 4	16%	28%	36%	21%
Grade 5	14%	22%	51%	14%

How
Are
We
Doing?

Hanscom School: K-5 Literacy, Fall 2023

	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Kindergarten	25%	25%	47%	3%
Grade 1	33%	20%	44%	2%
Grade 2	18%	33%	40%	9%
Grade 3	7%	23%	50%	20%
Grade 4	22%	32%	46%	0%
Grade 5	14%	43%	33%	10%

How
Are
We
Doing?

Hanscom School: K-5 Literacy, Winter 2024

	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Kindergarten	14%	24%	53%	10%
Grade 1	23%	21%	33%	15%
Grade 2	20%	27%	38%	15%
Grade 3	14%	26%	38%	21%
Grade 4	17%	23%	55%	4%
Grade 5	23%	21%	46%	10%

How
Are
We
Doing?

District: K-5 Literacy, Fall 2023

	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Kindergarten	18%	26%	48%	9%
Grade 1	23%	23%	44%	9%
Grade 2	11%	28%	50%	11%
Grade 3	11%	26%	43%	20%
Grade 4	19%	31%	48%	2%
Grade 5	17%	28%	48%	7%

How
Are
We
Doing?

District: K-5 Literacy, Winter 2024

	Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations
Kindergarten	11%	20%	53%	16%
Grade 1	15%	22%	41%	18%
Grade 2	14%	19%	50%	16%
Grade 3	17%	20%	40%	24%
Grade 4	16%	26%	45%	13%
Grade 5	17%	21%	49%	12%

Lincoln School: Literacy Screener

Kindergarten	85% of Students Did Not Receive Risk Flags
Grade 1	83% of Students Did Not Receive Risk Flags
Grade 2	84% of Students Did Not Receive Risk Flags
Grade 3	88.5% of Students Did Not Receive Risk Flags
Grade 4	88% of Students Did Not Receive Risk Flags
Grade 5	84% of Students Did Not Receive Risk Flags

~Of the students who scored in the at risk/below category, 86% are already receiving support through literacy intervention, English Learner (EL) services, or an Individualized Educational Plan (IEP).

How
Are
We
Doing?

Hanscom School: Literacy Screener

Kindergarten	78% of Students Did Not Receive Risk Flags
Grade 1	72% of Students Did Not Receive Risk Flags
Grade 2	66% of Students Did Not Receive Risk Flags
Grade 3	85% of Students Did Not Receive Risk Flags
Grade 4	87% of Students Did Not Receive Risk Flags
Grade 5	66% of Students Did Not Receive Risk Flags

~Of the students who scored in the at risk/below category, 72% are already receiving support through literacy intervention, English Learner (EL) services, or an Individualized Educational Plan (IEP).

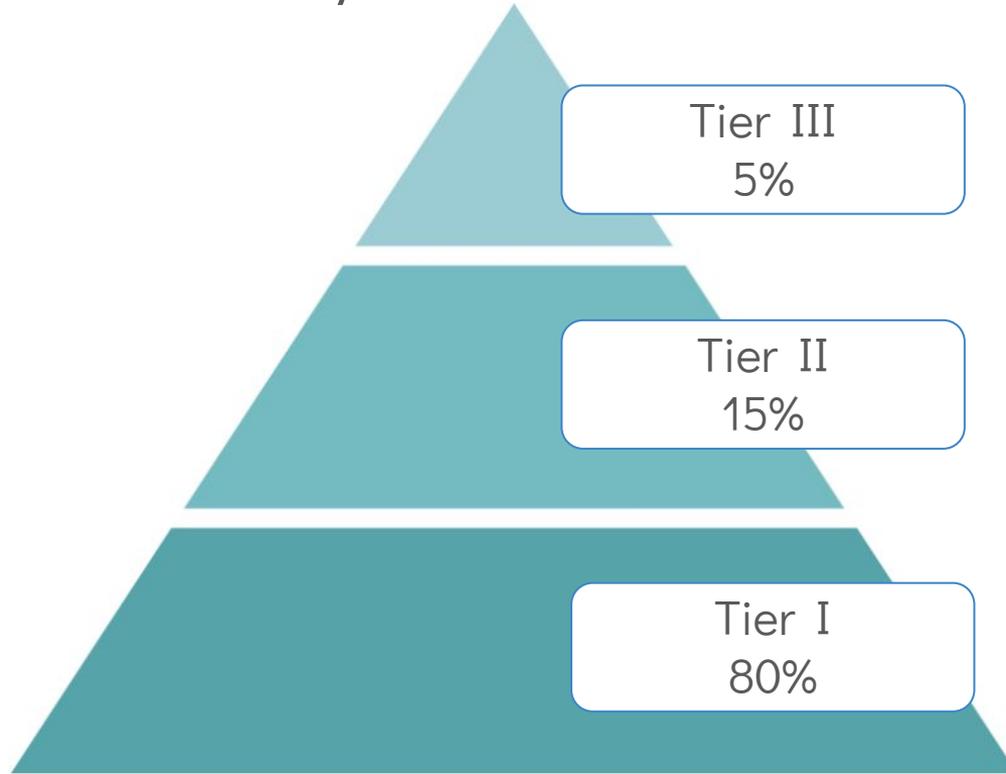
District: Literacy Screener

Kindergarten	82% of Students Did Not Receive Risk Flags
Grade 1	78% of Students Did Not Receive Risk Flags
Grade 2	75% of Students Did Not Receive Risk Flags
Grade 3	87% of Students Did Not Receive Risk Flags
Grade 4	87.5% of Students Did Not Receive Risk Flags
Grade 5	77% of Students Did Not Receive Risk Flags

~Of the students who scored in the at risk/below category, 78% are already receiving support through literacy intervention, English Learner (EL) services, or an Individualized Educational Plan (IEP).

How
Are
We
Doing?

Balanced Pyramid of Interventions



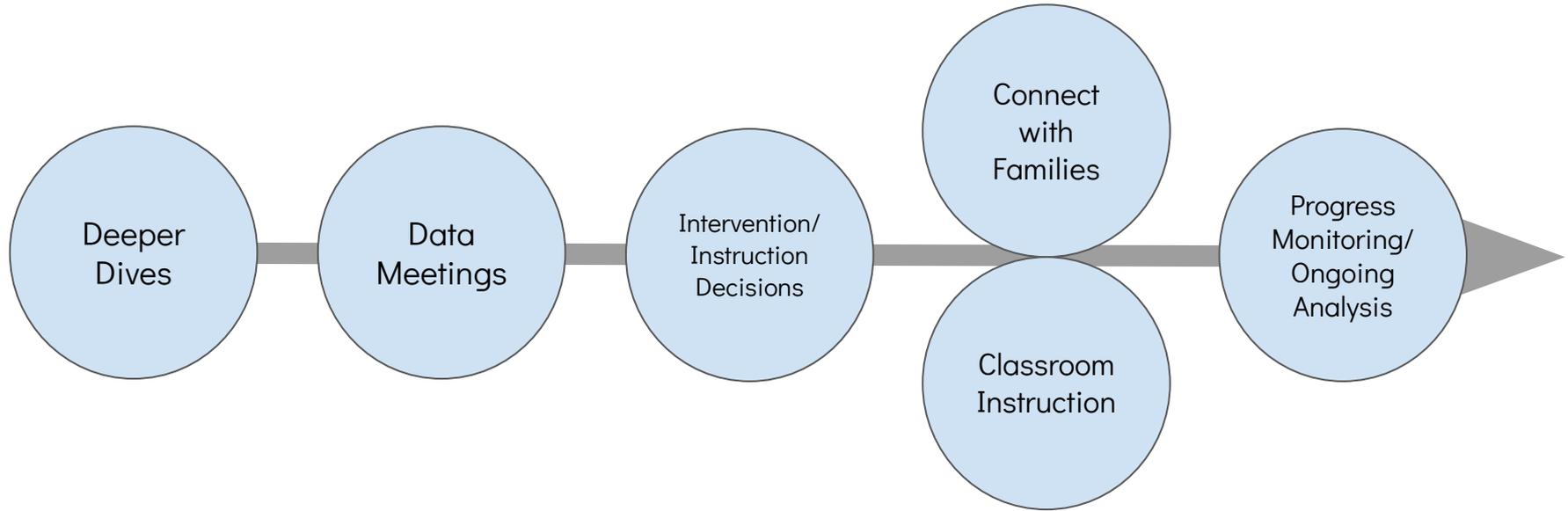
Multi-Level Prevention System

Areas of Strength

- Use of **Screener** Long-Term
- Screen **K-5**
- Established **Data Meetings**
- Use of K-2 **Revised** Curriculum
- Ongoing **Professional Development** and Support

What Do
We Do
After We
Screen?

After We Have Collected the Data



Areas for Improvement

- Ongoing **Coaching**
- Continued and Targeted **Professional Development**
- Review Student Support/**Child Study Systems**
- Better **Connect** Data Meetings to Child Study Systems
- The Three **I**'s: **I**ntervention ↔ **I**nstruction ↔ **I**nnovation
- Strategic Expansion in **Grades 6-8**
- **K-8** Curriculum Review

Final Thoughts

- **Data-Informed** 
- ~~Data-Driven~~ 
- “Data Theatre” 
- Sorting ↔ Tracking ↔ Elitism ↔ Racism ↔ Segregation