



REPORT TO:	Special Education Advisory Committee
	Public or In-Camera (for Board Meetings only): Public
TITLE OF REPORT:	Early Reading Screener Update
PRESENTERS: <i>(list ONLY those attending the meeting)</i>	Kevin Auckland, Superintendent of Student Achievement Heather Jakobi, System Principal for Literacy, The Arts, FSL, Early Years Jennifer Gould, Supervisor, Speech-Language Pathology & Audiology Services
REPORT AUTHORS:	Kevin Auckland, Superintendent of Student Achievement Heather Jakobi, System Principal for Literacy, The Arts, FSL, Early Years Jennifer Gould, Supervisor, Speech-Language Pathology & Audiology Services
PRESENTED FOR:	Information
Recommendations: <i>(only required when presented for approval)</i>	
Purpose: <i>(include context)</i>	The purpose of the presentation is to provide an update to the Special Education Advisory Committee regarding the implementation of the Ministry mandated Early Reading Screener.
Content:	The presentation will provide an overview of the Early Reading Screener mandate, the Acadience Reading screener measures, their related early literacy/reading skills, and implications for data collection and decision-making.
Financial Implications:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	Appendix A: PowerPoint Presentation: Early Reading Screener Update

Connection to Strategic Directions:

We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs: Yes

To support student achievement, our schools and workplaces must be safe spaces for all: No

Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence: Yes

To inform our decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent: Yes

Revised October 2024



Thames Valley
District School Board

Early Reading Screeners Update

Special Education Advisory Committee
February 4, 2025

Early Reading Screener

"Early reading screening supports early identification of risks in students' foundational reading skills, which, if not quickly and appropriately addressed, can be linked to future difficulties with fundamental literacy skills" (PPM 168).



Early Reading Screener Policy

"The ministry is requiring school boards to have all students in Year 2 of Kindergarten, Grade 1 and Grade 2 screened for early reading using a ministry-approved, evidence-based screening tool. These students are required to be screened twice in a school year, however, for students who met the benchmark in the first screening, the second screening is optional" (PPM 168).



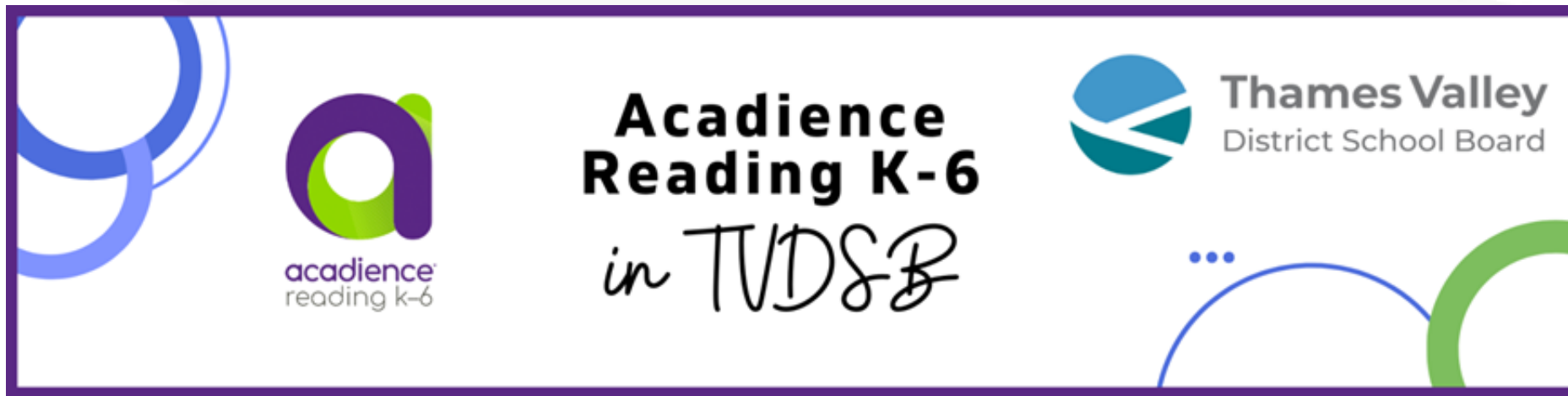
Acadience Reading K-6

"Acadience Reading K-6 is a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from Kindergarten through 6th Grade. The assessment is composed of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties."



Early Reading Screening: Educator Training

- 1472 Teachers, Speech-Language Pathologists, Learning Support Teachers, and Learning Support Services staff have been trained
- Training for all Kindergarten Early Childhood Educators is also underway



Early Reading Screening

TVDSB educators have screened:

- 5601 students in Year 2 of Kindergarten
- 5736 students in Grade 1
- 5799 students in Grade 2



Early Reading Screener Measures First Sound Fluency

First Sound Fluency assesses the essential early literacy/reading skill of phonemic awareness, and is a brief, direct measure of a student's ability to quickly and accurately identify the initial sound in words.



Early Reading Screener Measures Letter Naming Fluency

Letter Naming Fluency is a brief, direct measure of a student's fluency naming letters. This measure assesses a student's ability to recognize individual letters and say their letter names.



Early Reading Screener Measures Rapid Automated Naming

Rapid Automated Naming is a predictive measure and indicator of risk of reading and reading-related skills. It is an additional measure to use with Acadience K-6.



Early Reading Screener Measures Phoneme Segmentation Fluency

Phoneme Segmentation Fluency assesses the essential early literacy/reading skill of phonemic awareness, and is a brief, direct measure of a student's fluency segmenting a spoken word into its component parts or sound segments.



Early Reading Screener Measures Nonsense Word Fluency

Nonsense Word Fluency is a brief, direct measure of the alphabetic principle and basic phonics. It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant and vowel-consonant words.



Early Reading Screener Measures Oral Reading Fluency

Oral Reading Fluency is an indicator of accurate and fluent reading of connected text, advanced phonics and word attack skills, and reading comprehension.



Early Reading Screener Measures

Maze

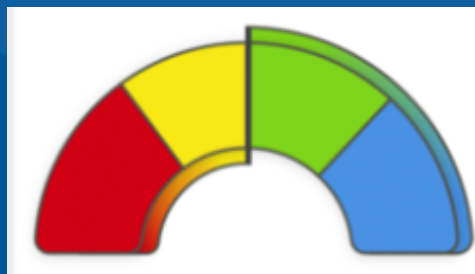
Maze is a standardized measure of reading comprehension. It assesses the student's ability to construct meaning from text using word recognition skills, background information and prior knowledge, familiarity with linguistic properties such as syntax and morphology, and cause and effect reasoning skills.







Interpreting the Data

Acadience Reading K-6 provides data to change reading outcomes for students by:

- Identifying and validating need for additional instructional support
- Planning instructional support
- Evaluating the effectiveness of instructional support
- Reviewing outcomes



*From: Data Interpretation
Workshop: Acadience Reading K-6
acadiencelearning.org*

	Above benchmark
	At benchmark
	Below benchmark
	Well Below benchmark



Data Interpretation Workshop: Educator Training

- 79 Speech-Language Pathologists, Learning Support Services staff, and members of the Structured Literacy Working Group received the Data Interpretation Workshop Training.
- All Kindergarten Teachers and Early Childhood Educators, Grade 1, and Grade 2 Teachers were trained to support with planning for instruction and intervention for students.
- Over 105 elementary administrators received training in January 2025 to help them assess their schools' early literacy health



Early Reading Screener: Next Steps

- Administrators have received an in-person opportunity to collaborate with Learning Support Services staff to review their school data and determine areas of instructional need
- Early Reading Screener system staff are currently in schools providing support for students who did not meet benchmark
- Early Reading Screener system staff will be conducting a mid-year screener for students who did not meet benchmark



Thank You!



Thames Valley
District School Board

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