



2023 OSEP Leadership and Project Directors' Conference



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(Authority: 20 U.S.C. 1221e-3 and 3474)

Building Capacity for and Sustaining MTSS for Early Reading

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2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE

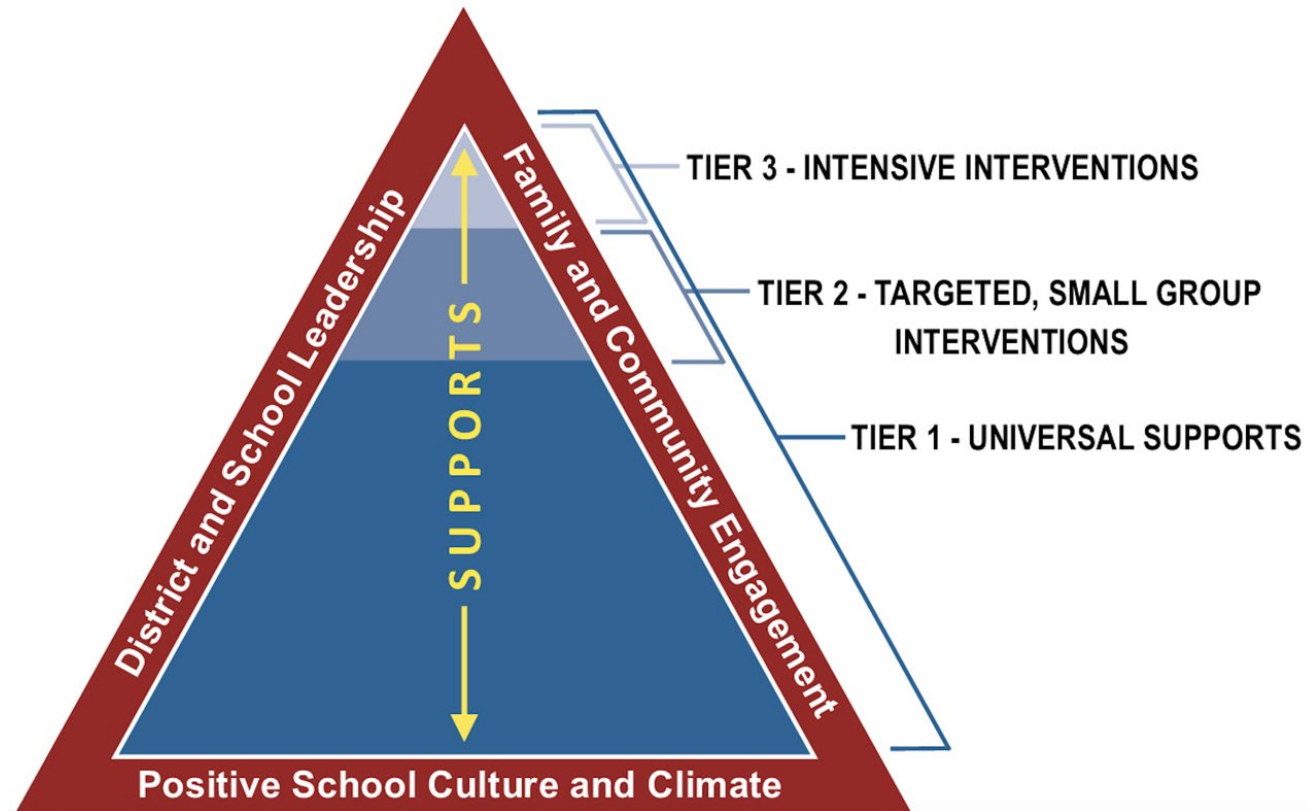


Agenda

- New Jersey Tiered System of Supports (NJTSS)
- New Jersey Tiered System of Supports-Early Reading (NJTSS-ER) Framework Overview
- Building a District Leadership Team
 - Case Study
- NJTSS-ER Implementation Roadmap
- NJTSS-ER Planning & Implementation Resources
- NJTSS-ER Case Study
 - Establish Universal Screening Assessments
- NJTSS-ER Website
- Audience Discussion



New Jersey Tiered System of Supports



NJTSS-ER Framework

In the NJTSS-ER Framework of early prevention and intervention, all students receive high-quality classroom instruction and supplemental instructional supports as needed, thus reducing unnecessary referrals for Special Education.



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New Jersey Tiered System of Supports-Early Reading (NJTSS-ER)

- NJTSS-ER
 - State Personnel Development Grant in collaboration with New Jersey Department of Education and Rutgers, the State University of New Jersey
- Project Goals
 - Establish, scale, and sustain a multi-tiered, data-based decision making system that increases early reading proficiency for K-3 students
 - Develop competencies in content, processes and practices
 - Support the facilitated use of NJTSS-ER action plans, protocols, and tools
 - Increase fidelity of implementation



NJTSS-ER Framework (p. 1)

Foundational Knowledge

Team-Based
Early Prevention Model

Assessment & Data-Based
Decision Making

Research-Based Priority
Early Reading Skills

Essential Components of an NJTSS-ER Approach

Assessment of Student Needs

Implementation & Monitoring
Fidelity of Instruction

Universal
Screening

Diagnostics

Student Progress
Monitoring

Tier 1
Instruction

Tier 2 & 3
Intervention



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NJTSS-ER Framework (p.3)

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Screening

Diagnostics

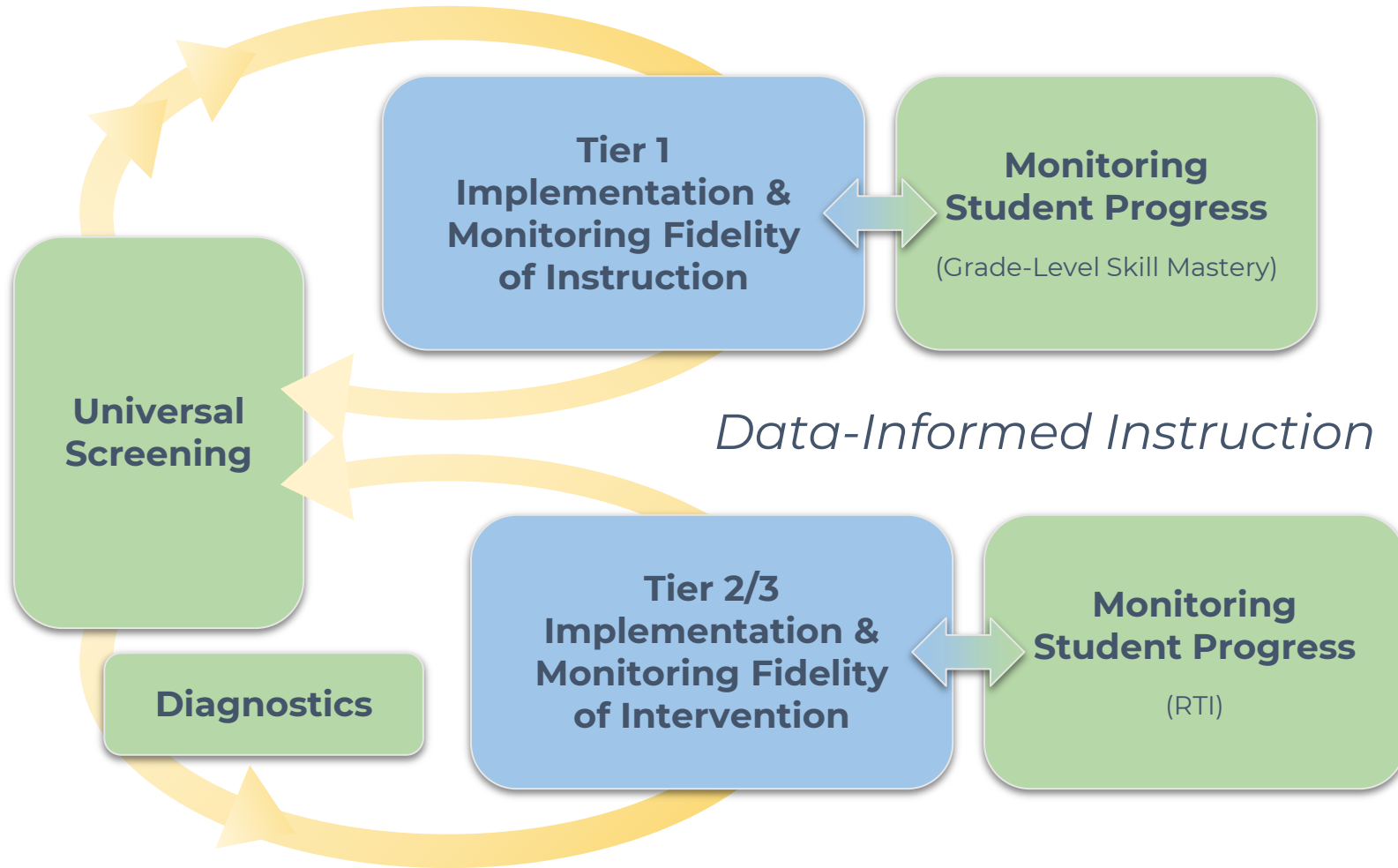
Student Progress
Monitoring

Tier 1
Instruction

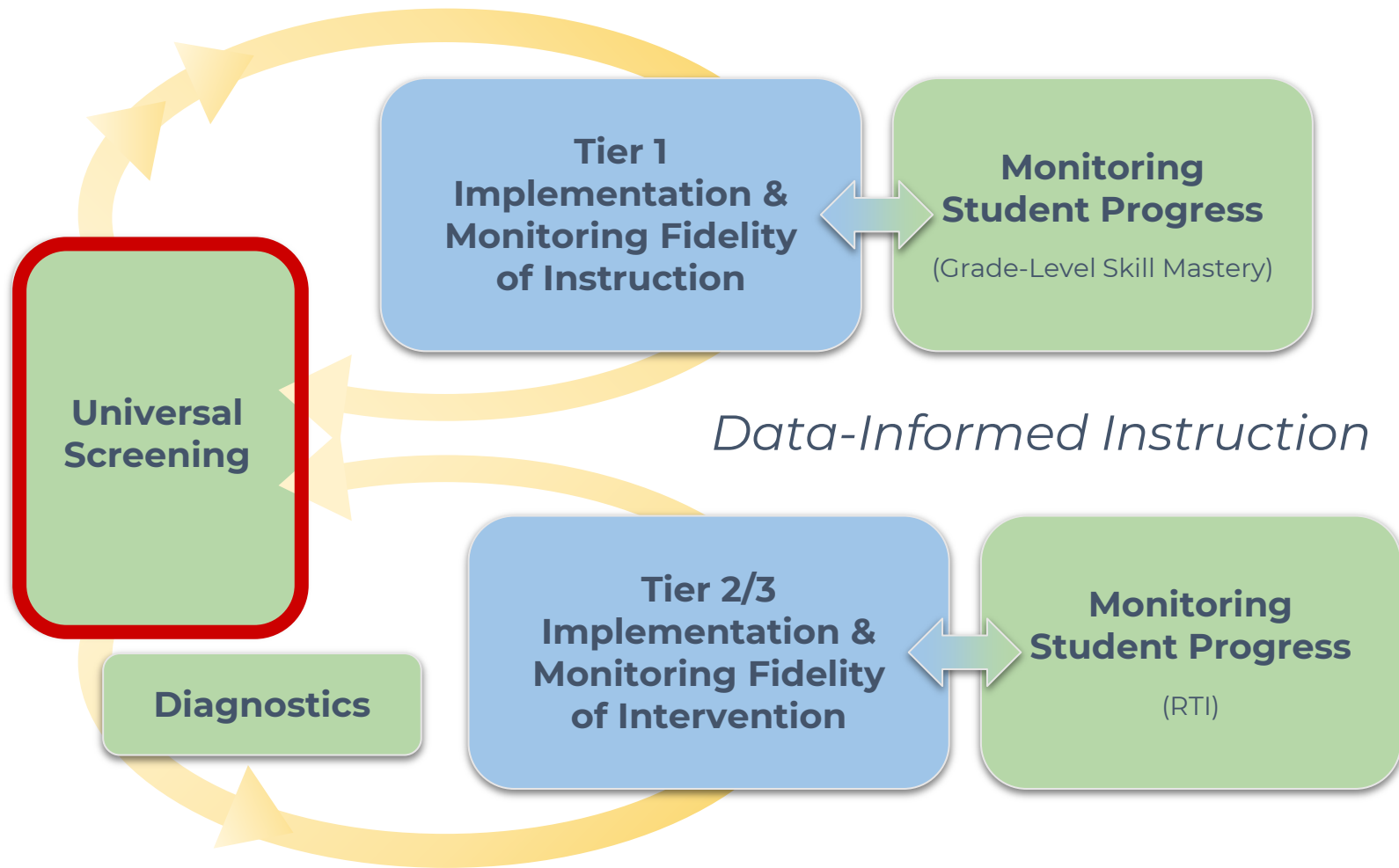
Tier 2 & 3
Intervention



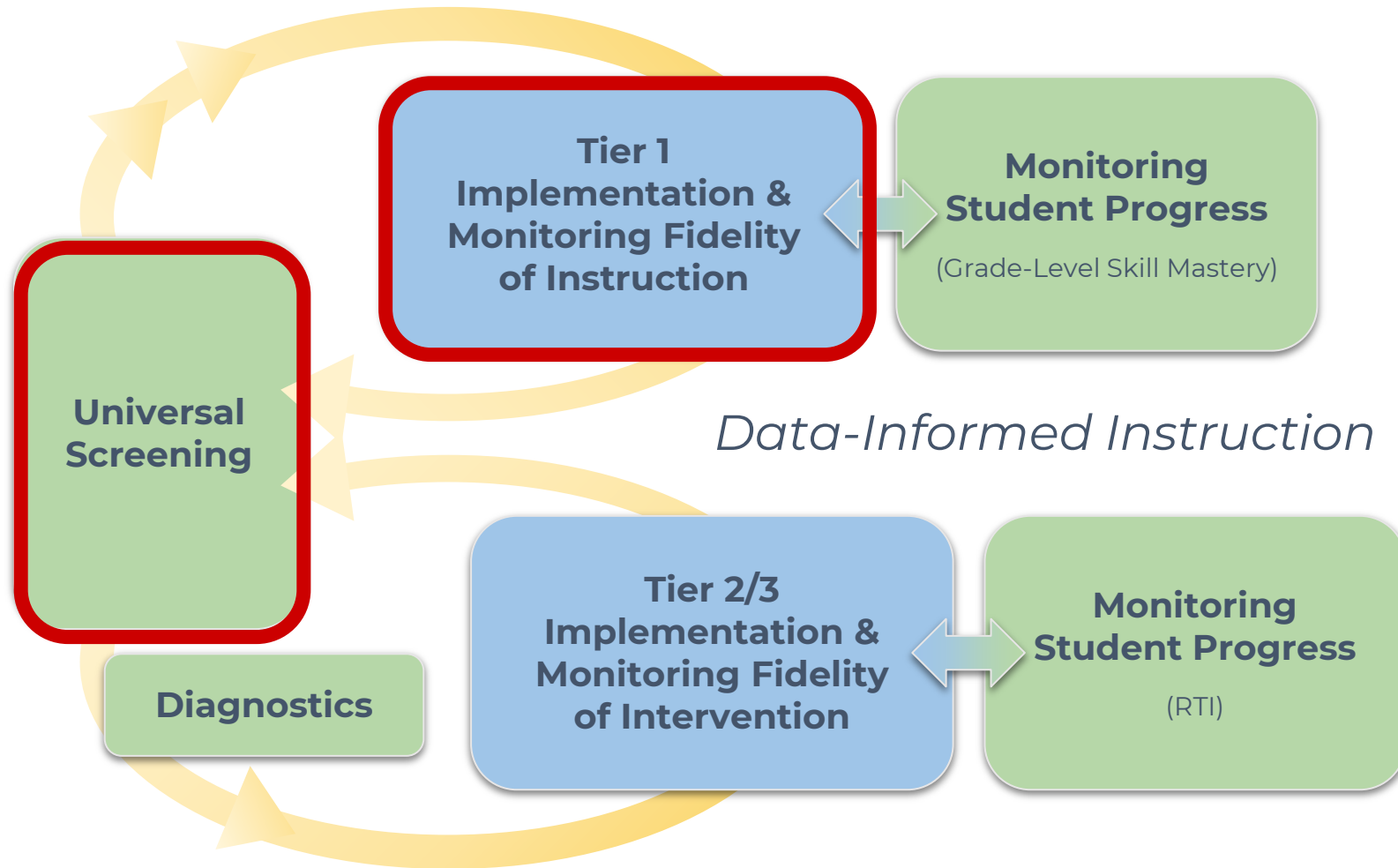
NJTSS-ER Framework (p. 1)



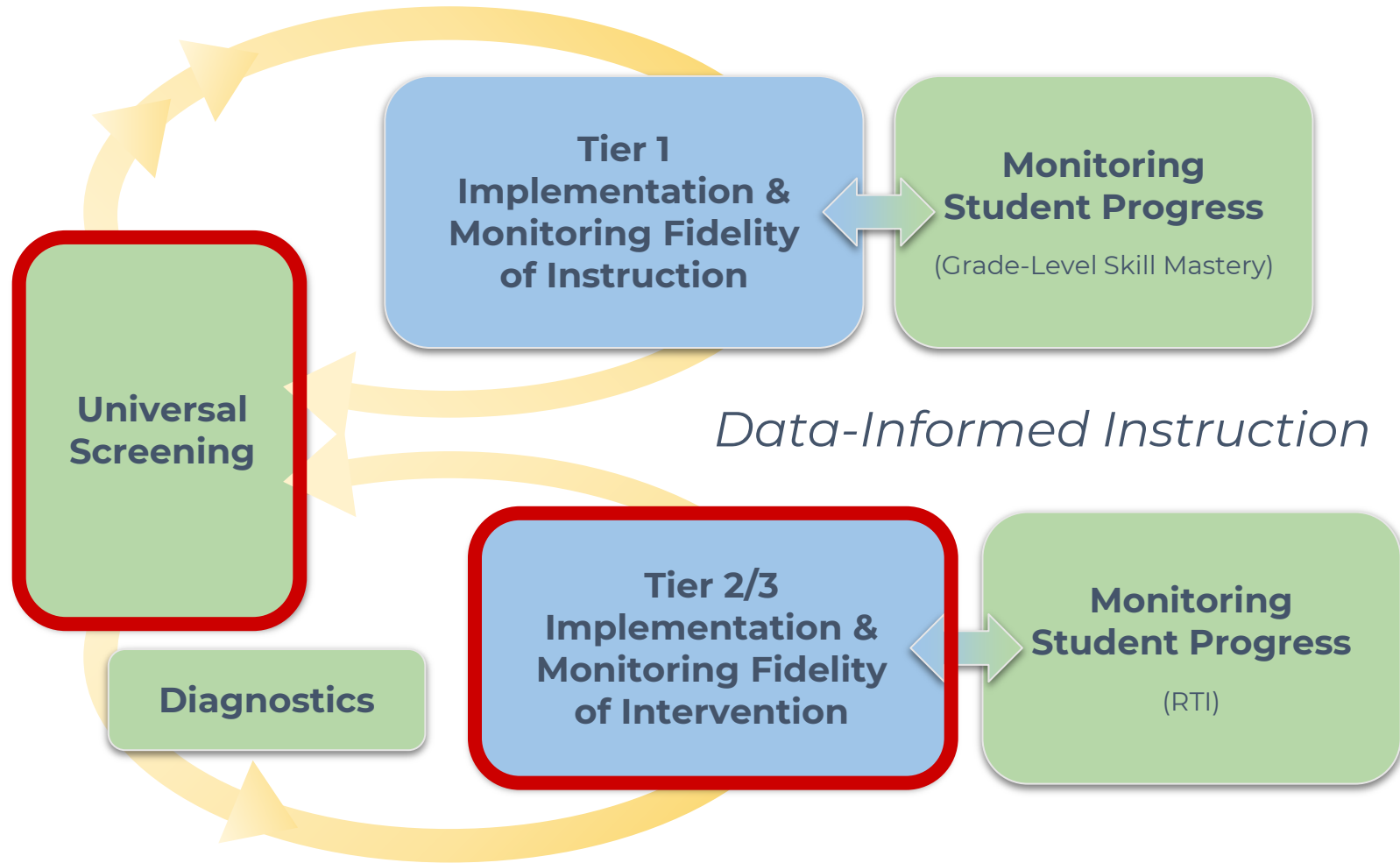
NJTSS-ER Framework (p. 2)



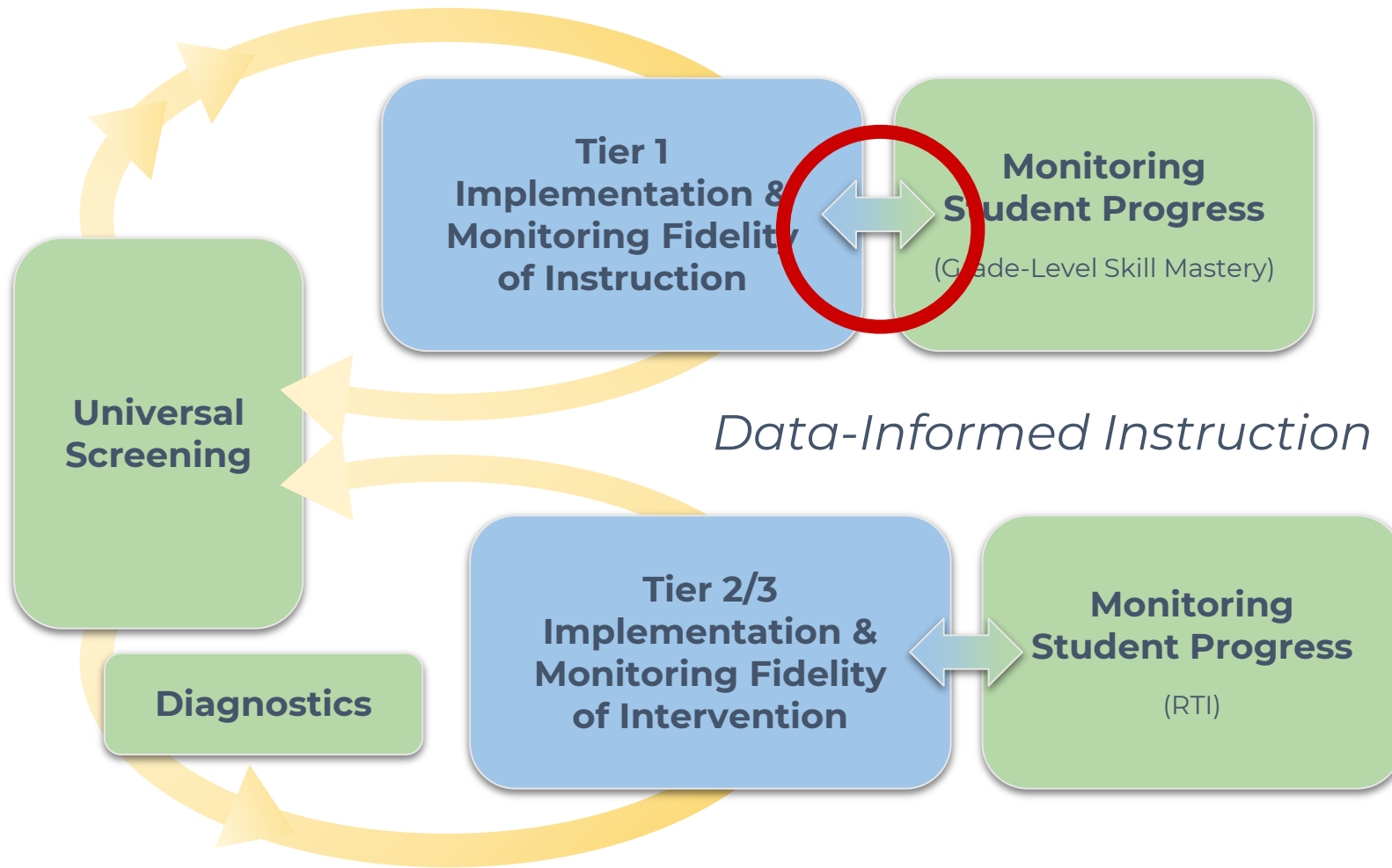
NJTSS-ER Framework (p. 3)



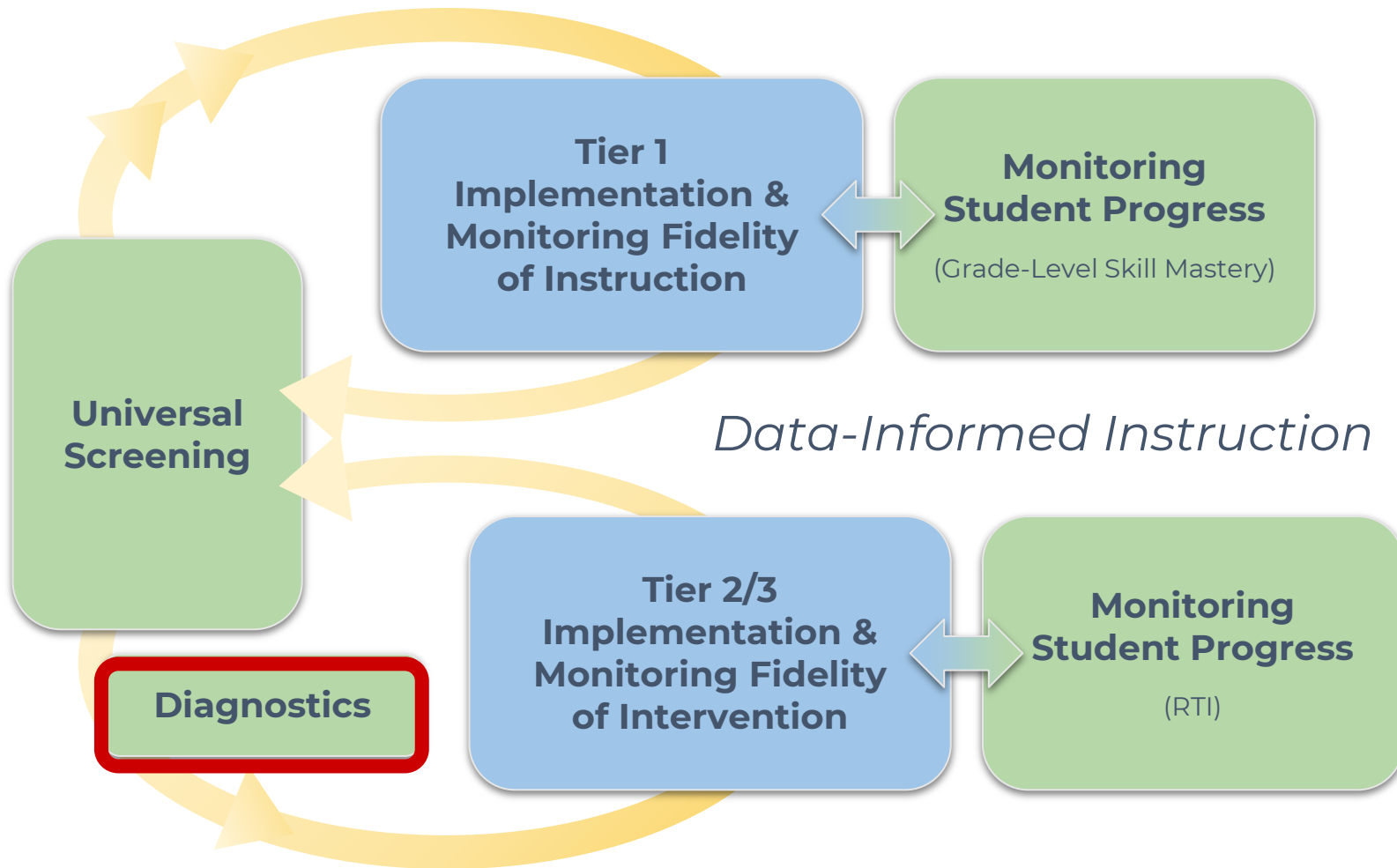
NJTSS-ER Framework (p. 4)



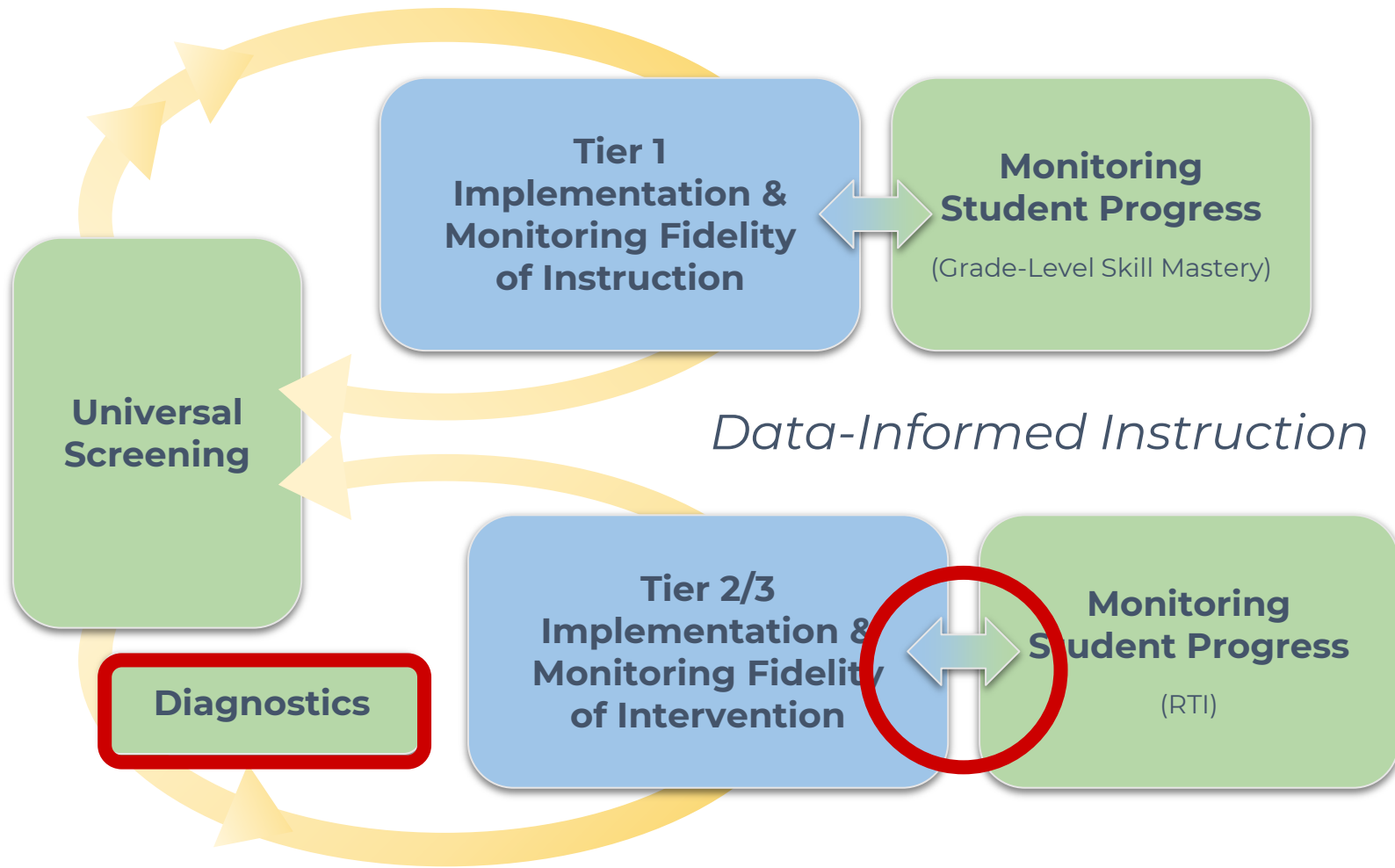
NJTSS-ER Framework (p. 5)



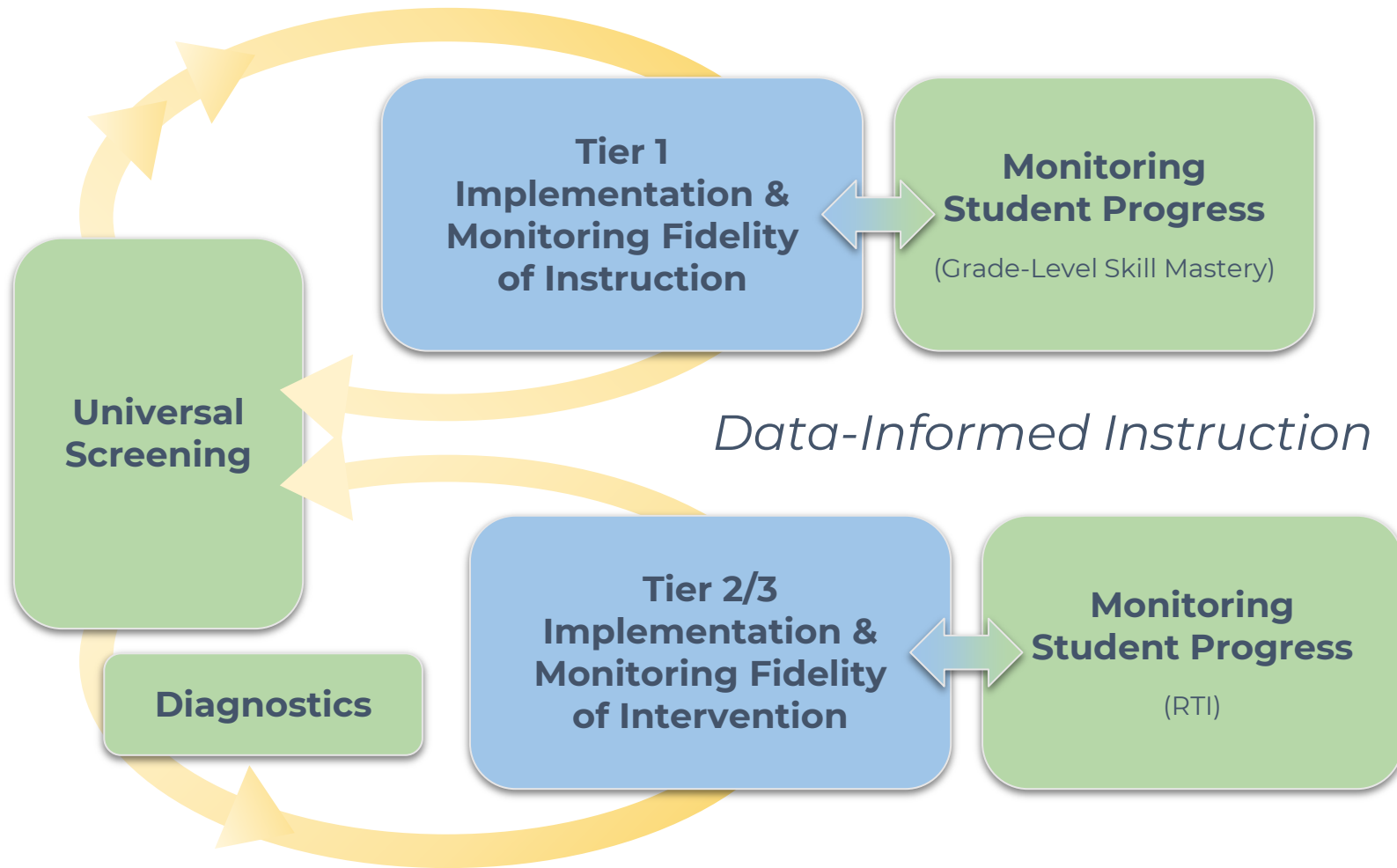
NJTSS-ER Framework (p. 6)



NJTSS-ER Framework (p. 7)



NJTSS-ER Framework (p. 8)



Building a District Leadership Team

*In order for schools to implement an effective beginning reading model fully, schools need to **build strong leadership teams** and corresponding routines to guide their work (Coyne et al, 2016).*



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NJTSS-ER Leadership Team Roles (p. 1)

Systems Change Leader
<p>Has authority to oversee process for:</p> <ul style="list-style-type: none">• Reviewing the NJTSS-ER Component Overviews;• Evaluating district capacity and receptivity to this work;• Problem solving ways for improving district capacity and receptivity to this work; and• Training essential personnel for foundational knowledge building
<p>Examples: Assistant Superintendent, Director of Curriculum, English Language Arts Supervisor</p>

NJTSS-ER Facilitator
<p>Has authority to:</p> <ul style="list-style-type: none">• Collaborate with the <i>Systems Change Leader</i> to identify <i>Content Experts</i> for implementing key actions;• Facilitate NJTSS-ER meetings using NJTSS-ER Meeting Protocols;• Monitor completion of the NJTSS-ER Action Plan and coordinate regularly with the <i>Systems Change Leader</i> to manage progress of key actions and deliverables; and• Identify training needs for <i>Content Experts</i> to build content expertise
<p>Examples: English Language Arts Supervisor; Instructional Coach, Reading Specialist</p>

Content Experts
<p>Must have expertise in:</p> <ul style="list-style-type: none">• The function and purpose of early reading assessments;• Characteristics of evidence-based skill-focused early-reading instruction;• Evidence-based practices for assessing and intervening with students both with and without disabilities; and• Implementing instructional supports and addressing barriers
<p>Examples: Director of Curriculum, English Language Arts Supervisor, Instructional Coach, Reading Specialist, Classroom Teacher, Interventionist</p>



NJTSS-ER Leadership Team Roles (p. 2)

Systems Change Leader

Has authority to oversee process for:

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Examples: Assistant Superintendent, Director of Curriculum, English Language Arts Supervisor

NJTSS-ER Facilitator

Has authority to:

- Collaborate with the *Systems Change Leader* to identify *Content Experts* for implementing key actions;
- Facilitate NJTSS-ER meetings using NJTSS-ER Meeting Protocols;
- Monitor completion of the NJTSS-ER Action Plan and coordinate regularly with the *Systems Change Leader* to manage progress of key actions and deliverables; and
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NJTSS-ER Leadership Team Roles (p. 4)

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NJTSS-ER Leadership Team Roles (p. 5)

Systems Change Leader

Has authority to oversee process for:

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- Evaluating district capacity and receptivity to this work;
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Examples: Assistant Superintendent, Director of Curriculum, [English Language Arts Supervisor](#)

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Case Study: Building a Leadership Team

A district selects team members and assigns NJTSS-ER leadership team roles.



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Systems Change Leader

Carmen Goode



- Has time to oversee action planning and resource allocation
- Has the content knowledge in early reading instruction
- Has authority to approve decisions at each stage of NJTSS-ER integration



NJTSS-ER Facilitator

Brian Hoffman



- Has content knowledge relative to early reading instruction
- Has the authority to monitor the progress of key actions and deliverables
- Demonstrated strong organizational skills and a unique ability to guide implementation of instruction.



Content Experts

Keisha Davis; Michelle Gonzalez, Jamil Caldwell, Laura Mazur



- Have experience and expertise relative to multiple aspects of early reading assessment and instruction
- Have proven abilities to problem solve in a team-based setting



Case Study: Building a Leadership Team

Building Foundational Knowledge
Protocol for Meeting 2

BUILDING FOUNDATIONAL KNOWLEDGE • Protocol for Meeting 2

Rationale:
Building foundational knowledge pertaining to the *NUTSS-ER Team-Based Early Prevention Model* helps establish common understanding among leadership team members and provides a context by which the leadership team reflect on readiness for integrating NUTSS-ER essential components into schools.

Meeting Objectives:

- Build foundational knowledge pertaining to a team-based early prevention model in preparation for the integration of NUTSS-ER essential components.
- Formalize selection of personnel assigned to NUTSS-ER Team-Based Leadership roles.
- Assign team members to complete the *NUTSS-ER Assessment & Data-Based Decision Making Online Learning* for discussion in Meeting 3.

Prerequisites	Materials
<ul style="list-style-type: none"> Assigned personnel have completed the <i>NUTSS-ER Team-Based Early Prevention Model Online Learning Course</i> 	<ul style="list-style-type: none"> <i>NUTSS-ER Team-Based Early Prevention Model Overview</i> Access to the <i>NUTSS-ER Assessment & Data-Based Decision Making Online Learning Course</i> District and personnel calendars

Team-Based Leadership Date

Record essential personnel in attendance (aligned with leadership roles if already identified).

- Systems Change Leader:**
- NUTSS-ER Facilitator:**
- Content Experts:**

Introduction Notes

Introduce Rationale
 Introduce Meeting Objectives

Key Actions Steps Notes

Discuss the key aspects of the team-based early prevention model as outlined in the *NUTSS-ER Team-Based Early Prevention Model Online Learning Course* and Overview. Use the following questions to reflect on district capacity and fit for this work.

- How will this approach to a team-based early prevention model benefit our student population?
- Are we willing to allocate the time and personnel necessary to implement a team-based early prevention model?
- Is there a shared belief among key stakeholders that the *NUTSS-ER Team-Based Early Prevention Model* is necessary to meet the early reading goals of all students, grades K-3?
- Does the integration of the *NUTSS-ER Team-Based Early Prevention Model* align with our other district organizational priorities?

NOTE: If the discussion indicates limited capacity and/or fit, then engage in problem solving to identify key actions that will address these limitations.

Formalize selection of the NUTSS-ER Team-Based Leadership Team members, recognizing that assigned personnel may change based on components, schedules, and staffing changes.

Essential Artifact: Leadership Team Members

Record leadership team members in the chart below. Add rows as needed.

Role	Name	Title
Systems Change Leader	<i>Carmen Goode</i>	<i>Assistant Superintendent</i>
NUTSS-ER Facilitator	<i>Brian Hoffman</i>	<i>ELA Supervisor</i>
Content Expert	<i>Keisha Davis</i>	<i>Instructional Coach</i>
Content Expert	<i>Michelle Gonzalez</i>	<i>Interventionist</i>
Content Expert	<i>Jamil Caldwell</i>	<i>Special Education Teacher</i>
Content Expert	<i>Laura Mazur</i>	<i>Teacher Leader</i>



NJTSS-ER Roadmap

It takes time to appropriately integrate each essential component of NJTSS-ER into schools. With NJTSS-ER, a multi-stage, phased approach is used to integrate essential components.



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NJTSS-ER Roadmap (p. 1)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction		Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> • Team-Based Early Prevention Model • Assessment & Data-Based Decision Making • Research-Based Priority Early Reading Skills 						
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL				
Phase 3			Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT	Stage 1: PREPARE Stage 2: ESTABLISH	
Phase 4					Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	



NJTSS-ER Roadmap (p. 2)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> Team-Based Early Prevention Model Assessment & Data-Based Decision Making Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
Phase 3			Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT	Stage 1: PREPARE Stage 2: ESTABLISH	
Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	



NJTSS-ER Roadmap (p. 3)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> Team-Based Early Prevention Model Assessment & Data-Based Decision Making Research-Based Priority Early Reading Skills 					
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Phase 3			Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT	Stage 1: PREPARE Stage 2: ESTABLISH	
Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	



NJTSS-ER Roadmap (p. 4)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> • Team-Based Early Prevention Model • Assessment & Data-Based Decision Making • Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
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Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	



NJTSS-ER Roadmap (p. 5)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> • Team-Based Early Prevention Model • Assessment & Data-Based Decision Making • Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
Phase 3			Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT	Stage 1: PREPARE Stage 2: ESTABLISH	
Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	

Some stages are designed to be repeated with data used to inform this process.



NJTSS-ER Roadmap (p. 6)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> • Team-Based Early Prevention Model • Assessment & Data-Based Decision Making • Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
Phase 3			Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT	Stage 1: PREPARE Stage 2: ESTABLISH	
Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	

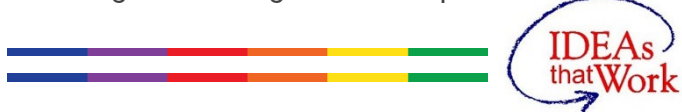
Some stages are designed to be repeated with data used to inform this process.



NJTSS-ER Roadmap (p. 7)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> • Team-Based Early Prevention Model • Assessment & Data-Based Decision Making • Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
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Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	

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NJTSS-ER Roadmap (p. 8)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> Team-Based Early Prevention Model Assessment & Data-Based Decision Making Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
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NJTSS-ER Roadmap (p. 9)

	Foundational Knowledge	Universal Screening	Tier 1 Instruction	Diagnostics	Tier 2 & 3 Intervention	Progress Monitoring
Phase 1	<ul style="list-style-type: none"> • Team-Based Early Prevention Model • Assessment & Data-Based Decision Making • Research-Based Priority Early Reading Skills 					
Phase 2		Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	Stage 1: PREPARE Stage 2: ESTABLISH Stage 3: INSTALL			
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Phase 4				Stage 5: EVALUATE & REFINE	Stage 3: INSTALL Stage 4: IMPLEMENT Stage 5: EVALUATE & REFINE	



NJTSS-ER Roadmap

- Stage 1: PREPARE
- Stage 2: ESTABLISH
- Stage 3: INSTALL
- Stage 4: IMPLEMENT
- Stage 5: EVALUATE & REFINE


ACTION PLAN

ESSENTIAL ASSESSMENTS

Universal Screening

• **Prerequisite:** The *NJTSS-ER Universal Screening Action Plan* and *Meeting Protocols* facilitate action planning and completion of key actions through the use of meeting protocols and supporting tools. Prior to engaging in this action plan, it is important to identify essential personnel (i.e., a systems change leader, an NJTSS-ER facilitator, and content experts) who will be involved in this work. These personnel should be knowledgeable about evidence-based early reading assessments and instruction and commit to allocating resources (e.g., personnel, time, materials) to successfully integrate universal screening into an NJTSS-ER approach. The table below provides guidance for selecting these essential personnel.

Team-Based Leadership Roles and Responsibilities: Universal Screening		
Systems Change Leader	NJTSS-ER Facilitator	Content Experts
Must have authority to oversee the process for: <ul style="list-style-type: none"><input type="checkbox"/> Analyzing and selecting universal screening assessments;<input type="checkbox"/> Operationalizing stages for universal screening assessments (i.e., <i>Prepare, Establish, Install, Implement, Evaluate & Refine</i>);<input type="checkbox"/> Training personnel related to universal screening assessments; and<input type="checkbox"/> Formalizing fidelity checks.	Must have authority to: <ul style="list-style-type: none"><input type="checkbox"/> Collaborate with <i>Systems Change Leader</i> to identify <i>Content Experts</i> for implementing key actions;<input type="checkbox"/> Facilitate NJTSS-ER meetings using <i>NJTSS-ER Meeting Protocols</i>;<input type="checkbox"/> Monitor completion of NJTSS-ER Action Plan and coordinate regularly with <i>Systems Change Leader</i> to manage progress of key actions and deliverables;<input type="checkbox"/> Identify training needs for <i>Content Experts</i>;<input type="checkbox"/> Facilitate fidelity check protocols; and<input type="checkbox"/> Assign personnel responsible for implementing fidelity checks.	Must have expertise in: <ul style="list-style-type: none"><input type="checkbox"/> The function and purpose of early reading ELA assessments;<input type="checkbox"/> Characteristics of evidence-based, scientifically researched, early-reading skill-based interventions;<input type="checkbox"/> Interpreting student performance data relative to assessment benchmarks and grade-level instructional expectations;<input type="checkbox"/> Protocols for delivering instruction and assessing English Language Learners and students with a learning disability;<input type="checkbox"/> Data-based system needs;<input type="checkbox"/> Universal screening implementation supports and barriers; and<input type="checkbox"/> Implementing fidelity check protocols.



NJTSS-ER Roadmap (p. 1)

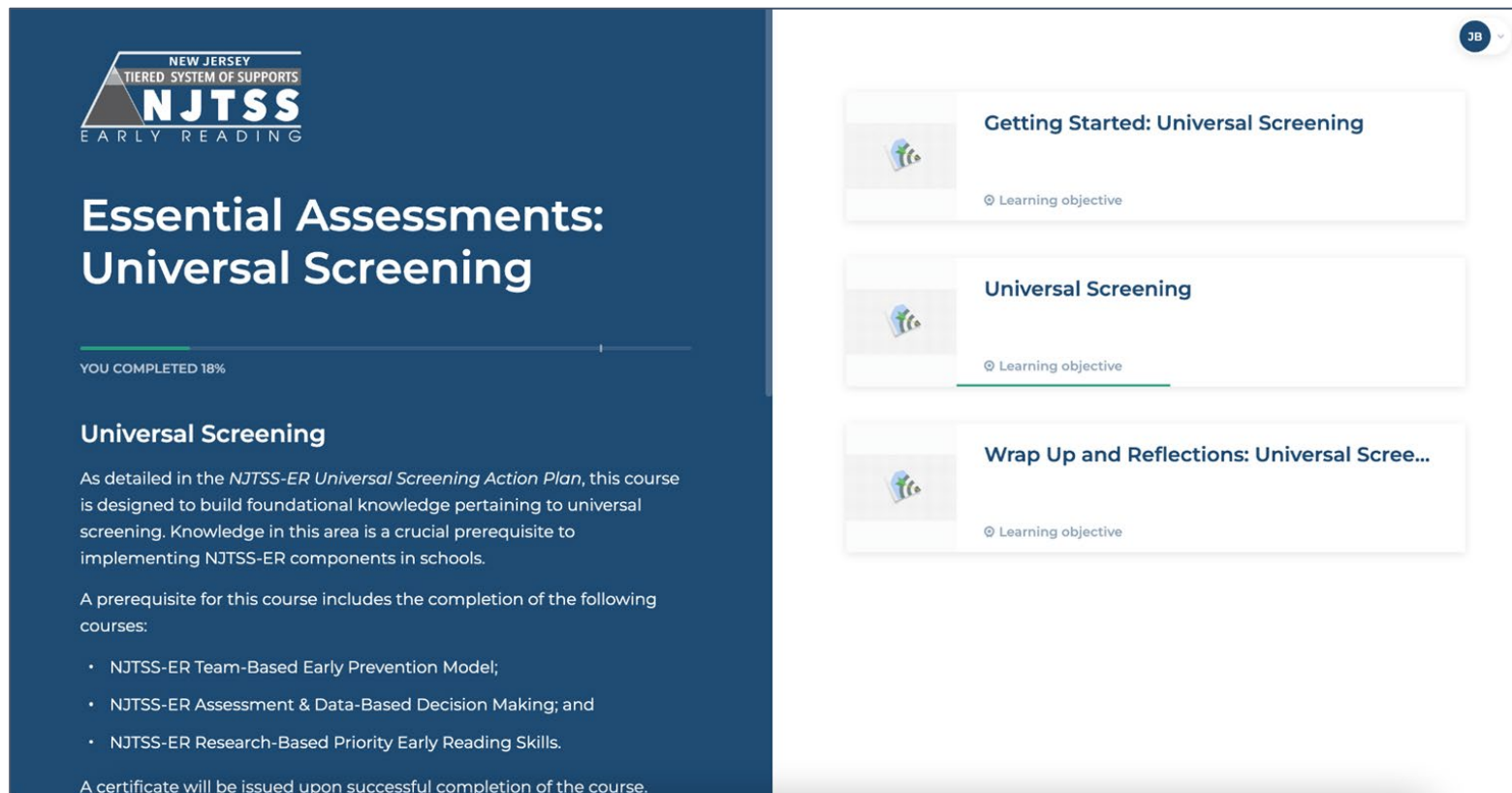
- **Stage 1: PREPARE**
- **Stage 2: ESTABLISH**
- **Stage 3: INSTALL**
- **Stage 4: IMPLEMENT**
- **Stage 5: EVALUATE & REFINE**

ACTION PLAN		
Universal Screening		
STAGE 1: PREPARE		
What's Needed	Key Actions	Accountability
Team-Based Leadership (Should be selected prior to engaging in Key Action 1: Build Understandings.) <ul style="list-style-type: none">Essential personnelSystems Change Leader;NJTSS Facilitator; andContent Experts. An Understanding of Essential Elements of Universal Screening <p>Team-based leadership should understand the scope of the work required to integrate Universal Screening into an NJTSS-ER approach. Readings have been assigned to build knowledge among essential personnel.</p>	1. Build Knowledge: Universal Screening Part I Use: PREPARE – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Preview NJTSS-ER Universal Screening Action Plan and Meeting Protocols, Stages 1-5; andAssign appropriate personnel to read NJTSS-ER Universal Screening Overview to build content expertise. Materials: <ul style="list-style-type: none">NJTSS-ER Universal Screening Overview 2. Build Knowledge: Universal Screening Part II Use: PREPARE – Universal Screening Protocol Meeting 2 <ul style="list-style-type: none">Discuss essential elements of universal screening as outlined in NJTSS-ER Universal Screening Overview; andIdentify additional personnel in need of building understanding of essential elements of universal screening and assign reading of the NJTSS-ER Universal Screening Overview. Materials: <ul style="list-style-type: none">NJTSS-ER Universal Screening Overview	I Actions completed Meeting Date(s): Notes:
Stage 2: ESTABLISH		
What's Needed	Key Actions	Accountability
Universal Screening Assessments <p>Universal screening assessments should be standardized, norm-referenced, developmentally appropriate, and skills-focused; they should be able to reliably measure the risk status of all K-3 students multiple times a year (BOY, MOY, and EOY) with:</p> <ul style="list-style-type: none">clearly defined cut scores for determining performance relative to benchmarks; and	1. Establish Universal Screening Assessments Use: ESTABLISH – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s);Finalize and secure approval for universal screening assessment and data management system(s);Determine responsible personnel for purchase, organization	II Actions completed Meeting Date(s): Notes:



NJTSS-ER Roadmap (p. 2)

● Stage 1: PREPARE



The screenshot displays the course interface for 'Essential Assessments: Universal Screening'. On the left, a dark blue sidebar contains the NJTSS logo (New Jersey Tiered System of Supports Early Reading) and the course title. Below the title, a progress bar shows 'YOU COMPLETED 18%'. The main content area on the right lists three modules: 'Getting Started: Universal Screening', 'Universal Screening', and 'Wrap Up and Reflections: Universal Scree...'. Each module includes a 'Learning objective' icon and a progress indicator.

NEW JERSEY TIERED SYSTEM OF SUPPORTS NJTSS EARLY READING

Essential Assessments: Universal Screening

YOU COMPLETED 18%

Universal Screening

As detailed in the *NJTSS-ER Universal Screening Action Plan*, this course is designed to build foundational knowledge pertaining to universal screening. Knowledge in this area is a crucial prerequisite to implementing NJTSS-ER components in schools.

A prerequisite for this course includes the completion of the following courses:

- NJTSS-ER Team-Based Early Prevention Model;
- NJTSS-ER Assessment & Data-Based Decision Making; and
- NJTSS-ER Research-Based Priority Early Reading Skills.

A certificate will be issued upon successful completion of the course.

- Getting Started: Universal Screening
Learning objective
- Universal Screening
Learning objective
- Wrap Up and Reflections: Universal Scree...
Learning objective



NJTSS-ER Roadmap (p. 3)

- Stage 1: PREPARE
- Stage 2: ESTABLISH
- Stage 3: INSTALL
- Stage 4: IMPLEMENT
- Stage 5: EVALUATE & REFINE

ACTION PLAN		
Universal Screening		
STAGE 1: PREPARE		
What's Needed	Key Actions	Accountability
Team-Based Leadership (Should be selected prior to engaging in Key Action 1: Build Understandings.) <ul style="list-style-type: none">Essential personnelSystems Change Leader;NJTSS Facilitator; andContent Experts. An Understanding of Essential Elements of Universal Screening <p>Team-based leadership should understand the scope of the work required to integrate Universal Screening into an NJTSS-ER approach. Readings have been assigned to build knowledge among essential personnel.</p>	1. Build Knowledge: Universal Screening Part I Use: PREPARE – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Preview NJTSS-ER Universal Screening Action Plan and Meeting Protocols, Stages 1-5; andAssign appropriate personnel to read NJTSS-ER Universal Screening Overview to build content expertise. Materials: <ul style="list-style-type: none">NJTSS-ER Universal Screening Overview 2. Build Knowledge: Universal Screening Part II Use: PREPARE – Universal Screening Protocol Meeting 2 <ul style="list-style-type: none">Discuss essential elements of universal screening as outlined in NJTSS-ER Universal Screening Overview; andIdentify additional personnel in need of building understanding of essential elements of universal screening and assign reading of the NJTSS-ER Universal Screening Overview. Materials: <ul style="list-style-type: none">NJTSS-ER Universal Screening Overview	I Actions completed Meeting Date(s): Notes:
Stage 2: ESTABLISH		
What's Needed	Key Actions	Accountability
Universal Screening Assessments <p>Universal screening assessments should be standardized, norm-referenced, developmentally appropriate, and skills-focused; they should be able to reliably measure the risk status of all K-3 students multiple times a year (BOY, MOY, and EOY) with:</p> <ul style="list-style-type: none">clearly defined cut scores for determining performance relative to benchmarks; and	1. Establish Universal Screening Assessments Use: ESTABLISH – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s);Finalize and secure approval for universal screening assessment and data management system(s);Determine responsible personnel for purchase, organization	II Actions completed Meeting Date(s): Notes:



NJTSS-ER Roadmap (p. 4)

- Stage 1: PREPARE
- Stage 2: ESTABLISH
- Stage 3: INSTALL
- Stage 4: IMPLEMENT
- Stage 5: EVALUATE & REFINE

ACTION PLAN			Universal Screening		
companion progress monitoring tools to measure student growth.		<ul style="list-style-type: none"> and distribution of universal screening materials and data management system(s); and Develop and schedule training for use of universal screening materials and data management system(s). Materials: - NJTSS-ER Screening Quality Evaluation Worksheet			
A Universal Screening Plan The process for universal screening is clearly operationalized (e.g. administration, scoring, data collection, interpretation of data, and use of materials and data management components). Essential personnel are trained in the universal screening plan, materials, and use of the data management system.		3. Operationalize Universal Screening Use: ESTABLISH – Universal Screening Protocol Meeting 2 <ul style="list-style-type: none"> Develop district universal screening guidelines; Plan for and communicate access to universal screening guidelines and materials; and Train essential personnel in universal screening process and use of data management components. 		B Actions completed Meeting Date(s): Notes:	
STAGE 3: INSTALL					
What's Needed		Key Actions		Accountability	
Universal Screening Scheduling The process for universal screening is planned and scheduled and includes dates for test administration, data collection, and data review meetings.		1. Schedule Universal Screening Use: INSTALL – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none"> Schedule universal screening assessments administration, data collection, and data review meetings. Materials: - NJTSS-ER Assessment Calendar Planner		B Actions completed Meeting Date(s): Notes:	
A Universal Screening Fidelity Plan A plan for monitoring the fidelity of universal screening implementation (i.e. administration, scoring, and data collection) is in place.		2. Develop a Universal Screening Fidelity Plan Use: INSTALL – Universal Screening Protocol Meeting 2 <ul style="list-style-type: none"> Develop a universal screening fidelity plan. Materials:		B Actions completed Meeting Date(s): Notes:	



NJTSS-ER Roadmap (p. 5)

- Stage 1: PREPARE
- Stage 2: ESTABLISH
- Stage 3: INSTALL
- Stage 4: IMPLEMENT
- Stage 5: EVALUATE & REFINE

ACTION PLAN		
Universal Screening		
	- NJTSS-ER Universal Screening Implementation Fidelity Checklist - NJTSS-ER Universal Screening Implementation Fidelity Log	
STAGE 4: IMPLEMENT (Repeat each fall, winter, and spring, aligned to universal screening schedule.)		
What's Needed	Key Actions	Accountability
Universal Screening Administration and Data Collection Universal screening assessments are administered according to standardized protocols to all K-3 students; scores are calculated and uploaded into the data management system.	1. Administer Universal Screening; Collect Data <ul style="list-style-type: none">Administer universal screening assessments and upload student scores into data system according to plan, schedule, and district guidelines; andImplement fidelity assessment checks according to fidelity plan.	B Actions completed Meeting Date(s): Notes:
Universal Screening Data Review and Needs Analysis Meeting(s) to analyze universal screening data to determine: (1) the proportion of students meeting benchmarks for key early reading indicators, and (2) next steps to address instructional needs are convened following each benchmark.	2. Review Universal Screening Assessment Data Use: IMPLEMENT – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Analyze gradewide data to determine the proportion of students meeting benchmarks for key early reading indicators.Determine next steps to address instructional needs identified by data. Materials: - NJTSS-ER Universal Screening Data Analysis Chart	B Actions completed Meeting Date(s): Notes:
STAGE 5: EVALUATE & REFINE (Repeat each fall, winter, spring, after each universal screening cycle. Can be combined with Diagnostics and Student Progress Monitoring, Stage 5: Evaluate and Refine meetings.)		
What's Needed	Key Actions	Accountability
Universal Screening Fidelity Data Review Meetings to Inform Professional Development Needs Meeting(s) to analyze universal screening fidelity findings are convened to inform refinements to adhere to established guidelines for test administration, scoring, and data collection.	1. Evaluate Fidelity Data Findings and Refine as Needed Use: EVALUATE & REFINE – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Evaluate the effectiveness of universal screening processes and practices and based on findings, plan for refinements and professional development to improve implementation.	B Actions completed Meeting Date(s): Notes:



NJTSS-ER Roadmap (p. 6)

- Stage 1: PREPARE
- Stage 2: ESTABLISH
- Stage 3: INSTALL
- Stage 4: IMPLEMENT
- Stage 5: EVALUATE & REFINE

ACTION PLAN		
Universal Screening		
	- NJTSS-ER Universal Screening Implementation Fidelity Checklist - NJTSS-ER Universal Screening Implementation Fidelity Log	
STAGE 4: IMPLEMENT (Repeat each fall, winter, and spring, aligned to universal screening schedule.)		
What's Needed	Key Actions	Accountability
Universal Screening Administration and Data Collection Universal screening assessments are administered according to standardized protocols to all K-3 students; scores are calculated and uploaded into the data management system.	1. Administer Universal Screening; Collect Data <ul style="list-style-type: none">Administer universal screening assessments and upload student scores into data system according to plan, schedule, and district guidelines; andImplement fidelity assessment checks according to fidelity plan.	B Actions completed Meeting Date(s): Notes:
Universal Screening Data Review and Needs Analysis Meeting(s) to analyze universal screening data to determine: (1) the proportion of students meeting benchmarks for key early reading indicators, and (2) next steps to address instructional needs are convened following each benchmark.	2. Review Universal Screening Assessment Data Use: IMPLEMENT – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Analyze grade-wide data to determine the proportion of students meeting benchmarks for key early reading indicators.Determine next steps to address instructional needs identified by data. Materials: - NJTSS-ER Universal Screening Data Analysis Chart	B Actions completed Meeting Date(s): Notes:
STAGE 5: EVALUATE & REFINE (Repeat each fall, winter, spring, after each universal screening cycle. Can be combined with Diagnostics and Student Progress Monitoring, Stage 5: Evaluate and Refine meetings.)		
What's Needed	Key Actions	Accountability
Universal Screening Fidelity Data Review Meetings to Inform Professional Development Needs Meeting(s) to analyze universal screening fidelity findings are convened to inform refinements to adhere to established guidelines for test administration, scoring, and data collection.	1. Evaluate Fidelity Data Findings and Refine as Needed Use: EVALUATE & REFINE – Universal Screening Protocol Meeting 1 <ul style="list-style-type: none">Evaluate the effectiveness of universal screening processes and practices and based on findings, plan for refinements and professional development to improve implementation.	B Actions completed Meeting Date(s): Notes:



NJTSS-ER Planning & Implementation Resources

*In order for schools to implement an effective beginning reading model fully, schools need to build strong leadership teams and **corresponding routines to guide their work** (Coyne et al., 2016).*



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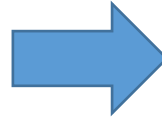


NJTSS-ER Action Plans

ACTION PLAN	Universal Screening	
STAGE 1: PREPARE		
What's Needed	Key Actions	Completed Protocols
<p>NJTSS-ER Leadership Team essential personnel: <i>(Should be selected prior to engaging in Key Action 1: Build Knowledge.)</i></p> <ul style="list-style-type: none"> • <i>Systems Change Leader</i> • <i>MTSS Facilitator</i> • <i>Content Experts</i> <p>An Understanding of the Essential Elements of Universal Screening Team-based leadership should understand the scope of the work required to integrate universal screening into an NJTSS-ER approach. The <i>NJTSS-ER Universal Screening Online Learning Course</i> has been assigned to and completed by essential personnel to build knowledge.</p>	<p>1. Build Knowledge Part I: Universal Screening <i>Use: PREPARE – Universal Screening Protocol Meeting 1</i></p> <ul style="list-style-type: none"> • Preview the <i>NJTSS-ER Universal Screening Action Plan and Meeting Protocols</i>, stages 1-5; and • Assign team-based leadership members to complete the <i>NJTSS-ER Universal Screening Online Learning Course</i> to build knowledge. 	<input type="checkbox"/> PREPARE – Universal Screening Protocol Meeting 1
	<p>2. Build Knowledge Part II: Universal Screening <i>Use: PREPARE – Universal Screening Protocol Meeting 2</i></p> <ul style="list-style-type: none"> • Discuss essential elements of universal screening as outlined in the <i>NJTSS-ER Universal Screening Online Learning Course</i>; and • Identify additional team members in need of building understanding of essential elements of universal screening and assign completion of the <i>NJTSS-ER Universal Screening Online Learning Course</i>. 	<input type="checkbox"/> PREPARE – Universal Screening Protocol Meeting 2
Stage 2: ESTABLISH		
What's Needed	Key Actions	Completed Protocols
<p>Universal Screening Assessments Universal screening assessments should be standardized, norm-referenced, developmentally appropriate, and skills-focused; they should be able to reliably measure the risk status of all K-3 students multiple times a year (BOY, MOY, and EOY) with:</p> <ul style="list-style-type: none"> • clearly defined cut scores for determining performance relative to benchmarks; and companion progress monitoring tools to measure student growth. 	<p>1. Establish Universal Screening Assessments <i>Use: ESTABLISH – Universal Screening Protocol Meeting 1</i></p> <ul style="list-style-type: none"> • Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s); • Finalize and secure approval for universal screening assessment and data management system(s); 	<input type="checkbox"/> ESTABLISH – Universal Screening Protocol Meeting 1
© 2022 NJTSS-ER 2		Action Plan



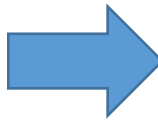
NJTSS-ER Meeting Protocols (p. 1)



STAGE 2 ESTABLISH		Establish Universal Screening Assessments	
<p>Rationale: It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on the use of assessment materials and data management components is essential to consistent and efficient implementation of universal screening.</p>			
<p>Meeting Objectives:</p> <ul style="list-style-type: none"> Select evidence-based universal screening assessment(s), data management system(s), and develop and schedule training plan(s). 			
Prerequisites		Materials	
<ul style="list-style-type: none"> Assigned personnel have completed the <i>NJTSS-ER Universal Screening Online Learning Course</i> View the <i>NJTSS-ER Selecting an Effective Universal Screening Assessment</i> video View the <i>NJTSS-ER Screening Performance Reports</i> video 		<ul style="list-style-type: none"> <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> Access to current assessment materials 	
Team-Based Leadership		Date	
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> <i>Systems Change Leader:</i> <i>NJTSS-ER Facilitator:</i> <i>Content Experts:</i> 			
Introduction		Notes	
<input type="checkbox"/> Introduce <i>Meeting Objectives</i> <input type="checkbox"/> Introduce <i>Rationale</i>			
Key Actions Steps		Notes	
<p><i>Before engaging in the Key Action Steps, be sure all team members have viewed the prerequisite video(s) listed above.</i></p> <input type="checkbox"/> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s). <ul style="list-style-type: none"> Using the <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> (see materials list above for link), analyze current and/or prospective universal screening assessment(s) for skill coverage and research-based criteria; Ensure that data management system(s) are capable of: <ul style="list-style-type: none"> accommodating data identifying students' benchmark status generating data reports by district, school, grade and classroom disaggregating data by subgroups (e.g., special education, race/ethnicity) monitoring benchmark performance over time 			



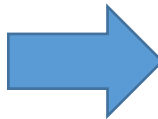
NJTSS-ER Meeting Protocols (p. 2)



STAGE 2 ESTABLISH		Establish Universal Screening Assessments	
<p>Rationale: It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on the use of assessment materials and data management components is essential to consistent and efficient implementation of universal screening.</p>			
<p>Meeting Objectives:</p> <ul style="list-style-type: none"> Select evidence-based universal screening assessment(s), data management system(s), and develop and schedule training plan(s). 			
Prerequisites		Materials	
<ul style="list-style-type: none"> Assigned personnel have completed the <i>NJTSS-ER Universal Screening Online Learning Course</i> View the NJTSS-ER Selecting an Effective Universal Screening Assessment video View the NJTSS-ER Screening Performance Reports video 		<ul style="list-style-type: none"> NJTSS-ER Universal Screening Quality Evaluation Worksheet Access to current assessment materials 	
Team-Based Leadership		Date	
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> <i>Systems Change Leader:</i> <i>NJTSS-ER Facilitator:</i> <i>Content Experts:</i> 			
Introduction		Notes	
<input type="checkbox"/> Introduce <i>Meeting Objectives</i> <input type="checkbox"/> Introduce <i>Rationale</i>			
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NJTSS-ER Meeting Protocols (p. 3)



STAGE 2 ESTABLISH		Establish Universal Screening Assessments	
<p>Rationale: It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on the use of assessment materials and data management components is essential to consistent and efficient implementation of universal screening.</p>			
<p>Meeting Objectives:</p> <ul style="list-style-type: none"> Select evidence-based universal screening assessment(s), data management system(s), and develop and schedule training plan(s). 			
Prerequisites		Materials	
<ul style="list-style-type: none"> Assigned personnel have completed the <i>NJTSS-ER Universal Screening Online Learning Course</i> View the NJTSS-ER Selecting an Effective Universal Screening Assessment video View the NJTSS-ER Screening Performance Reports video 		<ul style="list-style-type: none"> <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> Access to current assessment materials 	
Team-Based Leadership			Date
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> <i>Systems Change Leader:</i> <i>NJTSS-ER Facilitator:</i> <i>Content Experts:</i> 			
Introduction			Notes
<input type="checkbox"/> Introduce <i>Meeting Objectives</i> <input type="checkbox"/> Introduce <i>Rationale</i>			
Key Actions Steps			Notes
<p><i>Before engaging in the Key Action Steps, be sure all team members have viewed the prerequisite video(s) listed above.</i></p> <input type="checkbox"/> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s). <ul style="list-style-type: none"> Using the <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> (see materials list above for link), analyze current and/or prospective universal screening assessment(s) for skill coverage and research-based criteria; Ensure that data management system(s) are capable of: <ul style="list-style-type: none"> accommodating data identifying students' benchmark status generating data reports by district, school, grade and classroom disaggregating data by subgroups (e.g., special education, race/ethnicity) monitoring benchmark performance over time 			



NJTSS-ER Meeting Protocols (p. 4)


Universal Screening
Protocol for ESTABLISH: Meeting 1

STAGE 2 ESTABLISH	Establish Universal Screening Assessments
<p>Rationale: It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on the use of assessment materials and data management components is essential to consistent and efficient implementation of universal screening.</p>	
<p>Meeting Objectives:</p> <ul style="list-style-type: none"> Select evidence-based universal screening assessment(s), data management system(s), and develop and schedule training plan(s). 	
Prerequisites	Materials
<ul style="list-style-type: none"> Assigned personnel have completed Universal Screening Online View the NJTSS-ER Selecting an Effective Universal Screening Assessment video View the NJTSS-ER Screening Performance Reports video 	<ul style="list-style-type: none"> NJTSS-ER Universal Screening Quality Evaluation Worksheet Access to current assessment materials

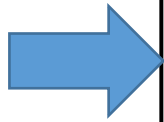
Team-Based Leadership	Date
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> Systems Change Leader: NJTSS-ER Facilitator: Content Experts: 	
Introduction	Notes
<input type="checkbox"/> Introduce Meeting Objectives <input type="checkbox"/> Introduce Rationale	
Key Actions Steps	Notes
<p><i>Before engaging in the Key Action Steps, be sure all team members have viewed the prerequisite video(s) listed above.</i></p> <input type="checkbox"/> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s). <ul style="list-style-type: none"> Using the NJTSS-ER Universal Screening Quality Evaluation Worksheet (see materials list above for link), analyze current and/or prospective universal screening assessment(s) for skill coverage and research-based criteria; Ensure that data management system(s) are capable of: <ul style="list-style-type: none"> accommodating data identifying students' benchmark status generating data reports by district, school, grade and classroom disaggregating data by subgroups (e.g., special education, race/ethnicity) monitoring benchmark performance over time 	




NJTSS-ER Meeting Protocols (p. 5)

 **Universal Screening**
Protocol for ESTABLISH: Meeting 1

STAGE 2 ESTABLISH	Establish Universal Screening Assessments	
Rationale: It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on the use of assessment materials and data management components is essential to consistent and efficient implementation of universal screening.		
Meeting Objectives:		
<ul style="list-style-type: none"> • Select evidence-based universal screening assessment(s), data management system(s), and develop and schedule training plan(s). 		
Prerequisites	Materials	
<ul style="list-style-type: none"> • Assigned personnel have completed the <i>NJTSS-ER Universal Screening Online Learning Course</i> • View the <i>NJTSS-ER Selecting an Effective Universal Screening Assessment</i> video • View the <i>NJTSS-ER Screening Performance Reports</i> video 	<ul style="list-style-type: none"> • <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> • Access to current assessment materials 	
Team-Based Leadership		Date
<input type="checkbox"/> Record essential personnel in attendance. <ul style="list-style-type: none"> • <i>Systems Change Leader:</i> • <i>NJTSS-ER Facilitator:</i> • <i>Content Experts:</i> 		
Introduction		Notes
<input type="checkbox"/> Introduce <i>Meeting Objectives</i> <input type="checkbox"/> Introduce <i>Rationale</i>		
Key Actions Steps		Notes
<i>Before engaging in the Key Action Steps, be sure all team members have viewed the prerequisite video(s) listed above.</i>		
<input type="checkbox"/> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s). <ul style="list-style-type: none"> • Using the <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> (see materials list above for link), analyze current and/or prospective universal screening assessment(s) for skill coverage and research-based criteria; • Ensure that data management system(s) are capable of: <ul style="list-style-type: none"> ○ accommodating data ○ identifying students' benchmark status ○ generating data reports by district, school, grade and classroom ○ disaggregating data by subgroups (e.g., special education, race/ethnicity) ○ monitoring benchmark performance over time 		



NJTSS-ER Implementation Tools



Universal Screening Quality Evaluation Worksheet

How to Use the NJTSS-ER Universal Screening Quality Evaluation Worksheet

Part A – Inclusion of Predictive Indicators: Several key early reading literacy skill indicators can be rapidly assessed to predict students' later reading performance. The shading indicates which indicators should be assessed at each time of year for each grade level (K-3). To ensure that universal screening can adequately predict students reading performance, identify the screening tools that will be used to assess each skill indicator.

PART A Skill Coverage		Letter Naming	Phonological Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension
K	Fall					
	Winter					
	Spring					
1	Fall					
	Winter					
	Spring					
2	Fall					
	Winter					
	Spring					
3	Fall					
	Winter					
	Spring					

Part B – Quality Check: Evaluate whether each tool identified above meets the criteria for an effective screening assessment. If multiple screening tools are used, complete Part B separately for each tool.

PART B Quality Check	Criteria	Yes/No	Findings/Decisions
	Time efficient (less than 10 minutes per student);		
	Standardized scoring rules;		
	Same assessment form (e.g. same reading passage) administered to all students to gauge student performance on the same scale, unless alternate assessment is needed;		
	Available in multiple, equivalent forms to assess progress from one benchmark to the next;		
	Easy to administer and score;		
	Evidence of reliability and validity;		
	Evidence of accuracy in predicting which students will be at risk (i.e. research evidence that each student who initially did not meet benchmark expectations also performed poorly at a later assessment period);		
	Sufficient items for each skill; and		



Case Study: Establish Universal Screening Assessments

A district NJTSS-ER leadership team establishes evidence-based universal screening assessments.



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Case Study: Establish Universal Screening Assessments (p. 2)

Universal Screening Protocol for ESTABLISH: Meeting 1

STAGE 2 ESTABLISH: Establish Universal Screening Assessments

Rationale:
It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on materials and data management components is essential to consistent and efficient implementation of universal screening.

Meeting Objectives:

- Select evidence-based universal screening assessment(s), data management system(s), training plan(s).

Prerequisites	Materials
<ul style="list-style-type: none"> Assigned personnel have completed the <i>NJTSS-ER Universal Screening Online Learning Course</i> View the <i>NJTSS-ER Selecting an Effective Universal Screening Assessment</i> video View the <i>NJTSS-ER Screening Performance Reports</i> video 	<ul style="list-style-type: none"> <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> Access to current assessment materials

Team-Based Leadership

Record-essential-personnel-in-attendance:

- Systems Change Leader: Carmen Goode
- NJTSS-ER Facilitator: Brian Hoffman
- Content Experts: Michelle Gonzalez, Keisha Davis, Jamile Caldwell, Laura Mazur

Introduction

Introduce-Meeting-Objectives
 Introduce-Rationale

Key Actions Steps
Before engaging in the Key Action Steps, be sure all team members have viewed the prerequisite video(s) listed above.

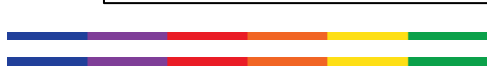
Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s).

- Using the *NJTSS-ER Universal Screening Quality Evaluation Worksheet* (see materials list above for link), analyze current and/or prospective universal screening assessment skill coverage and research-based criteria;
- Ensure that data management system(s) are capable of:
 - accommodating data
 - identifying students' benchmark status
 - generating data reports by district, school, grade and classroom
 - disaggregating data by subgroups (e.g., special education, race/ethnicity)
 - monitoring benchmark performance over time


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Universal Screening ESTABLISH Protocol for Meeting 1



Key Actions Steps	Notes
<p><i>Before engaging in the Key Action Steps, be sure all team members have viewed the prerequisite video(s) listed above.</i></p> <p><input type="checkbox"/> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s).</p> <ul style="list-style-type: none"> Using the <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> (see materials list above for link), analyze current and/or prospective universal screening assessment(s) for skill coverage and research-based criteria; Ensure that data management system(s) are capable of: <ul style="list-style-type: none"> accommodating data identifying students' benchmark status generating data reports by district, school, grade and classroom disaggregating data by subgroups (e.g., special education, race/ethnicity) monitoring benchmark performance over time 	



Case Study: Establish Universal Screening Assessments (p. 3)


Universal Screening Quality Evaluation Worksheet

How to Use the NJTSS-ER Universal Screening Quality Evaluation Worksheet

Part A – Inclusion of Predictive Indicators: Several key early reading literacy skill indicators can be rapidly assessed to predict students' later reading performance. The shading indicates which indicators should be assessed at each time of year for each grade level (K-3). To ensure that universal screening can adequately predict students reading performance, identify the screening tools that will be used to assess each skill indicator.

PART A Skill Coverage		Letter Naming	Phonological Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension
K	Fall					
	Winter					
	Spring					
1	Fall					
	Winter					
	Spring					
2	Fall					
	Winter					
	Spring					
3	Fall					
	Winter					
	Spring					

Part B – Quality Check: Evaluate whether each tool identified above meets the criteria for an effective screening assessment. If multiple screening tools are used, complete Part B separately for each tool.

PART B Quality Check	Criteria	Yes/No	Findings/Decisions
	Time efficient (less than 10 minutes per student);		
	Standardized scoring rules;		
	Same assessment form (e.g. same reading passage) administered to all students to gauge student performance on the same scale, unless alternate assessment is needed;		
	Available in multiple, equivalent forms to assess progress from one benchmark to the next;		
	Easy to administer and score;		
	Evidence of reliability and validity;		
	Evidence of accuracy in predicting which students will be at risk (i.e. research evidence that each student who initially did not meet benchmark expectations also performed poorly at a later assessment period);		
	Sufficient items for each skill; and		



Case Study: Establish Universal Screening Assessments (p. 4)

Part A – Inclusion of Predictive Indicators: Several key early reading literacy skill indicators can be rapidly assessed to predict students’ later reading performance. The shading indicates which indicators should be assessed at each time of year for each grade level (K-3). To ensure that universal screening can adequately predict students reading performance, identify the screening tools that we will use to assess each skill indicator.



PART A Skill Coverage		Letter Naming	Phonemic Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension (retell)*
K	Fall					
	Winter	⊘	⊘	only assesses text-dependent phonics skills		
	Spring					
1	Fall					
	Winter					
	Spring					
2	Fall					
	Winter					
	Spring					
3	Fall					
	Winter					
	Spring					

*Some screening tools include a measure for knowledge of vocabulary words in context within comprehension.



Case Study: Establish Universal Screening Assessments (p. 5)

Part A – Inclusion of Predictive Indicators: Several key early reading literacy skill indicators can be rapidly assessed to predict students’ later reading performance. The shading indicates which indicators should be assessed at each time of year for each grade level (K-3). To ensure that universal screening can adequately predict students reading performance, identify the screening tools that we will use to assess each skill indicator.

PART A Skill Coverage		Letter Naming	Phonemic Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension (retell)*
K	Fall					
	Winter			only assesses text-dependent phonics skills		
	Spring					
Fall						
1	Winter				only assesses instructional & independent reading levels, not grade-level skills	
	Spring					
	Fall					
2	Winter					
	Spring					
	Fall					
3	Winter					
	Spring					
	Fall					

*Some screening tools include a measure for knowledge of vocabulary words in context within comprehension.



Case Study: Establish Universal Screening Assessments (p. 6)

Part A – Inclusion of Predictive Indicators: Several key early reading literacy skill indicators can be rapidly assessed to predict students’ later reading performance. The shading indicates which indicators should be assessed at each time of year for each grade level (K-3). To ensure that universal screening can adequately predict students reading performance, identify the screening tools that we will used to assess each skill indicator.

PART A Skill Coverage		Letter Naming	Phonemic Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension (retell)*
K	Fall	LNF	PSF	NWF, WRF		
	Winter	LNF	PSF	NWF, WRF		
	Spring	LNF	PSF	NWF, WRF		
1	Fall	LNF	PSF	NWF, WRF	ORF	
	Winter	LNF	PSF	NWF, WRF	ORF	
	Spring	LNF	PSF	NWF, WRF	ORF	
2	Fall			NWF, WRF	ORF	MAZE
	Winter			NWF, WRF	ORF	MAZE
	Spring			NWF, WRF	ORF	MAZE
3	Fall			NWF, WRF	ORF	MAZE
	Winter			NWF, WRF	ORF	MAZE
	Spring			NWF, WRF	ORF	MAZE

*Some screening tools include a measure for knowledge of vocabulary words in context within comprehension.




Case Study: Establish Universal Screening Assessments (p. 7)

Part B – Quality Check: Evaluate whether each tool identified above meets the criteria for an effective screening assessment. If multiple screening tools are used, complete Part B separately for each tool.

PART B Quality Check	Criteria	Yes/No	Findings/Decisions
	Time efficient (less than 10 minutes per student);	Yes	One min for each subtest, except Maze (3 min)
	Standardized scoring rules;	Yes	Cut scores for determining risk status available for each grade level
	Same assessment form (e.g. same reading passage) administered to all students to gauge student performance on the same scale, unless alternate assessment is needed;	Yes	
	Available in multiple, equivalent forms to assess progress from one benchmark to the next;	Yes	About 20 equivalent progress monitoring forms for each subtest and each grade level available
	Easy to administer and score;	Yes	
	Evidence of reliability and validity;	Yes	
	Evidence of accuracy in predicting which students will be at risk (i.e. research evidence that each student who initially did not meet benchmark expectations also performed poorly at a later assessment period);	Yes	
	Sufficient items for each skill; and	Yes	
	Requires student oral production responses for letter/sound, word reading, and reading connected text.	Yes	



Case Study: Establish Universal Screening Assessments (p. 8)

 **Universal Screening Protocol for ESTABLISH: Meeting 1**

STAGE 2 ESTABLISH		Establish Universal Screening Assessments	
Rationale: It is important to analyze universal screening assessments currently in use to determine if processes and practices are aligned with evidence-based, scientifically researched criteria. This analysis informs whether additional and/or other assessment materials need to be considered. Once in place, training essential personnel on the use of assessment materials and data management components is essential to consistent and efficient implementation of universal screening.			
Meeting Objectives:			
<ul style="list-style-type: none"> Select evidence-based universal screening assessment(s), data management system(s), and develop and schedule training plan(s). 			
Prerequisites		Materials	
<ul style="list-style-type: none"> Assigned personnel have completed the <i>NJTSS-ER Universal Screening Online Learning Course</i> View the <i>NJTSS-ER Selecting an Effective Universal Screening Assessment</i> video View the <i>NJTSS-ER Screening Performance Reports</i> video 		<ul style="list-style-type: none"> <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> Access to current assessment materials 	
Team-Based Leadership		Date: 6/1/2023	
<input checked="" type="checkbox"/> Record essential personnel in attendance: <ul style="list-style-type: none"> Systems Change Leader: Carmen Goode NJTSS-ER Facilitator: Brian Hoffman Content Experts: Michelle Gonzalez, Keisha Davis, Jamil Caldwell, Laura Mazur 			
Introduction		Notes	
<input checked="" type="checkbox"/> Introduce Meeting Objectives <input checked="" type="checkbox"/> Introduce Rationale			
Key Actions Steps		Notes	
<input type="checkbox"/> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s). <ul style="list-style-type: none"> Using the <i>NJTSS-ER Universal Screening Quality Evaluation Worksheet</i> (see materials list above for link), analyze current and/or prospective universal screening assessment(s) for skill coverage and research-based criteria; Ensure that data management system(s) are capable of: <ul style="list-style-type: none"> accommodating data identifying students' benchmark status generating data reports by district, school, grade and classroom disaggregating data by subgroups (e.g., special education, race/ethnicity) monitoring benchmark performance over time 			

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- ~~Finalize and secure approval for universal screening assessment(s) and data management system(s).~~
 - Reach consensus for universal screening assessment(s) and data management system(s).

◆ Essential Artifact: Universal Screening and Data Management Selections

Fill out the table below. Sample entries are provided in blue text and can be deleted.

Grade Level	Universal Screener	Data Management System
Grade K	DIBELS 8 th	Google Sheets
Grade 1	DIBELS 8 th	Google Sheets
Grade 2	DIBELS 8 th	Google Sheets
Grade 3	DIBELS 8 th	Google Sheets

Approved by: [Carmen Goode](#)



Case Study: Establish Universal Screening Assessments (p. 9)

ACTION PLAN		Universal Screening	
Stage 2: ESTABLISH			
What's Needed	Key Actions	Completed Protocols	
<p>Universal Screening Assessments Universal screening assessments should be standardized, norm-referenced, developmentally appropriate, and skills-focused; they should be able to reliably measure the risk status of all K-3 students multiple times a year (BOY, MOY, and EOY) with:</p> <ul style="list-style-type: none"> clearly defined cut scores for determining performance relative to benchmarks; and companion progress monitoring tools to measure student growth. <p>Essential personnel are trained in the use of universal screening materials and data management system.</p>	<ol style="list-style-type: none"> 1. Establish Universal Screening Assessments <i>Use: ESTABLISH – Universal Screening Protocol Meeting 1</i> <ul style="list-style-type: none"> Determine the effectiveness of current and/or prospective universal screening assessment(s) and data management system(s); Finalize and secure approval for universal screening assessment and data management system(s); Determine responsible personnel for purchase, organization and distribution of universal screening materials and data management system(s); and Develop and schedule training for use of universal screening materials and data management system(s). 2. Acquire Universal Screening Materials <ul style="list-style-type: none"> Acquire/ purchase universal screening materials and data management components; and Ensure technology requirements are met. 3. Train essential personnel in use of universal screening materials and data management components. 	<input type="checkbox"/> ESTABLISH – Universal Screening Protocol Meeting 1	
<p>Universal Screening Guidelines The process for universal screening is clearly operationalized (e.g., administration, scoring, data collection, interpretation of data, and use of materials and data management components).</p> <p>Essential personnel are trained in the universal screening guidelines.</p>	<ol style="list-style-type: none"> 4. Operationalize Universal Screening <i>Use: ESTABLISH – Universal Screening Protocol Meeting 2</i> <ul style="list-style-type: none"> Develop district universal screening guidelines; and Develop and schedule training for use of guidelines. 5. Train essential personnel in use of universal screening guidelines. 	<input type="checkbox"/> ESTABLISH – Universal Screening Protocol Meeting 2	



NJTSS-ER Outcomes

Student outcomes relative to NJTSS-ER implementation.



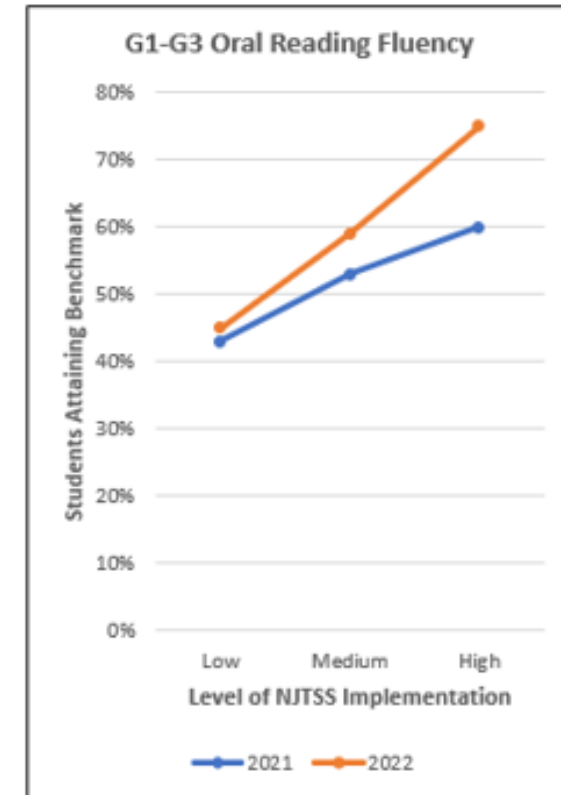
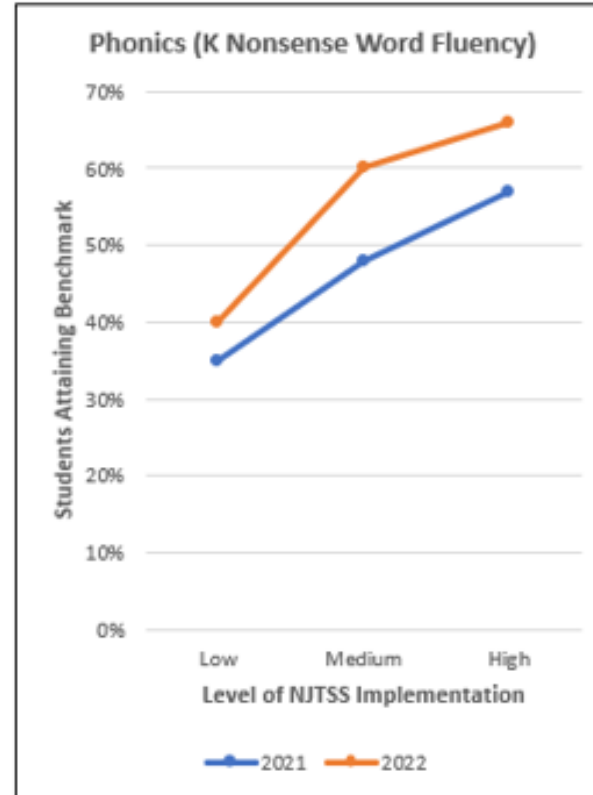
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NJTSS-ER Outcomes (p. 1)

NJTSS Implementation (Sample Items Reported)

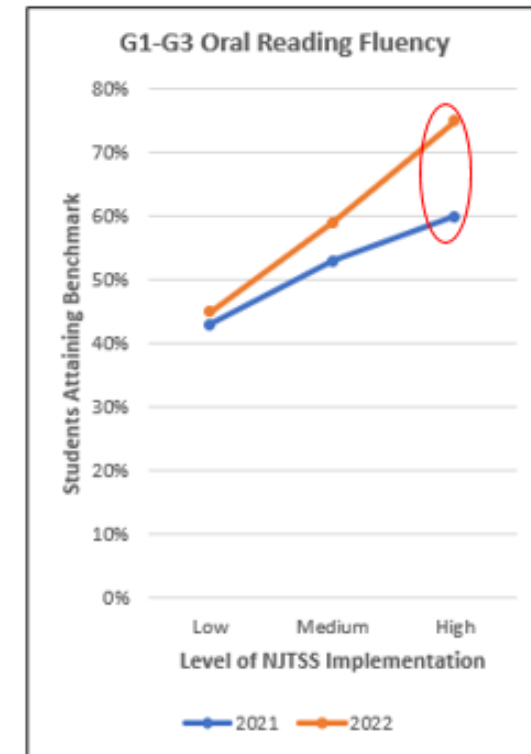
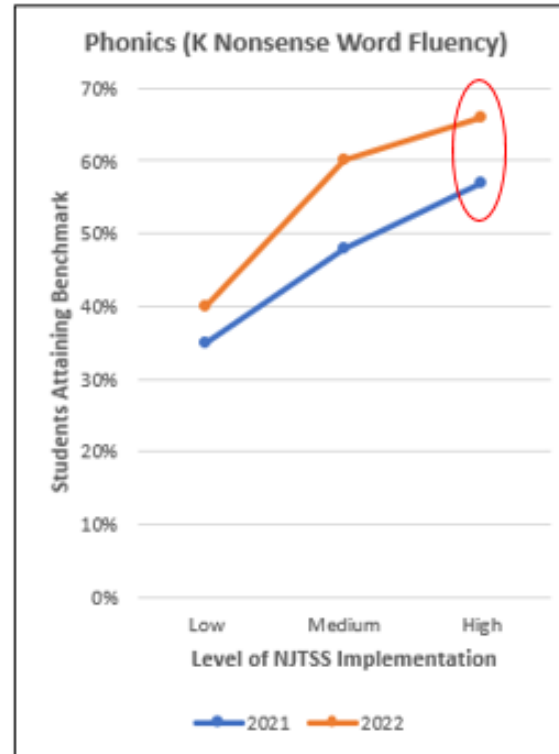
- Screening data collected & analyzed
- Tier 1 aligned to research & targets skills
- Diagnostics used to group for Tier 2/3
- Tiers 2/3 aligned to research & target skills
- Students' progress monitored to inform intervention decisions



NJTSS-ER Outcomes (p. 2)

NJTSS Implementation (Sample Items Reported)

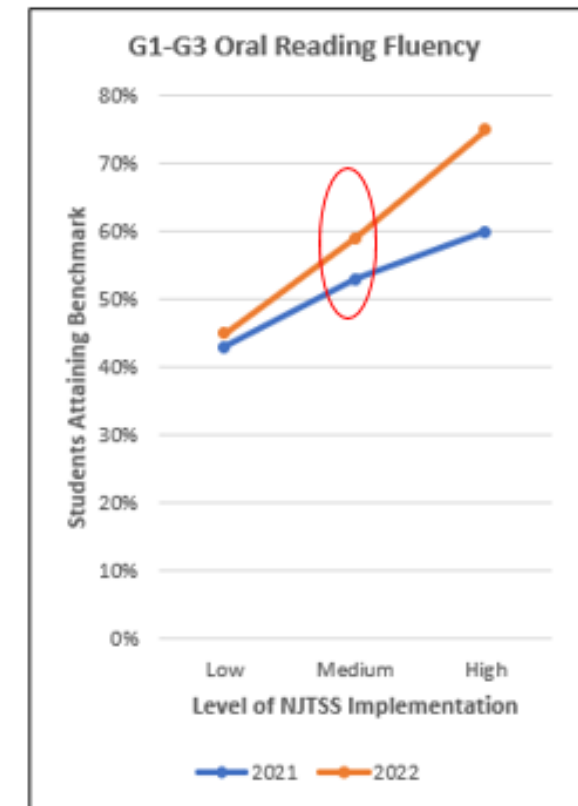
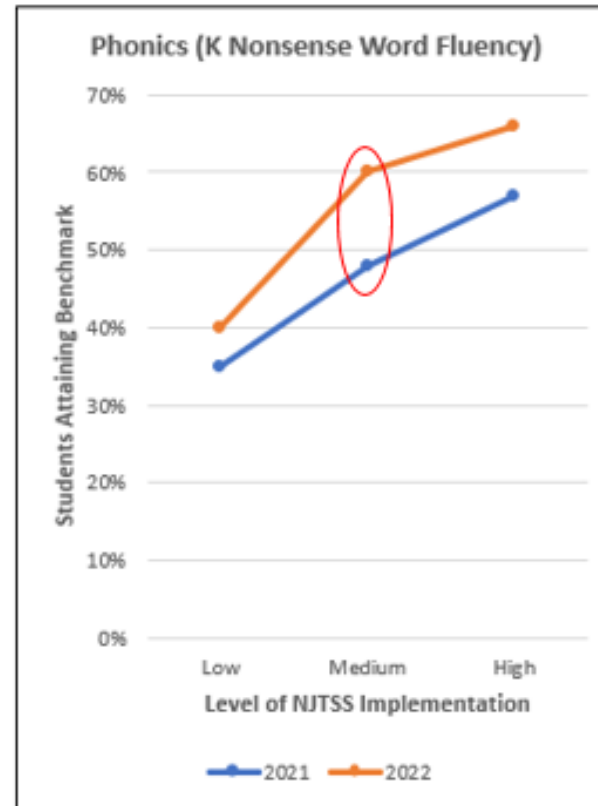
- Screening data collected & analyzed
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NJTSS-ER Outcomes (p. 3)

NJTSS Implementation (Sample Items Reported)

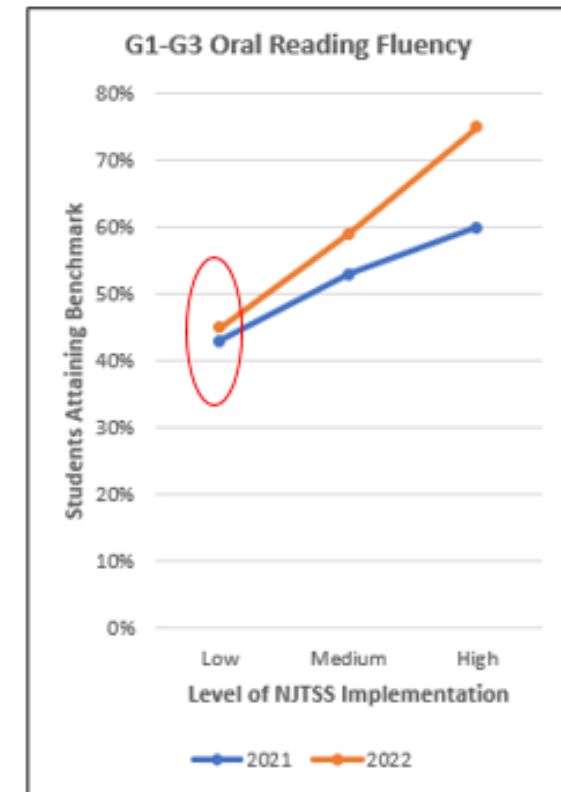
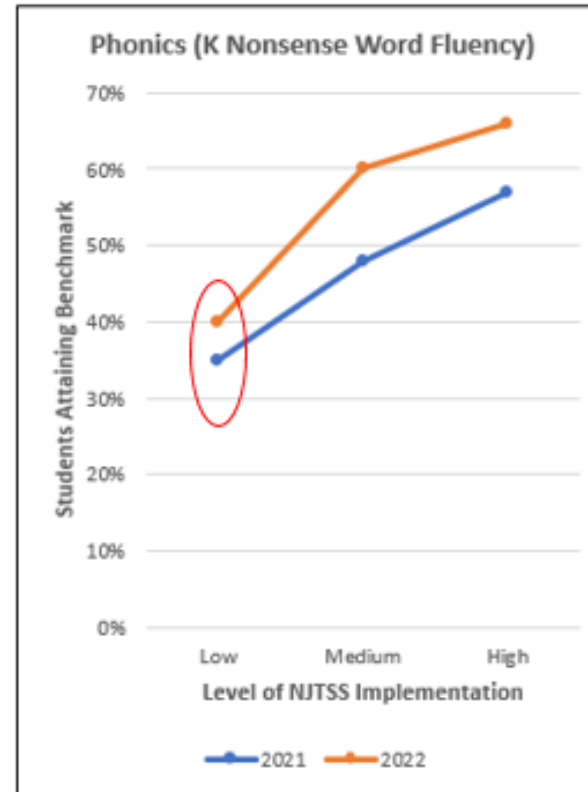
- Screening data collected & analyzed
- Tier 1 aligned to research & targets skills
- Diagnostics used to group for Tier 2/3
- Tiers 2/3 aligned to research & target skills
- Students' progress monitored to inform intervention decisions



NJTSS-ER Outcomes (p. 4)

NJTSS Implementation (Sample Items Reported)

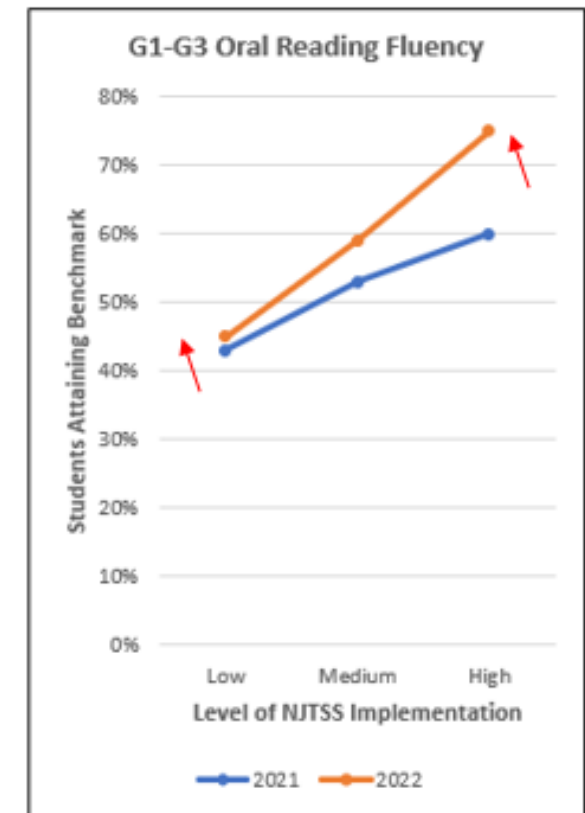
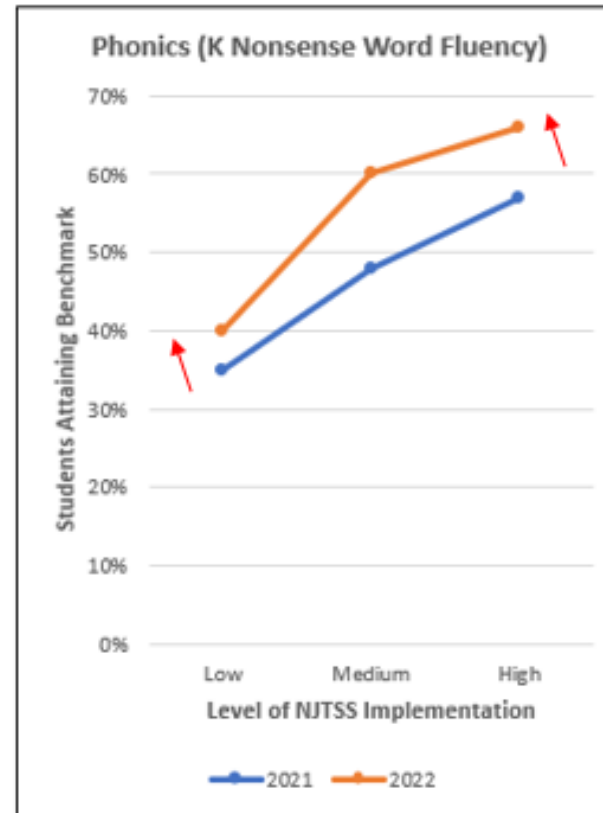
- Screening data collected & analyzed
- Tier 1 aligned to research & targets skills
- Diagnostics used to group for Tier 2/3
- Tiers 2/3 aligned to research & target skills
- Students' progress monitored to inform intervention decisions



NJTSS-ER Outcomes (p. 5)

NJTSS Implementation (Sample Items Reported)

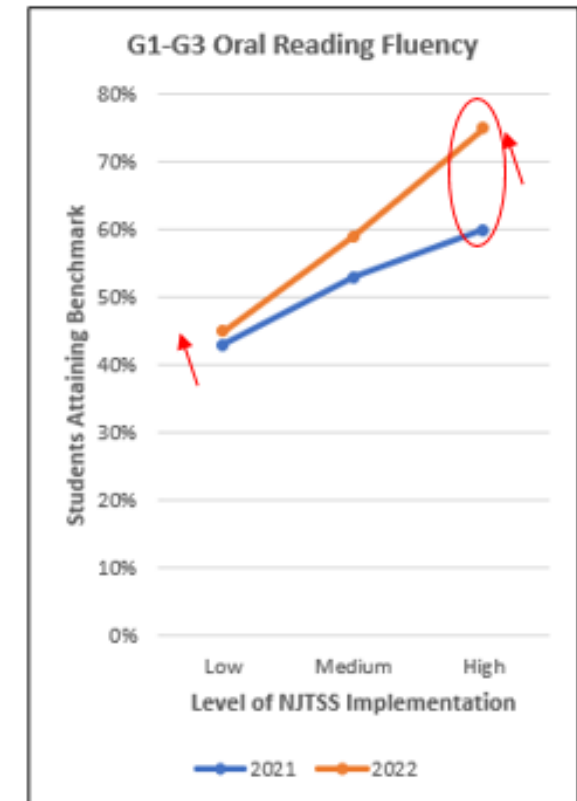
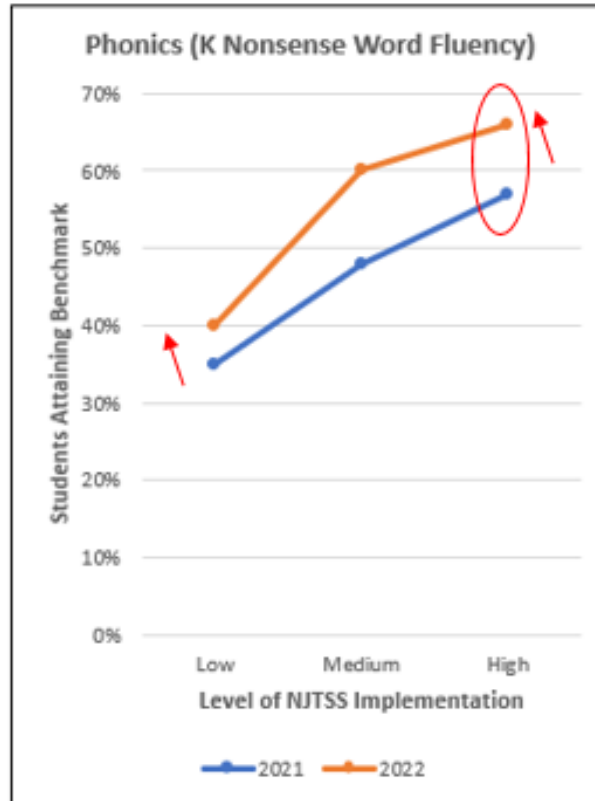
- Screening data collected & analyzed
- Tier 1 aligned to research & targets skills
- Diagnostics used to group for Tier 2/3
- Tiers 2/3 aligned to research & target skills
- Students' progress monitored to inform intervention decisions



NJTSS-ER Outcomes (p. 6)

NJTSS Implementation (Sample Items Reported)

- Screening data collected & analyzed
- Tier 1 aligned to research & targets skills
- Diagnostics used to group for Tier 2/3
- Tiers 2/3 aligned to research & target skills
- Students' progress monitored to inform intervention decisions



NJTSS-ER Website

Universal access to NJTSS-ER online training opportunities, planning and implementation resources, and comprehensive resource library.



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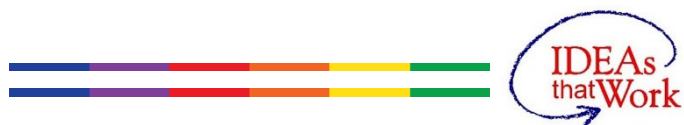
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<https://www.njtss-earlyreading.org/>



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Audience Discussion

- Discussion
- Q&A



Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>





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