

Acadience Reading: Analyzing Systems Level Data


For Connecticut Educators

June 8, 2026

Foundations of Acadience Reading K–6

- ▶ *Prevention* focus–We CAN change outcomes for students
- ▶ Acadience Reading is one part of a *system*
- ▶ Acadience Reading is an *indicator*
- ▶ Teach early literacy and reading skills explicitly and thoroughly
- ▶ Monitor progress *repeatedly and efficiently*
- ▶ Use Acadience Reading within an *Outcomes-Driven Model of decision making*
- ▶ *Outcomes* drive instructional change

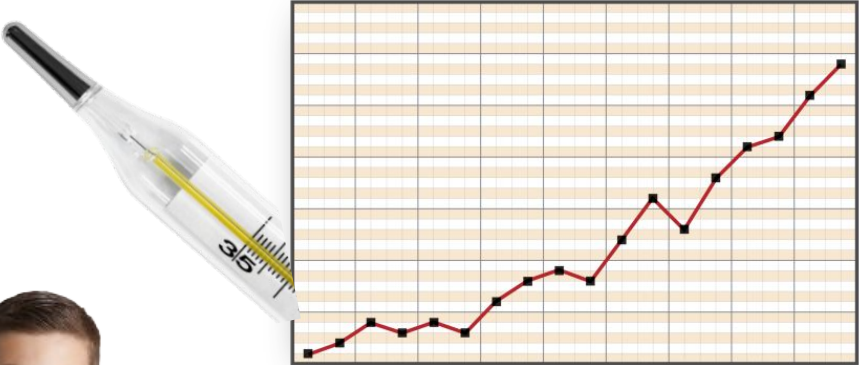
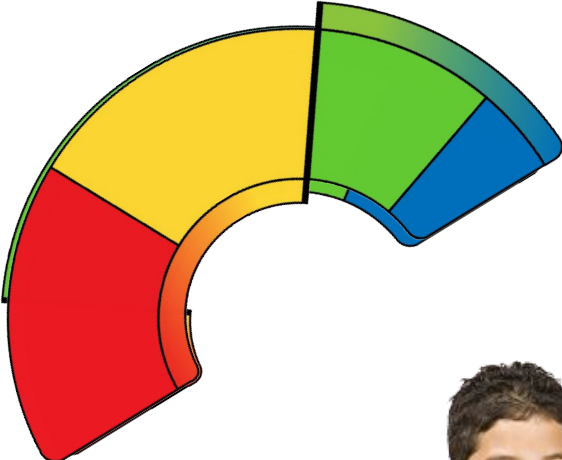
Acadience
Reading K-6
Is One Part of
an Effective
School-wide
Literacy
System



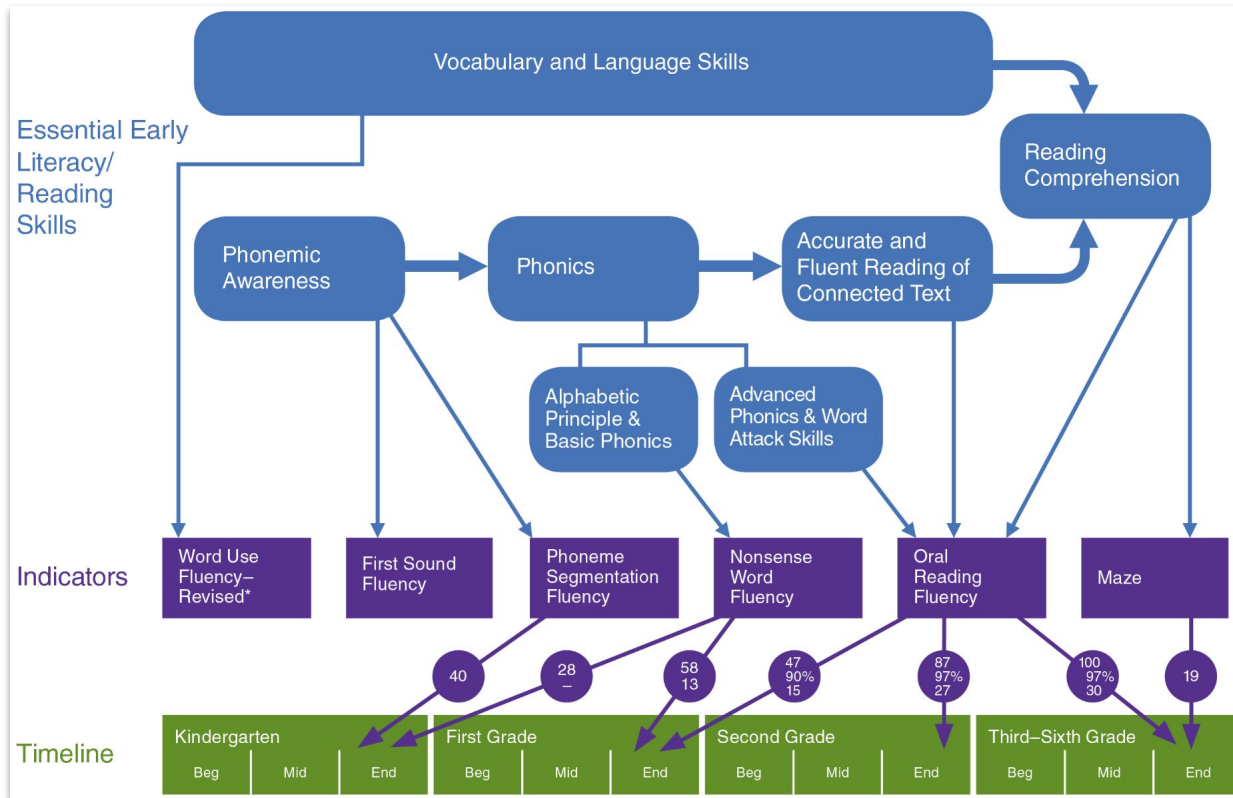
Acadience
Reading
K-6



What Is Acadience Reading K-6?



Essential Early Literacy and Reading Skills Timeline



*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from info@acadiancelearning.org.



Acadience Benchmarks

Four Levels of Performance Compared to Benchmarks

If a student achieves an At or Above Benchmark the odds are in favor of that student achieving later reading outcomes.

At or Above Benchmark: Odds are generally 80% to 90% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to make adequate progress with effective core instruction.**

Above Benchmark: Odds are generally 90% to 99% of achieving subsequent benchmarks and important reading outcomes. **Student is not likely to need support to make adequate progress.**

Below Benchmark: Odds are generally 40% to 60% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to need strategic support to make adequate progress.**

Well Below Benchmark: Odds are generally 10% to 20% of achieving subsequent benchmarks and important reading outcomes. **Student is likely to need intensive support to make adequate progress.**



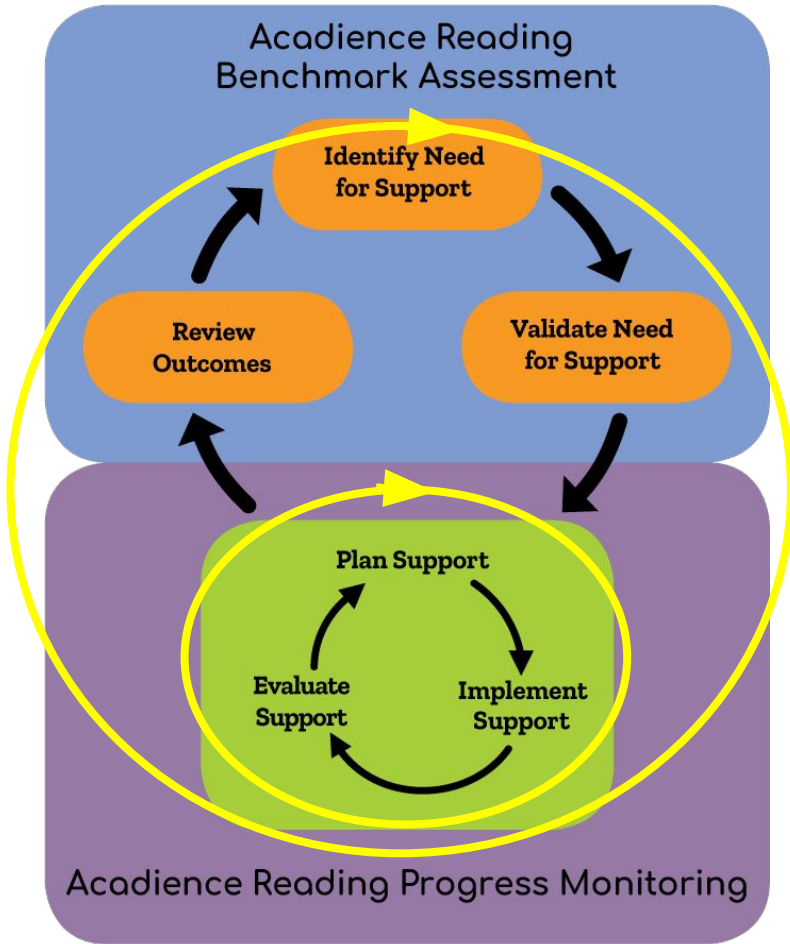
Benchmarks

How can a benchmark be useful?

- ▶ As a predictor: Which students are likely to need more support?
- ▶ As a goal: What are meaningful goals for intervention and instruction that will change the future for students?



Outcomes-Driven Model



Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

Outcomes-Driven Model

Questions for Systems and Student Level

| ODM Step | | Questions: Systems | Questions: Student |
|----------|------------------------------------|---|---|
| 1 | Identify Need for Support | Are there students who may need support? How many students may need support? | Which students may need support? |
| 2 | Validate Need for Support | Are we reasonably confident in the accuracy of our data overall? | Are we reasonably confident that the identified students need support? |
| 3 | Plan and Implement Support | At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support? | What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring? |
| 4 | Evaluate and Modify Support | Are we making progress toward our system-wide goals? Is our system of support effective? | Is each student making adequate progress? Is the support effective for individual students? |
| 5 | Review Outcomes | Have we met our system-wide goal? Is our system of support effective? <i>Are there students who may need support? How many students may need support?</i> | Has the support been effective for individual students? Has the individual learning goal been met for each student? <i>Which students may need support?</i> |

Why Analyze Data at a Systems Level?

The system is the context. An effective system of support is critical for successful student outcomes. Effective implementation of Acadience Reading and use of the data will help build an effective system.

Without an effective system of support:

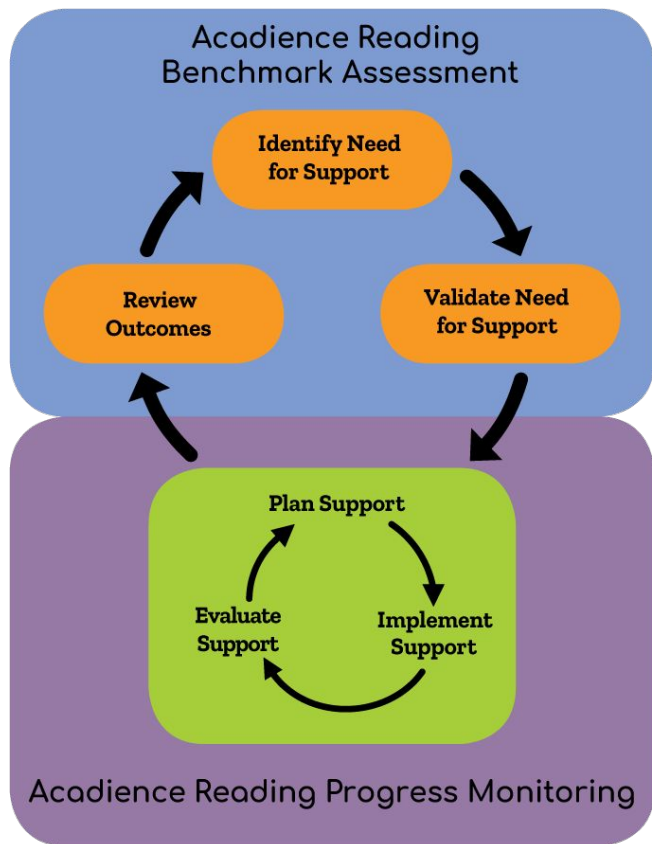
- ▶ A large number of students may be identified as needing strategic and/or intensive support.
- ▶ Resources are allocated to remediation rather than prevention.

Systems-Level Data Analysis

Supports educators and leaders to:

- Set system-wide goals for each grade level.
- Have a system-wide plan for providing support to meet student needs and to meet system goals.
- If a large proportion of students are not making adequate progress, consider making a change in support at the systems level.

How Do We Use Acadience Reading K–6 Data at a Systems Level?



Within an **Outcomes-Driven Model** in which we:

1. **Identify** need for support.
2. **Validate** need for support.
3. **Plan** and implement support.
4. **Evaluate** and modify support.
5. **Review** outcomes.

Outcomes-Driven Model

| ODM Step | | Questions: Systems | Questions: Student |
|----------|------------------------------------|--|--|
| 1 | Identify Need for Support | Are there students who may need support? How many students may need support? | Which students may need support? |
| 2 | Validate Need for Support | Are we reasonably confident in the accuracy of our data overall? | Are we reasonably confident that the identified students need support? |
| 3 | Plan and Implement Support | At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support? | What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring? |
| 4 | Evaluate and Modify Support | Are we making progress toward our system-wide goals? Is our system of support effective? | Is each student making adequate progress? Is the support effective for individual students? |
| 5 | Review Outcomes | Have we met our system-wide goal? Is our system of support effective? Are there students who may need support? How many students may need support? | Has the support been effective for individual students? Has the individual learning goal been met for each student? Which students may need support? |

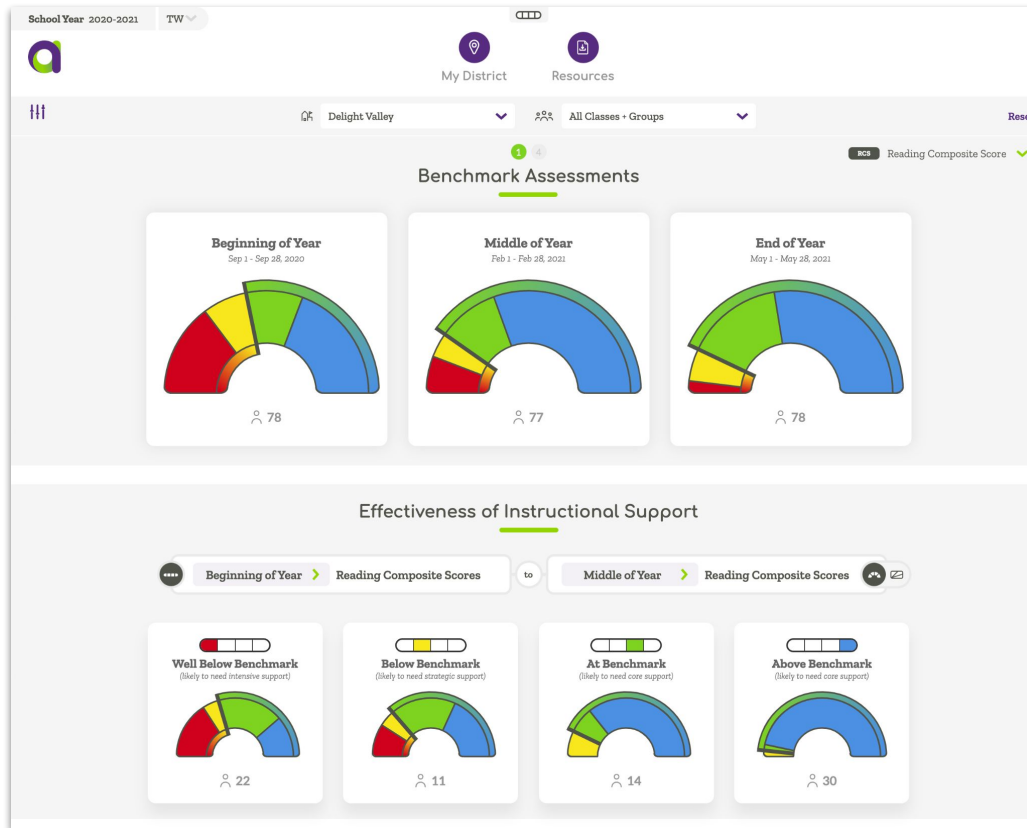
Step 5: Review Outcomes

| Questions | ALO |
|---|--|
| <p><i>System Level:</i></p> <ul style="list-style-type: none">• Are the majority of students making adequate progress?• Are we making progress toward system goals? | <ul style="list-style-type: none">• School or District Benchmark Overview• School or District Benchmark Status• Effectiveness of Instructional Support |
| <p><i>Student Level:</i></p> <ul style="list-style-type: none">• Is the support effective for individual students? | <ul style="list-style-type: none">• Student Overview Graphs w/Pathways of Progress• Student List View w/Pathways of Progress<ul style="list-style-type: none">○ All Times of Year○ Individual Times of Year - BOY, MOY, EOY• PM Status Report |

Live Navigation of ALO Data Views and Reports



Effectiveness of Instructional Support Levels



- ▶ Provides details about the proportion of students at/above, below, and well below the benchmark at MOY or EOY by *level of support*
- ▶ District- or school-level data view
 - ▶ School-level report
 - ✓ School level
 - ✓ Classroom level

How Effective Is Our Core Support?

A Core system of support is effective if it:

1. Meets the needs of **80%** of all students in the school
2. Supports **95–100%** of students who score At/Above Benchmark to achieve the benchmark goal



How Effective Is Our Strategic Support?

A Strategic system of support is effective if it:

1. Meets the needs of students in the school who will need more support than the core curriculum and instruction can provide
2. Supports **80–100%** of students who score Below Benchmark to achieve the benchmark goal



How Effective Is Our Intensive Support?

An Intensive system of support is effective if it:

- ▶ Meets the needs of the 5% of students in the school who will need very intensive intervention to achieve literacy goals.
- ▶ Supports **80–100%** of students who score Well Below Benchmark to score Below Benchmark or At/Above Benchmark.



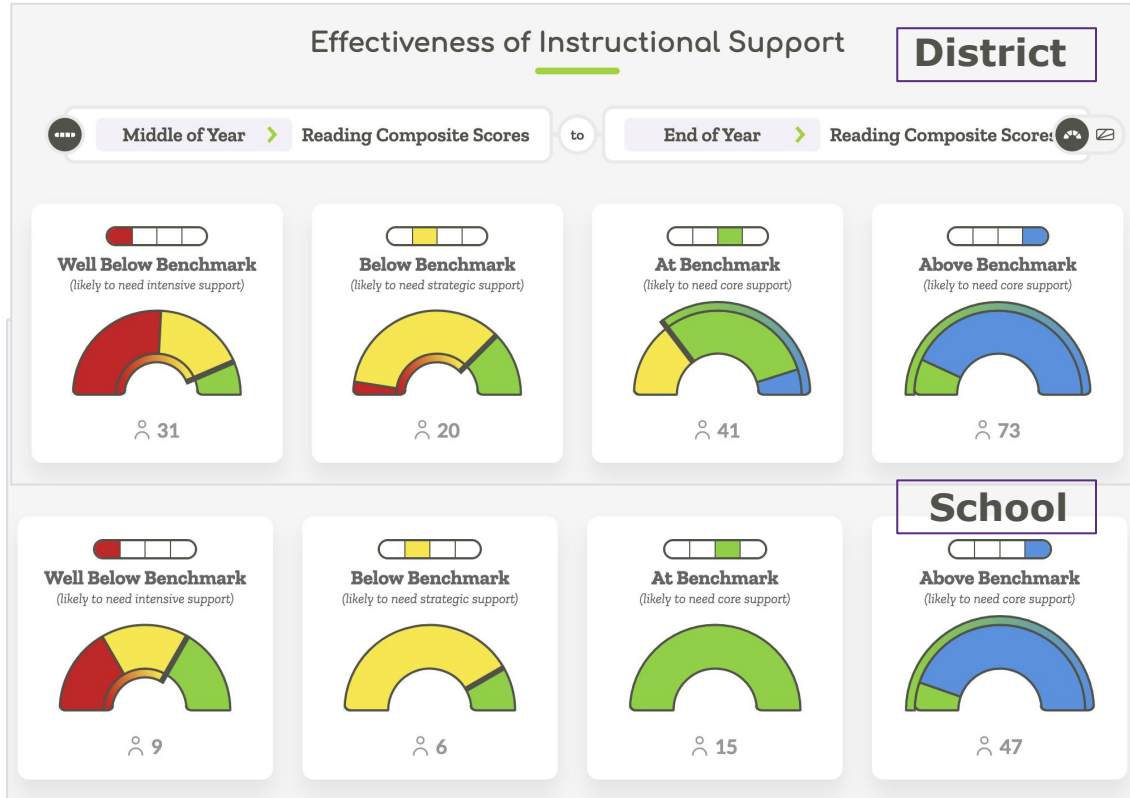
Evaluate Support at the Systems Level

The system is the context. An effective system of support is critical to effective implementation of Acadience Reading K-6.

- ▶ Set system-wide goals for each grade level.
- ▶ Have a system-wide plan for providing support to meet student needs.
- ▶ If a large proportion of students are not making adequate progress, consider making a change in support at the systems level.

Effectiveness Of Instructional Support

First Grade Example - End of Year



How is this school doing compared to the District?



