Acadience Reading for all learners in the age of COVID: K-2

Roland Good, Alisa Dorman, Alex Frazier
Acadience® Learning

2021 LDOE Teacher Leader Summit

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Disclosure

Roland Good and Ruth Kaminski are co-owners of Acadience Learning Inc. (ALI). Alisa Dorman and Alex Frazier are employees of ALI.

ALI is an educational company that is dedicated to supporting success for children and schools. ALI was founded by Roland Good and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. ALI receives revenue from the publication of our assessments, professional development, and the operation of the Acadience Data Management System. Acadience Reading K-6 (also published as DIBELS Next®) is available for free download and photocopying for educational purposes at acadiencelearning.org

Additional information about ALI is available at https://acadiencelearning.org/.

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Objectives

1. Participants will obtain support and resources to conduct remote assessment of Acadience Reading.
2. Participants will gain the knowledge and skills to use Acadience Reading for (a) establishing individual student learning goals that are meaningful, ambitious, and attainable; (b) monitoring progress toward individual goals.
3. Participants will learn formative evaluation procedures with Acadience Reading to adapt instruction to meet the individual needs of diverse learners.
4. Participants will gain the knowledge and skills to use Acadience Reading Survey for students whose learning is unfinished to (a) identify a student's instructional level and (b) optimum level for out-of-level goal setting and progress monitoring.

Tips for Successful Remote Assessment

- Establish a shared vision and purpose. We need accurate information so we can teach and learn more effectively and efficiently.
- Prepare materials for assessment.
- Practice, practice, practice. Practice the platform. Practice the materials. Practice the directions and scoring.
- Adapt and adjust. The overarching purpose is to get good information to inform instruction to improve outcomes. Be as standardized as you can be.

Focus on Purpose

1. **What are students' skills now and are students on track to becoming successful in their academic skills?**
   - Determine present level of skill via benchmark assessment
   - Identify high-priority instructional targets
   - Starting point for setting goals

2. **Are students making progress toward important outcomes?**
   - Use Acadience Reading Benchmarks and Pathways of Progress to set individual learning goals.
   - Leverage use of Survey for out-of-level monitoring if needed
   - Consider monitoring more strategically (e.g., interim benchmark)*

*For more information about progress monitoring see: http://www.acadiencelearning.org/wp-content/uploads/2020/03/2020-02_Progress_Monitoring_Guidelines_color.pdf

John Hattie (2009)

John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

Student

Teacher

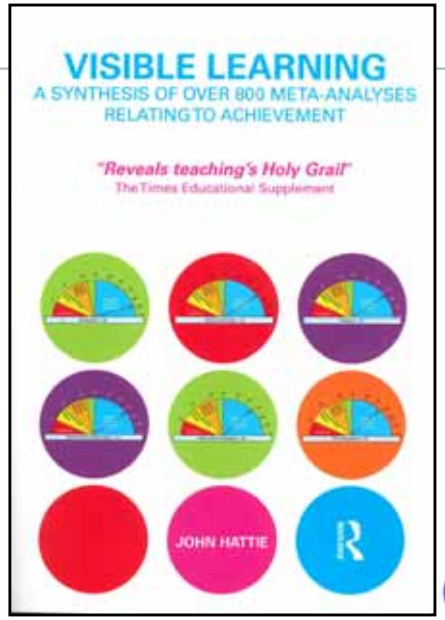
Teaching

Curricula

School

Home

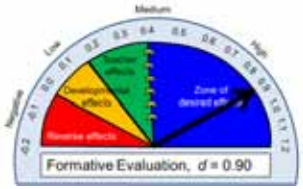
Influences on achievement we can do something about.



Selected Hattie (2009) Findings...

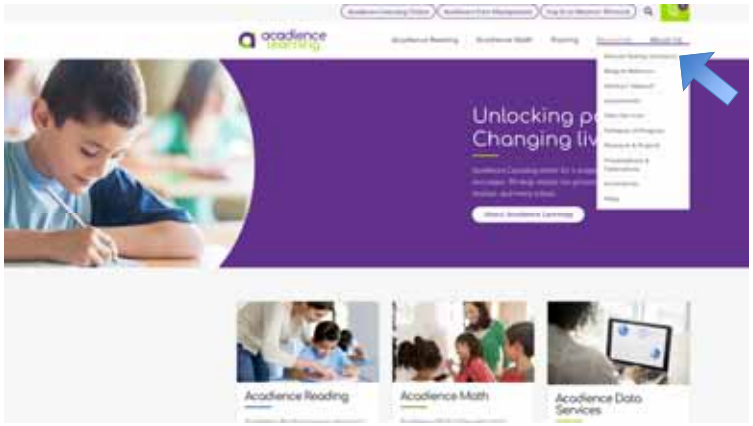
Desirable *Goals* are:
Meaningful,
Attainable,
Ambitious

Feedback to teachers & students:
Is what we are doing working?

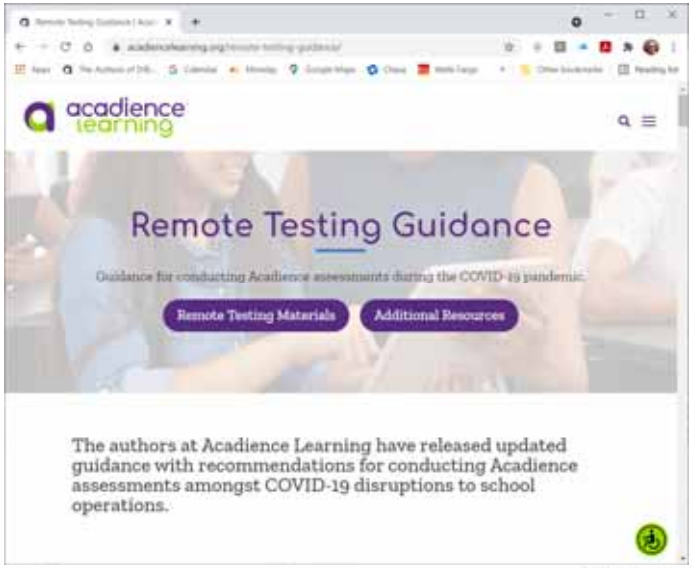


Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.

https://acadiencelearning.org/



Remote Testing Guidance, Resources, and Materials



Considerations

1. **Practical**
   - Conduct benchmark assessment after a 3-4 week adjustment period.
   - Normalize assessment – make it routine
   - Review available options
   - Conduct training/re-training
   - Communicate with caregivers
   - Consider Tier 1 intervention

2. **Health and Safety**
   - Follow CDC and school safety protocols re: social distancing/mask use.

2. **Equity**
   - Consider issues related to technology access
   - Provide maximum number of options
   - Provide materials when needed

Options

1. **In-person Assessment (face to face)**

2. **Remote Assessment (not face to face). Basic set-up:**
   - Screen sharing with student at computer/tablet and sound via computer, tablet or phone. Assessor shows student materials on screen, uses mouse or curser for tracking assistance.
   - Paper and pencil materials provided to student at home, student on smartphone or computer using tools like Facetime/Skype to respond.

3. **Hybrid Approach to Assessment**
   - When in-person assessment time is limited, prioritize it's use for students about whom you have the greatest concern or for those with limited technology access.

Logistics for Remote Assessment paper/pencil

Materials needed for remote testing with paper/pencil include the following:

- Assessment booklets and scoring booklets
- Timer
- Pen or pencil
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meets, GoToMeeting, Join.me, Adobe Connect or any other district/school recommended and supported meeting platform)

Logistics for Remote Assessment ALO

Materials needed for remote testing with Acadience Learning Online (ALO) include the following:

- Touch screen tablet administration and scoring device equipped with ALO app
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meets, GoToMeeting, Join.me, Adobe Connect or any other district/school recommended and supported meeting platform)

Configurations

Configurations for remote scoring may vary by the assessment, but may include the following:

- Scoring with paper and pencil while using a computer device for the meeting to see the student and to screen share.
- Scoring on ALO touch-enabled tablet while using another computer device for the meeting to see the student and to screen share.
- Either of the above plus a phone for audio. Handsfree is ideal. Use the speakerphone option or earbuds/headphones.

Roles

1. **School Personnel/Assessor**
   - Communicate with caregivers
   - Make sure materials and equipment are available/ready
   - Note in data system if remote or in-person assessment

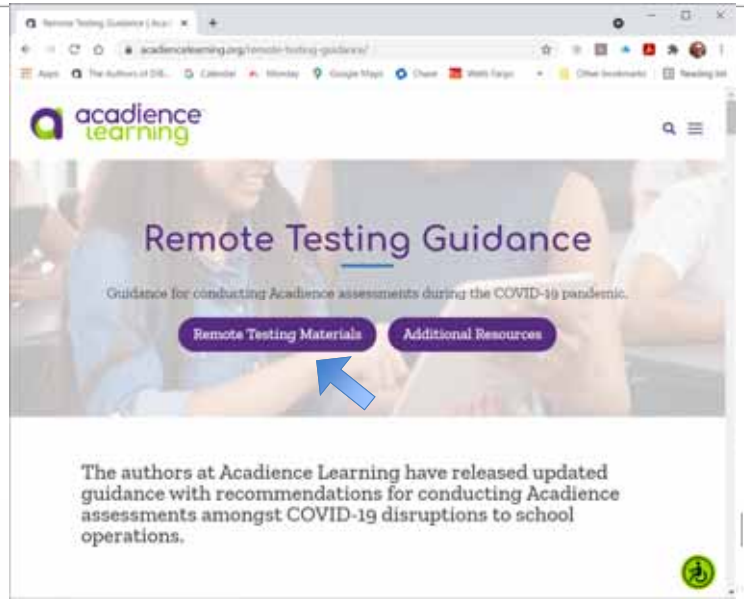
2. **Parent/Caregiver**
   - Provide quiet, distraction-free location
   - General and technology support, not providing prompts or answers

2. **Student**
   - Do their best
   - Let assessor know if they cannot hear or see adequately

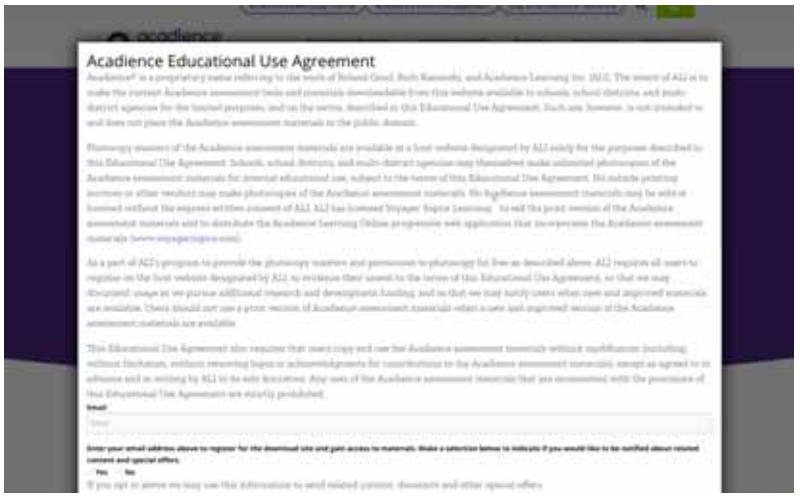
Guidance Specific to Acadience Reading K-6

a. For measures that require student materials (***LNF, RAN, NWF, ORF, Retell***), the teacher does the following:
   i. Download the appropriate student materials from acadiencelearning.org.
   ii. Have your scoring booklets ready, or if using ALO, have the tablet ready to score the selected measure.
   iii. When you are face-to-face online with the student and audio and video are established and working, take a few minutes to establish rapport with the student and describe the purpose of the session.
   iv. Pull up the appropriate student materials for that student on your computer screen.
   v. When you have the appropriate student materials on your screen, give the standardized directions.
   vi. At the point in the directions where it says to show the form to the student, share your screen with the student.
   vii. Follow along and score on the printed scoring booklet or touchscreen tablet device.

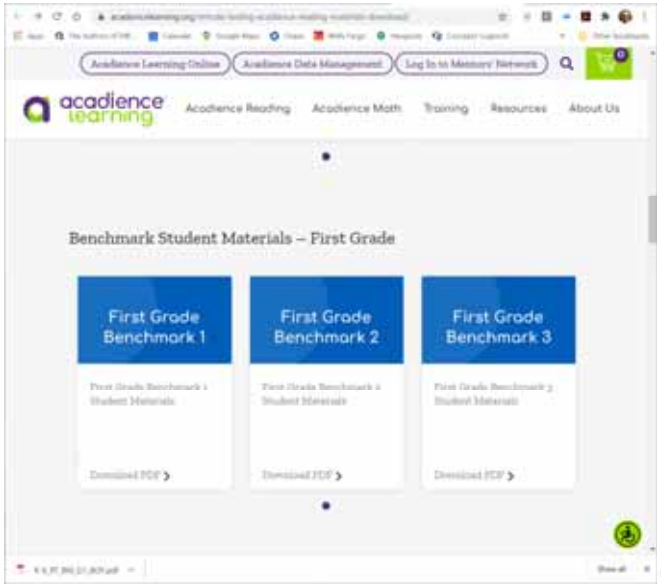
Remote Testing Guidance, Resources, and Materials



Agree to Educational Use Agreement



Download Remote Testing Materials for Grade and Time of Year

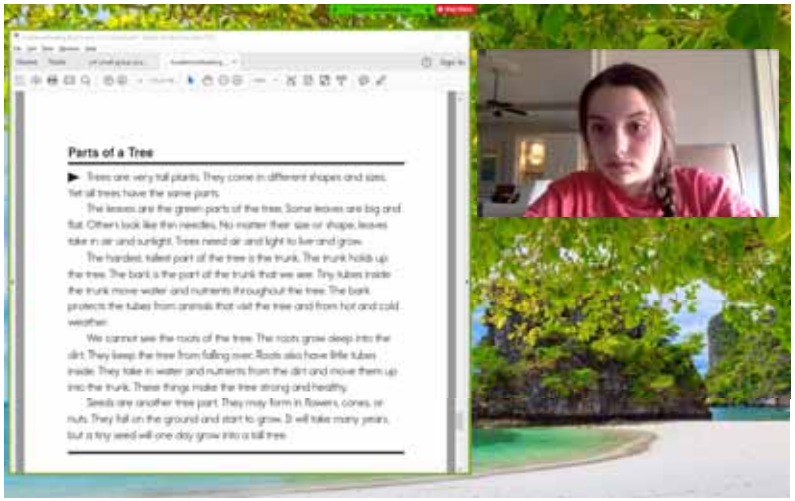


Materials

- Have a copy of the scoring booklet ready to score, with pen and clipboard for easy scoring.
- Have a copy of the directions readily available for reference.
- Have a stopwatch for timing.
- Prepare to share student materials with the student via zoom.

Share window button is at the bottom of the screen as you roll over the bottom.

I find it works best if you share just the window with the student materials. Sharing the whole screen is too much information.



The teacher who is scoring should be able to see the student materials that are shared with the student and see the student. You can adjust size and position of both windows for comfort.

Conclusions

We recommend using standard benchmarks to index student need.

We urge caution in interpreting data and making notes of the experience (remote/in-person) when non-standard procedures are used.

We will continue to examine the data obtained throughout this period for patterns.

Our purpose, to improve student outcomes, remains the same. We are committed to supporting educators and educational systems in working to achieve that goal throughout this time.

We will continue to provide resources as we learn from this process.

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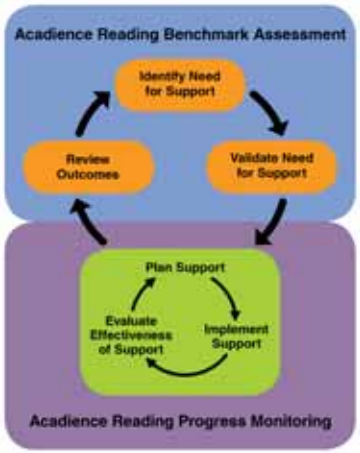
Pathways of Progress in an Outcomes-Driven Model

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.

The purpose of Pathways of Progress™ is to assist in *setting goals* and *evaluating progress*.



First Grade Case Example: Ethan Likely to Need Intensive Support

Ethan's initial skills at the beginning of first grade:
- **73 Reading Composite**
- 29 LNF
- **27 PSF**
- **17 NWF CLS**
- **0 NWF WWR**

Ethan's Initial Skills:
- ☐ *phonemic awareness*,
- ☐ *basic phonics skills,*
- ?☐ *word reading accuracy,*
- ?☐ *adequate rate.*

We desire Ethan to be a proficient reader who has
- ☑ ***Phonemic awareness***
- ☑ ***Basic phonics skills***
- ☑ ***Word reading accuracy***
- ☑ ***Fluency with connected text***

1. Establish an end-of-year goal for Ethan that is
   - **meaningful**
   - **attainable**
   - **ambitious**
2. Evaluate Ethan's progress toward his goal

Purpose of Pathways of Progress™

Pathways of progress for individual, grade-level progress monitoring provides a tool to assist educators in:

(a) creating an **individual student learning goal** that is **ambitious, meaningful, and attainable** and an aim line for individual progress monitoring,

(b) Establishing an individual student learning goal that represents reading proficiency, including **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.

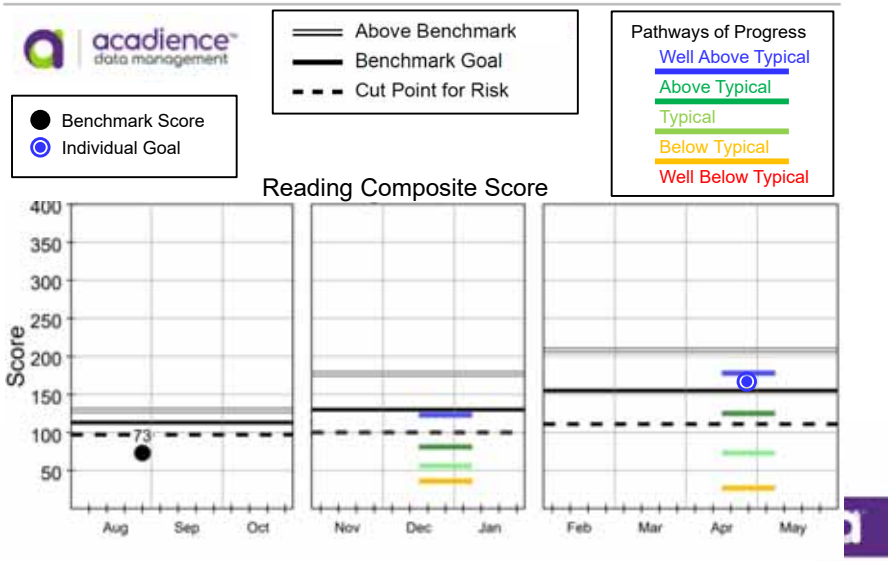
(c) Evaluating the progress the student is displaying.

Beginning of Year Benchmark Status	Recommended Starting Point for Meaningful, Ambitious, Attainable Individual Student Learning Goal
Below or Well Below Benchmark	→ Midpoint of Above Typical Progress
At or Above Benchmark	→ Midpoint of Typical Progress

Ethan's Reading Composite Score is Well Below Benchmark and so the midpoint of Above Typical Progress is a good starting point for his individual student learning goal.

The goal setting utilities allow adjustment of Ethan's individual goal based on our professional judgement.

Ethan Pathways of Progress

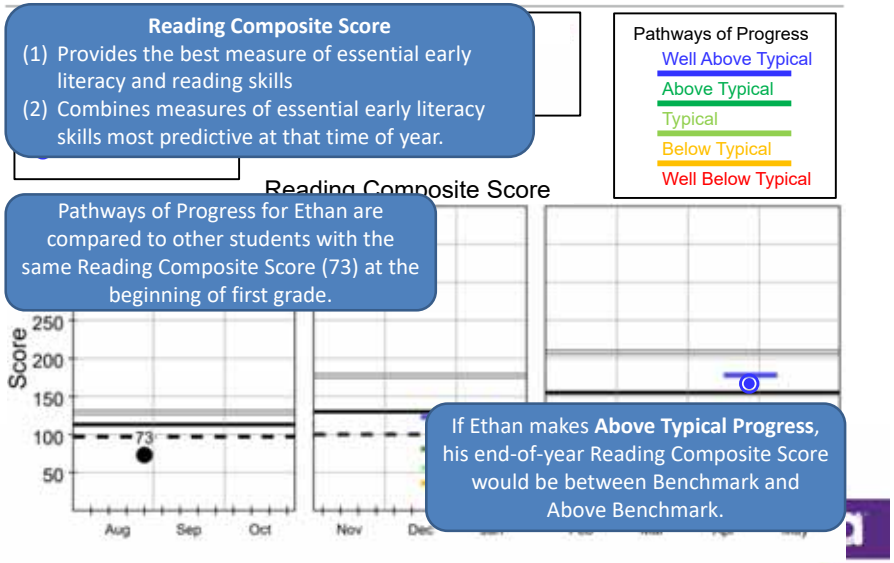


Ethan Pathways of Progress

Reading Composite Score
(1) Provides the best measure of essential early literacy and reading skills
(2) Combines measures of essential early literacy skills most predictive at that time of year.

Pathways of Progress for Ethan are compared to other students with the same Reading Composite Score (73) at the beginning of first grade.

If Ethan makes **Above Typical Progress**, his end-of-year Reading Composite Score would be between Benchmark and Above Benchmark.



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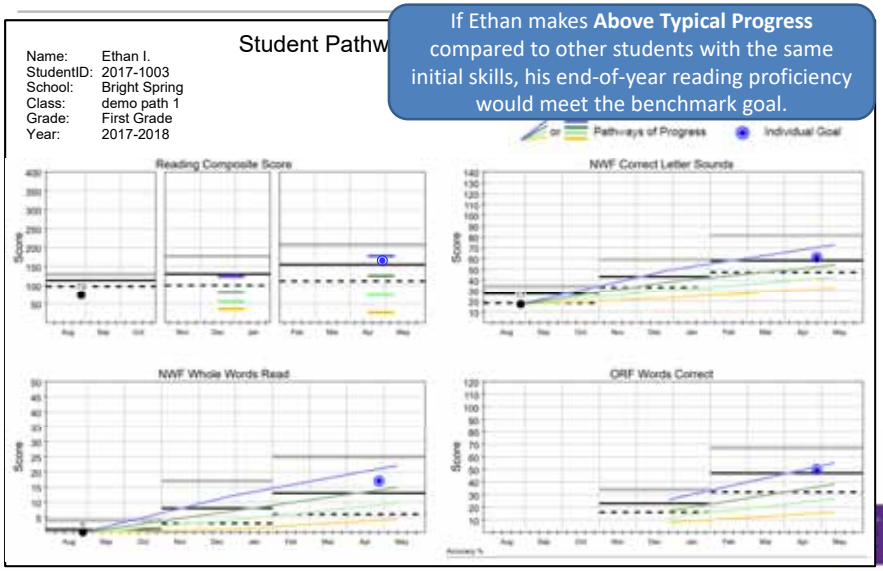
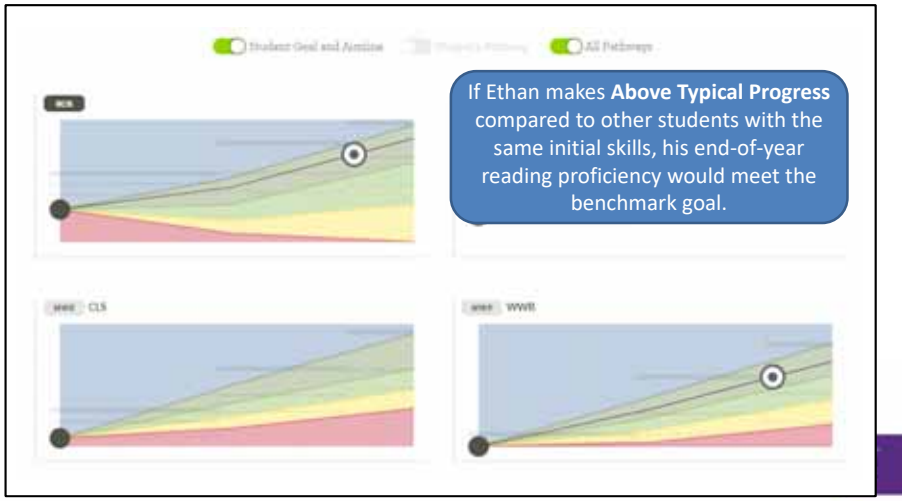


If Ethan makes **Above Typical Progress** compared to other students with the same initial skills, his end-of-year reading proficiency would meet the benchmark goal.

Ethan Pathways of Progress

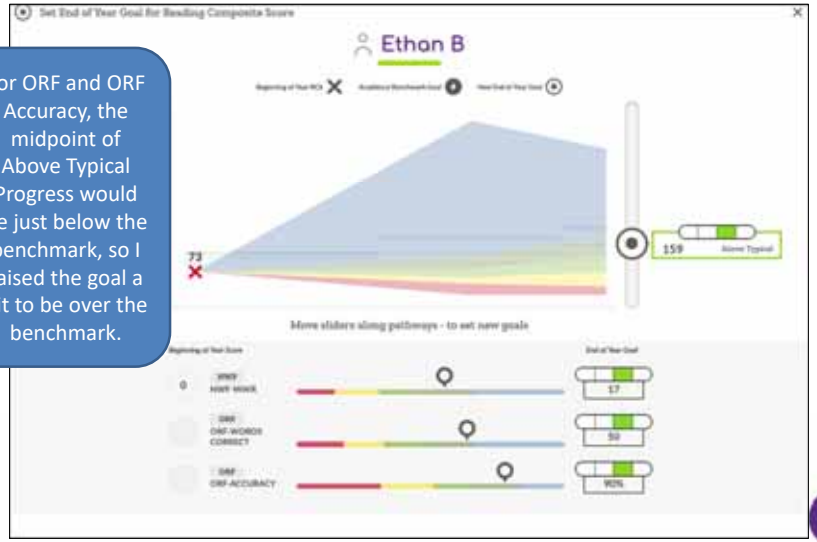
Student Pathways of Progress Graphs



If Ethan makes **Above Typical Progress** compared to other students with the same initial skills, his end-of-year reading proficiency would meet the benchmark goal.

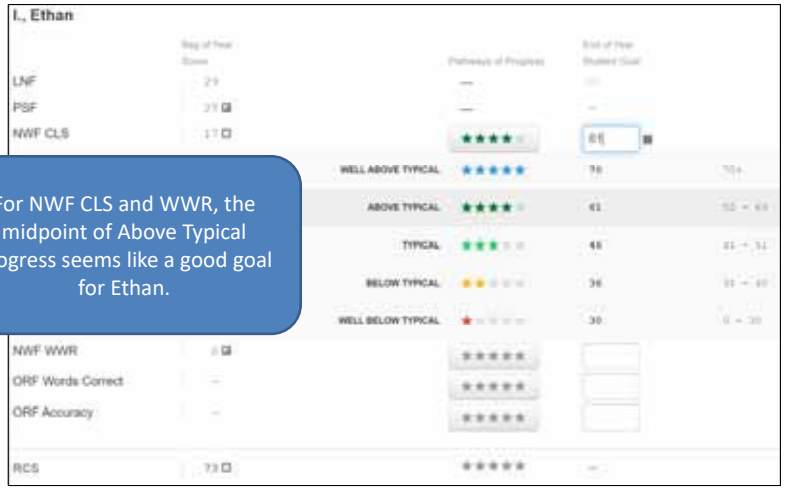
Acadience® Learning Online
Pathways of Progress™ Goal Setting Utility

For ORF and ORF Accuracy, the midpoint of Above Typical Progress would be just below the benchmark, so I raised the goal a bit to be over the benchmark.



Acadience® Data Management
Pathways of Progress™ Goal Setting Utility

For NWF CLS and WWR, the midpoint of Above Typical Progress seems like a good goal for Ethan.



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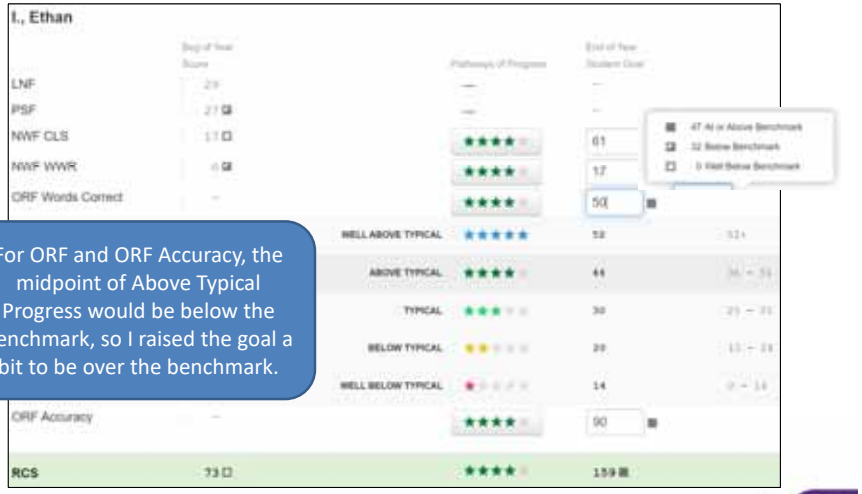

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Ethan's end-of-year Goal:

By the end of the year, Ethan will use basic phonics skills and understanding of the alphabetic principle to identify at least 61 correct letter sounds and read at least 17 whole words in one minute on a Acadience NWF form. Ethan also will read aloud a first-grade Acadience ORF passage at a rate of 50 or more words correct per minute with at least 90% accuracy.

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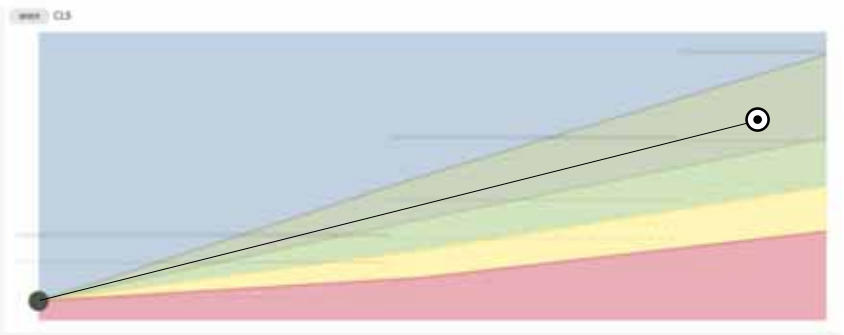
Ethan's goal targets
- ☑ ***Phonemic awareness***
- ☑ ***Basic phonics skills***
- ☑ ***Word reading accuracy***
- ☑ ***Fluency with connected text***

Ethan's goal is
- **Meaningful**
  meets benchmarks and changes the prediction of the future
- **Ambitious and Attainable**
  Above typical progress

Progress Monitoring Plan for Ethan - CLS



Progress Monitoring Plan for Ethan:
- Ethan's Reading Composite Score and NWF CLS are initially Well Below Benchmark, so progress monitoring once every week on NWF CLS and WWR would be reasonable.
- We will also progress monitor with ORF when we reach the benchmark or in the middle of the year.

Progress Monitoring Plan for Ethan - WWR

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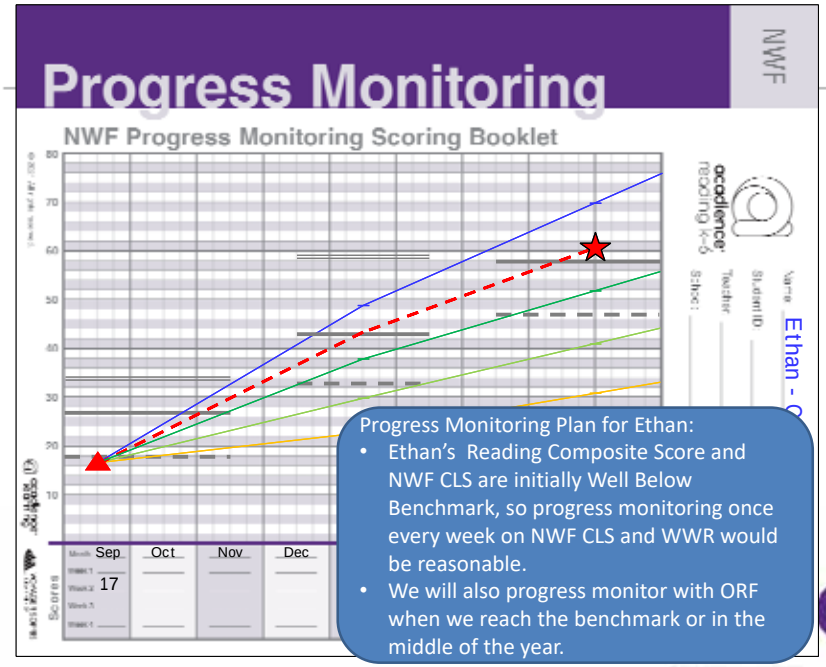

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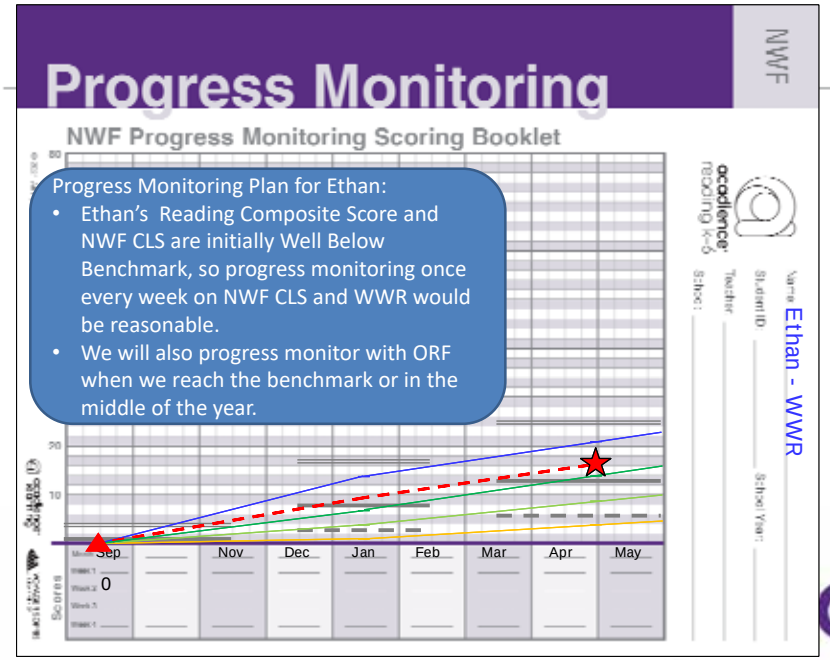

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What is **progress monitoring** and **formative evaluation**?

"To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly).

Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs."

https://osepideasthatwork.org/sites/default/files/10%20-Common%20Questions%20for%20Progress%20Monitoring.pdf
Accessed: 04/01/2021

Pathways of Progress in an Outcomes-Driven Model

Outcomes Driven Model Steps:

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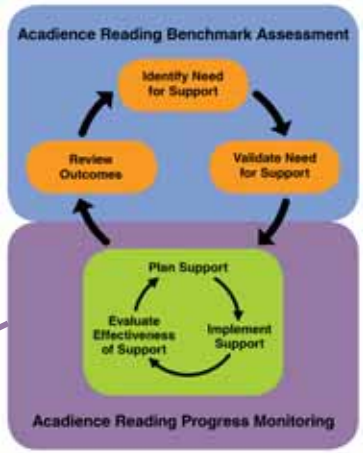
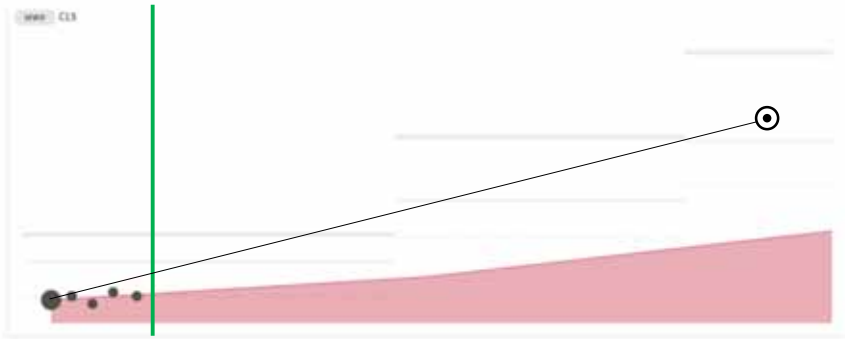
Progress monitoring and formative evaluation.

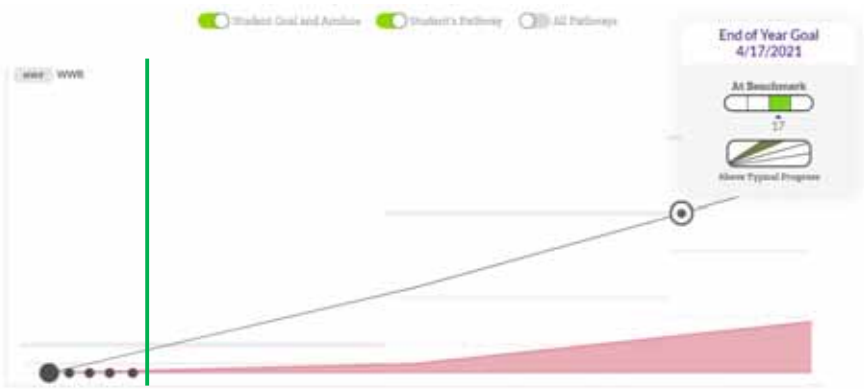


Ethan's Progress after 3 Progress Monitoring



Ethan is not making desired progress with current instruction. Consider making an adjustment to teaching.

Ethan's Progress after 3 Progress Monitoring



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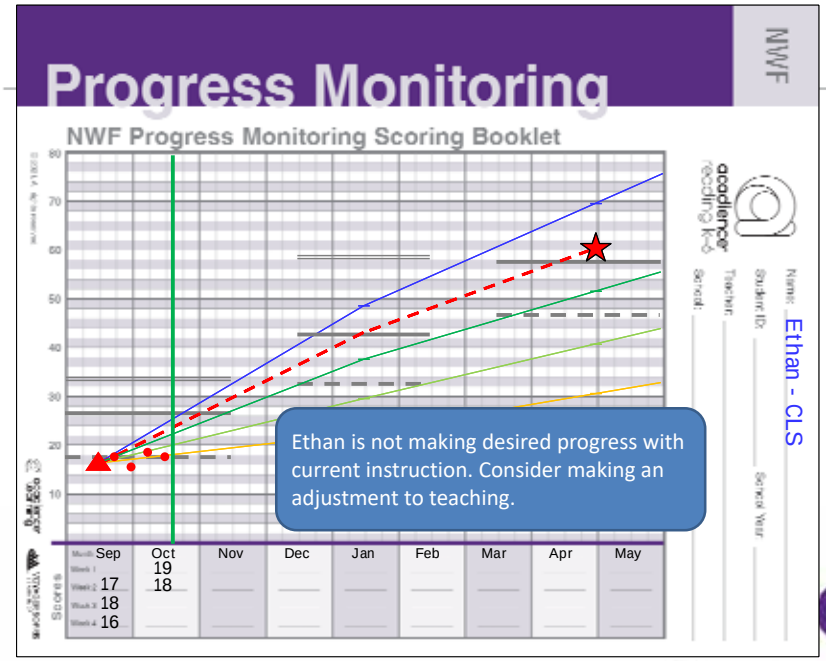

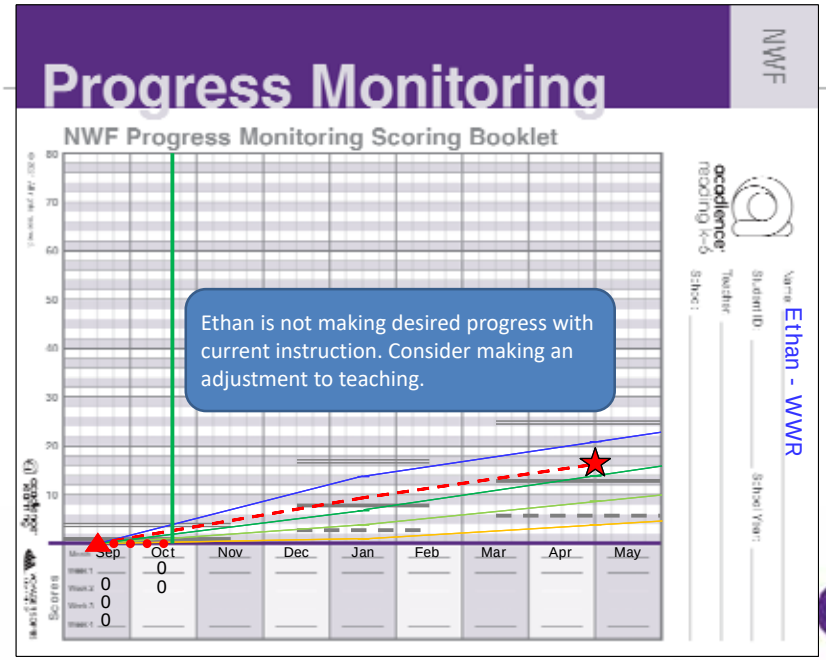

What Teaching Adjustments Might We Consider?

- Is the student's mastery of foundational skills unfinished? Are they missing essential early literacy and reading skills need to make adequate progress?
  - Ethan may be missing essential phonemic awareness skills. We may consider out-of-level goals, instruction, and progress monitoring in phonemic awareness.
- Are we monitoring progress at the optimum level or do we need to consider out-of-level progress monitoring?
- Are we using a research-based intervention targeting the essential early literacy and reading skill the student needs?
- Are we delivering the research-based intervention with integrity and sufficient intensity?
- Are we providing enough explicit instruction, modeling, and practice?

Progress Monitoring and Formative Evaluation

- With our adjustments, Ethan is making adequate progress toward his individual student learning goal.
- We decide to maintain our current teaching and continue to monitor Ethan's progress.

Progress Monitoring and Formative Evaluation

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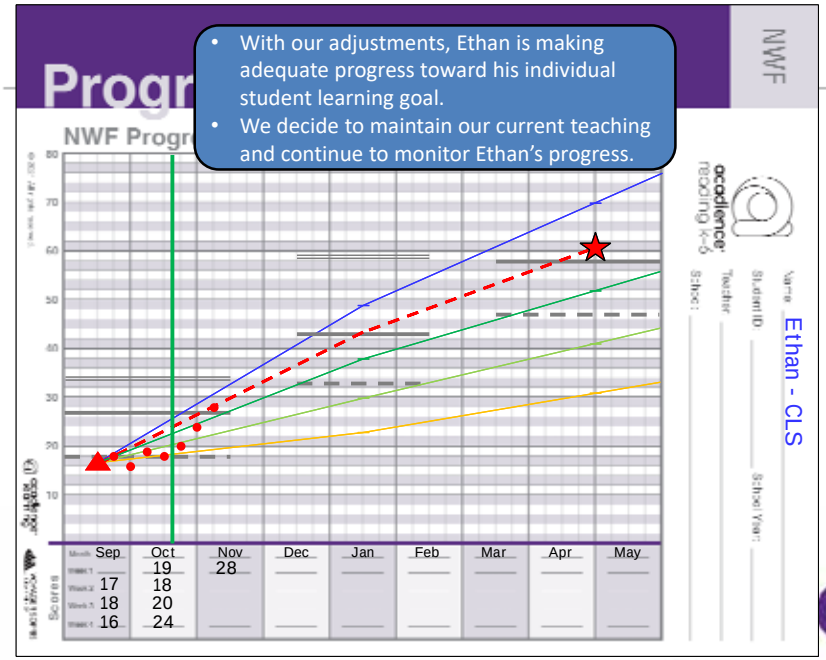

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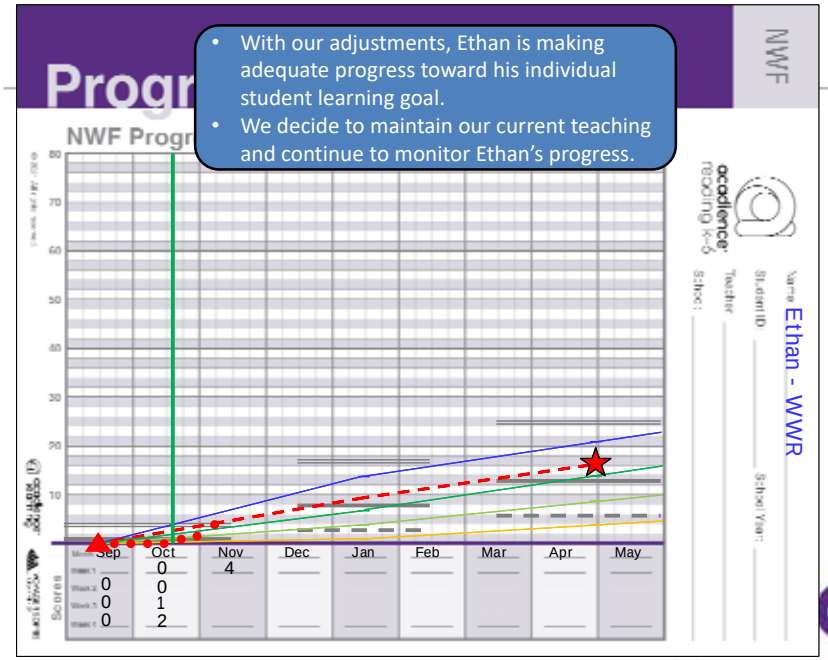


A powerful tool to meet the needs of diverse learners

Hattie (2009) found that progress monitoring with formative evaluation had the 3rd largest effect on student outcomes out of 138 different influence on student achievement that were examined.

Progress monitoring and formative evaluation can be added to any curriculum and instruction to make it more powerful and more effective.

The magic is in the **adjustments to teaching** – progress monitoring alone is not enough.

Objectives

1. Participants will obtain support and resources to conduct remote assessment of Acadience Reading.
2. Participants will gain the knowledge and skills to use Acadience Reading for (a) establishing individual student learning goals that are meaningful, ambitious, and attainable; (b) monitoring progress toward individual goals.
3. Participants will learn formative evaluation procedures with Acadience Reading to adapt instruction to meet the individual needs of diverse learners.
4. Participants will gain the knowledge and skills to use Acadience Reading Survey for students whose learning is unfinished to (a) identify a student's instructional level and (b) optimum level for out-of-level goal setting and progress monitoring.

Second Grade Case Example: Joan
Likely to Need Intensive Support at **BOY** Grade 2

Joan's initial skills at the **beginning of 2nd grade**:
- **4 Reading Composite**
- **13 NWF CLS**
- **0 NWF WWR**
- **4 ORF Words Correct**
- **14% ORF Accuracy**
- **__ ORF Retell**

Joan's Initial Skills:
?☐ ***phonemic awareness***,
☐ ***basic phonics skills,***
☐ ***word reading accuracy,***
☐ ***adequate reading rate.***

We want to establish goals that are

- **meaningful**: at or above benchmark or *reduce risk*
- **attainable**: above typical progress is attainable
- **ambitious**: Because Joan is Well Below Benchmark at BOY, *above typical progress* or greater is appropriate

Out of Level Progress Monitoring

For students with very low reading skills for their grade level,

1. We recommend setting an individual student learning goal in **out-of-level material** appropriate for frequent progress monitoring.
2. In addition, we recommend setting an individual student learning goal in grade-level text and using **grade-level material** for benchmark assessment.

For example, Joan is a second grade student with very low reading skills. We need:

1. An individual student learning goal in **out-of-level material**.
2. An individual student learning goal in **third-grade material**.

Out of Level Progress Monitoring for Joan

For Joan, we recommend a goal in second-grade-level text with second-grade-level benchmark assessment.

However, frequent progress monitoring in second-grade-level text is not recommended for Joan.

- Likely to be discouraging and unpleasant for Joan and her interventionist.
- Likely to be insensitive to progress in the essential skills that Joan needs
- Unlikely to help the interventionist make instructional decisions.

Acadience Reading Survey will identify appropriate instructional level text, and appropriate out of level progress monitoring material.

When to Conduct Acadience Reading Survey

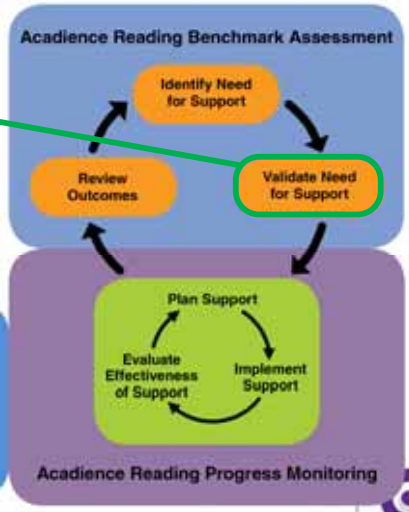
Because the Reading Composite Score, ORF Words Correct, ORF Accuracy, and NWF are all Well Below Benchmark in grade level material, Acadience Reading Survey is indicated to identify Joan's instructional level and the optimum level for progress monitoring.

	Composite Score from their current grade-level is below the cut point for risk (at the Well Below grade level, *Acadience Reading Survey* may be scores of the individual *Acadience Reading K–6* dent's grade-level benchmark assessment to decide ing *Survey* (see below).	✓
	1. If BOTH the Words Correct and Accuracy scores are at the *Below Benchmark* score level	
R	2. If EITHER or BOTH the Words Correct or Accuracy score are at the *Well Below Benchmark* score level	✓
	3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see *Table 2*, page 9)	
	OR	
NWF	If BOTH NWF CLS and NWF WWR scores are at the *Below Benchmark* or *Well Below Benchmark* score level, then use *Survey* to test back with PSF.	✓
PSF	If the PSF score is at the *Well Below Benchmark* score level, then use *Survey* to test back with FSF.	

But First, We May Validate Need for Support

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.

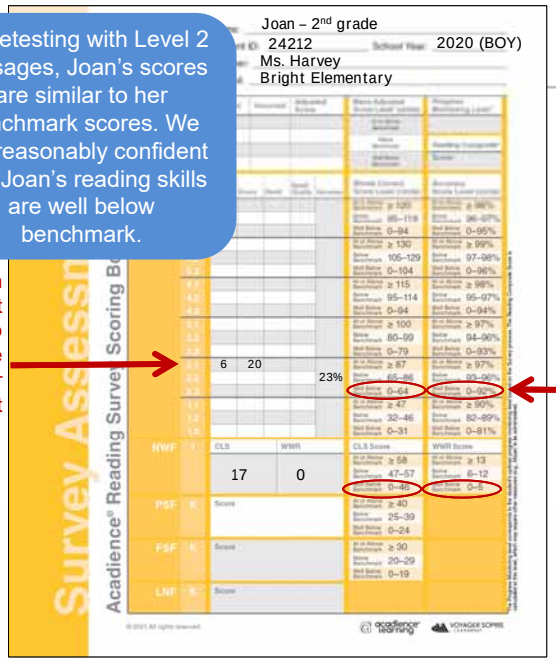


Could Joan's low benchmark scores have been a bad day? We can retest with alternate forms on different days under different conditions to be **reasonably confident** in Joan's level of initial skills.

Acadience Reading Survey for Joan

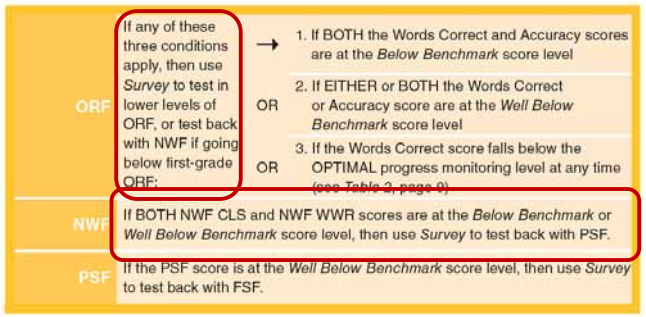
On retesting with Level 2 passages, Joan's scores are similar to her benchmark scores. We are reasonably confident that Joan's reading skills are well below benchmark.

Begin testing at Level 2 to validate need for support



Well Below Benchmark on Level 2 ORF Words Correct and ORF Accuracy as well as NWF CLS and WWR

Decision Guidelines for Testing Back



1. Because Joan's ORF Words Correct and ORF Accuracy are both Well Below Benchmark in Level 2 text, we survey back to Level 1 text to identify Joan's instructional level and the optimum level for progress monitoring.
2. Because NWF CLS and NWF WWR are Well Below Benchmark, we survey back to assess phonemic awareness with PSF.

Decision Guidelines for Skipping Back

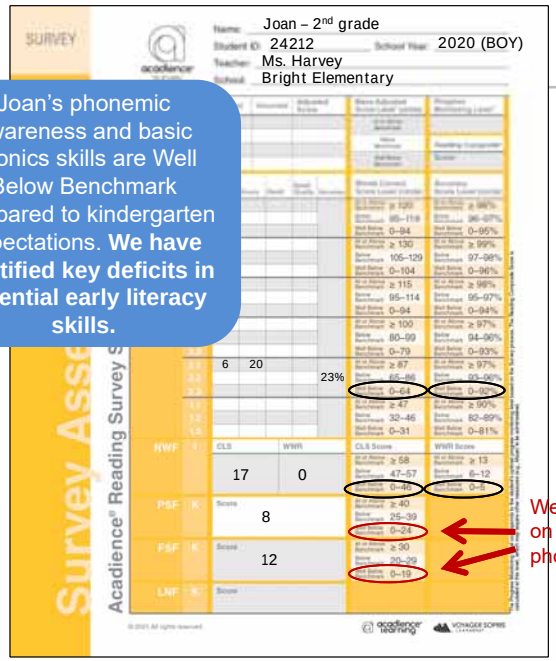
"if the student earns a score of 10 or fewer words correct on the first passage, do not administer the other two passages at that level. Instead, drop back another grade level. For students in third grade and above, if the median score is 20 or fewer words correct, drop back two levels" (Figure 9, p. 17).

In this example, we elected to validate need for support by retesting Joan with passages at the second-grade level of difficulty.

Then, because her score on the first Level-2 passage was less than 10 we skipped back to Level K skills in phonemic awareness and phonics.

Alternatively, we could have begun the administration of Survey with Phoneme Segmentation Fluency if we judged that we did not need to validate need for support.

Acadience Reading Survey for Joan



Joan's phonemic awareness and basic phonics skills are Well Below Benchmark compared to kindergarten expectations. **We have identified key deficits in essential early literacy skills.**

Well Below Benchmark on measures of phonemic awareness

Identify Joan's Mastery, Instructional, and Progress Monitoring Level

Testing Process

Students should be tested only in the materials needed to establish their:

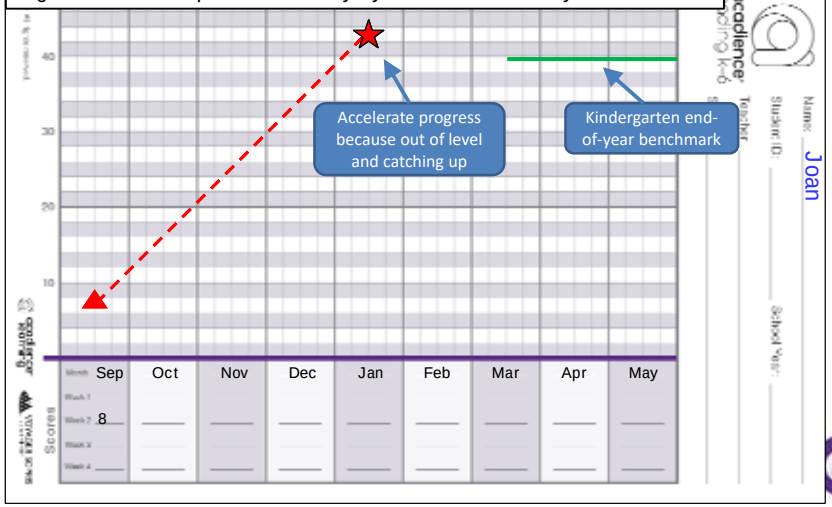
- **mastery level** (highest level at which the student has demonstrated adequate skills for that grade level);
- **instructional level** (lowest level at which the student has not mastered the skills necessary for adequate grade-level performance);
- **progress monitoring level** (optimum level for monitoring student progress); and
- **appropriate goal** (ambitious, realistic, and meaningful goals that accelerate student progress).

For Joan,

- We have not identified a **mastery level** in any of the essential early literacy and reading skills.
- Kindergarten phonemic awareness and basic phonics skills would be her **instructional level**.
- Optimum **progress monitoring** would be in PSF and NWF initially using kindergarten EOY benchmark goals.

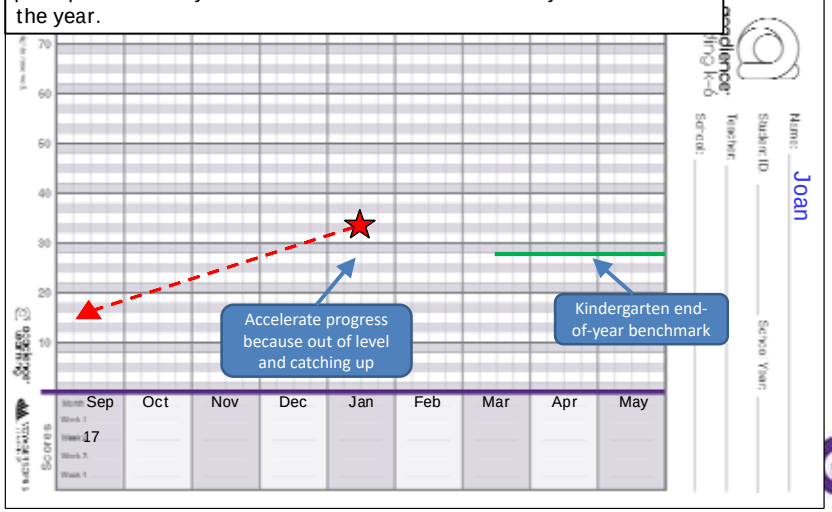
PSF **Out-of-Level, ½ time to goal procedure** for goal setting and progress monitoring in instructional level material

Out-of-Level Goal: When presented with an Acadience PSF form, Joan will use phonemic awareness skills to identify at least 43 correct sound segments in words presented orally by the middle of the year.



NWF **Out-of-Level, ½ time to goal procedure** for goal setting and progress monitoring in instructional level material

Out-of-Level Goal: When presented with an Acadience NWF form, Joan will use basic phonics skills and understanding of the alphabetic principle to identify at least 34 correct letter sounds by the middle of the year.



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Acadience Reading within an Outcomes Driven Model

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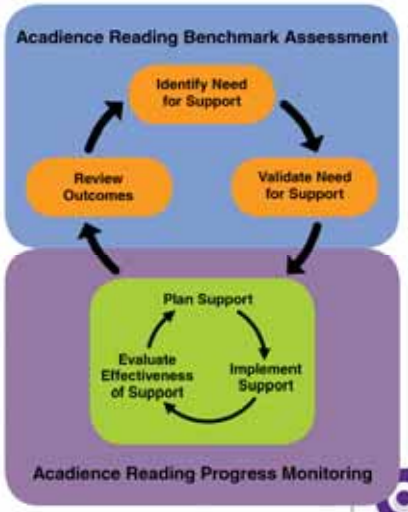

Questions?

Contact Acadience Learning
for more information

info@acadiencelearning.org

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