Using Data to Make Instructional Decisions

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Workshop Outcomes

- Understanding Critical DIBELS reports
- Analyzing Data to Establish Instructional Need
- Using Data to Establish a System of Support
  - By school
  - In the Classroom
  - Student by Student
The Challenge

• You must maintain **unwavering faith** that you can and will prevail in the end, regardless of the difficulties, **AND at the same time have the discipline to confront the most brutal facts of your current reality, whatever they might be.**

Admiral Jim Stockdale
Vietnam prisoner of war,
Quoted in Jim Collins’ *Good to Great*,

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We never really leave our non-reading children behind. We may forget about them, but we are chained to them socially and economically. Like a ship and its anchor, we must either lift them up or drag them along behind us.

-Lynn Fielding

The Face of a Child
The X-Factor

We did notice one particularly provocative form of economic insight that every good-to-great company attained, the notion of a single ‘economic denominator’. If you could pick one and only one ratio—to systematically increase over time, what x would have the greatest and most sustainable impact on your (school’s) engine?

-Jim Collins in Good to Great
"The instructional core helps us identify where we're trying to improve," explains Elmore. "The teacher, the student, the content – if you change one, you have to change them all. You can't alter the skill and knowledge of the teacher when you stay in a low-level curriculum. If you alter the content without changing the skill and knowledge of teachers, you are asking teachers to teach to a level that they don't have the skill and knowledge to teach to. If you do either one of those things without changing the role of the student in the instructional process, the likelihood that students will ever take control of their own learning is pretty remote."

Richard Elmore~
Informed Instruction

Who is at risk?
Who needs close monitoring?

What are students strengths and weaknesses?
Are other students exhibiting similar profiles?

Have we accomplished our goals for a student, class, or district?
What should change? What needs refining?

Who needs extra support?
How should groups be formed?
Which skills need to be emphasized?

First Alerts: Screenings
In Depth View:
Diagnostics
Growth Charts:
Progress Monitoring

Reaching Goals:
Outcome
Collaborative Exercise

• Analyze the assessments currently in place in your school
• Categorize the assessments as to whether the assessment is a screening, diagnostic, progress monitoring, or outcome measure
• Determine the audience and the instructional impact of the assessment
Annual Growth/Catch Up Growth

• Creating *annual growth* for more students usually means better execution in the traditional areas of excellent leadership, *excellent initial instruction* and excellent data systems.

• Creating *catch-up growth* means adding the new layers of *targeted accelerated* growth.
Collaborative Exercise

• What strategies are you currently using to focus on annual growth?
• What strategies are you currently using to focus on catch-up growth?
• Are those strategies working?
• Are you satisfied with your current level of growth?
What Data Do We Examine?

- Statewide Assessment Scores
- DIBELS scores
- Classroom Comprehension Measures
- District Benchmark Data
- Anecdotal/Observational Data
- Diagnostic Measures (ie Phonics Survey)
- DRA, DRA II
What Does DIBELS Measure

• Initial Sound Fluency (ISF) – ability to recognize and produce initial sounds in words
• Letter Naming Fluency (LNF) – ability to recognize and name a random mixture of uppercase and lower case letters
• Phoneme Segmentation Fluency (PSF) - ability to segment a spoken word of two to five phonemes into the individual sounds
What Does DIBELS Measure?

• **Nonsense Word Fluency (NWF)** - ability to read two-letter and three letter nonsense words (cvc)

• **Oral Reading Fluency (ORF)** - fluency and accuracy in reading grade level passages aloud, as measured by words read correctly per minute
Distribution Reports

- Compare progress at a grade level from one year to the next
- Establish systems of support based on the populations of at-risk students
- Allocate time and resource
Summary of Effectiveness Reports

• Evaluate effectiveness of the core program, differentiation in the classroom and intervention outside of the classroom

• Look at annual growth and catch up growth for individual students
DIBELS Measures: Learning to Read Continuum

- Kindergarten Phonological Awareness
- Initial Sound Fluency 25 initial sounds pm
- Phoneme Segmentation Fluency 35 sounds pm
- Nonsense Word Fluency 50 letter-sounds pm
- Oral Reading Fluency 40 words pm
- Oral Reading Fluency 90 words pm
- Oral Reading Fluency 110 words pm

- Winter
- Spring
- Winter
- Spring
- Spring
- Spring
Class Progress Graphs

Use *Class Progress Graphs* to:

- Analyze individual student progress over time
- Evaluate effectiveness of core program, differentiation, intervention
- Find strengths and areas of weakness
- Determine level of intensity and degree of density for instruction
- Visual representation of the goal and where the class is in relation to the goal.
Determining Instructional Need

- Phoneme Segmentation Fluency
- Oral Reading Fluency
- Nonsense Word Fluency
Six Steps in Using Data

1. **Screen students**—Use DATA from screening assessment to identify students who **may not be reading as strongly as expected**.

2. **Diagnose weaknesses**—Use diagnostic assessment DATA to pinpoint the specific weaknesses of students identified during screening who are not performing as expected.

3. **Group students**—Identify students with similar instructional needs based on the screening and diagnostic DATA. Set goals for students in the groups.

4. **Plan instruction**—Use DATA acquired during screening and diagnosis to plan instruction that will help students meet goals.

5. **Teach**—Implement instructional plan for students in small, homogenous groups.

6. **Progress monitor**—Use progress monitoring DATA to measure student’s progress toward goals and to adjust instruction.
Analyzing the Big Picture

- How did the class do in general?
- Which students made significant progress? How?
- Which students made little or no progress? Why?
- What is the outlook for 3rd grade?
- What about annual growth?
- Catch up growth?
Phoneme Segmentation Fluency

Questions to consider when analyzing PSF:

Critical Question: Can student hear sounds in words?

- Does the student know how to segment phonemes?
- How many times does the student segment partially rather than the whole word?
- How accurate is the student segmenting phonemes?
- How fluent is the student in segmenting phonemes?
- How accurate is the knowledge of initial sounds?
- Ending sounds?
- How accurate is the knowledge of vowels?
PSF Class Progress Graph

These students are Making good progress

This student needs carefully monitored intervention

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Nonsense Word Fluency

Questions to consider when analyzing NWF:
Critical question-Can student USE sounds in words
  – Does the student read sound by sound or whole word?
  – How accurate is the production of sounds?
  – How fluent is the student in reading words’
  – How accurate is the student on initial sounds
  – Final sounds?
  – Medial sounds or middle vowels?
Results of targeted intervention
Oral Reading Fluency

- How accurate is the student’s reading of words in passages?
- How fluent is the student’s reading of words in the passage?
- How well did the student read non-phonetic sight words?
- How well did the student read phonetically regular words?
- Did the student remember a word provided and successfully read it the next time?
- Did the student successfully read two syllable words, multisyllabic words?
- Were the word missed due to vocabulary or background knowledge?
Oral Reading Fluency Class Progress

First Grade Middle of the Year

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### Dynamic Indicators of Basic Early Literacy Skills™ 6th Ed.

**First Grade Benchmark Assessment**

**Name:** ______________________  **Teacher:** ______________________

**School:** _____________________  **District:** _____________________

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<th>Benchmark 1</th>
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<td><strong>Letter Naming Fluency</strong></td>
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<td><strong>Nonsense Word Fluency</strong></td>
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<td><strong>Word Use Fluency (Optional)</strong></td>
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**CLS** = Correct letter-sound correspondences.  
**WRC** = Words recoded completely and correctly as a whole word.
Going to Family Camp

My favorite part of family camp is the campfire program at the lake. We wait until the stars and moon are out. We walk down to the edge of the water where a big bonfire is going. We all snuggle together watching the flames because it's cold after dark. The camp director leads everyone in songs.

Total: 43 WRC  Accuracy: 43/53 or 81%
Progress Monitoring

DIBELS™ Progress Monitoring

Beginning of the year Assessment  Middle of the Year Assessment  End of the Year Assessment

Score

Time of Assessment

Initial Sound Fluency
Letter Naming Fluency
Phoneme Segmentation Fluency
Nonsense Word Fluency

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AIM lines
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Looking Deeper

Using the questions and the modeled example from the previous slides:

• Partner 1 examine and analyze data from Sample B
• Partner 2 examine and analyze data from Sample C
• When you are finished, compare and contrast your thinking from the two samples. What would be your next steps with these classes/students?
Collaborative Exercise

• Using the data sheets in your workbook
  Analyze the data from Class A

• Develop an instructional plan for all students needing Tier II support
Key Learnings

• List three critical learnings from this section:

A. ________________________________

B. ________________________________

C. ________________________________
Recommended Websites

- DIBELS
  - http://www.dibels.org
  - http://dibels.uoregon.edu/
- Big IDEAS in Beginning Reading
  - http://reading.uoregon.edu/
- Oregon Reading First
  - http://oregonreadingfirst.uoregon.edu
- Reading Rockets
  - http://readingrockets.org
- Florida Center for Reading Research
  - http://www.fcrr.org
- Vaughn Gross Center for Reading and Language Arts
  - http://www.texasreading.org
- Free Reading
  - http://free-reading.net
They are counting on us!

Thank you for your time and attention!

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