Using the Outcomes-Driven Model and DIBELS for Response to Intervention

Dynamic Measurement Group, Inc.

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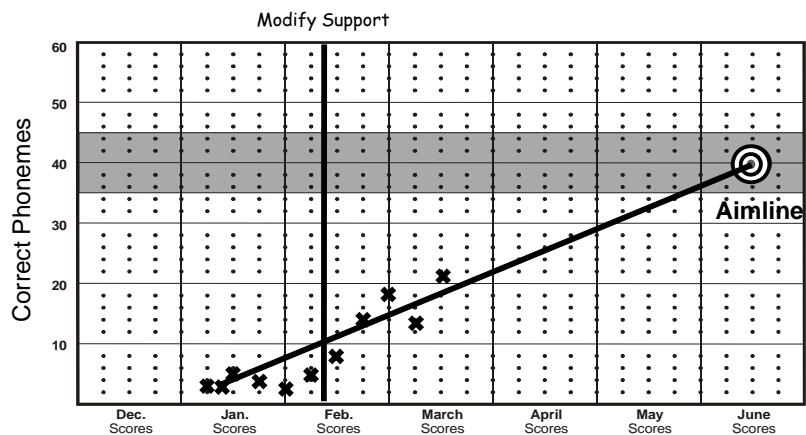Kristen MacConnell

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Overview of the Day

- Introduction
  - Overview of DIBELS
  - Overview off Response to Intervention
- Using DIBELS
  - Identify Need for Support
  - Validate Need for Support
  - Plan Support
  - Evaluate Support
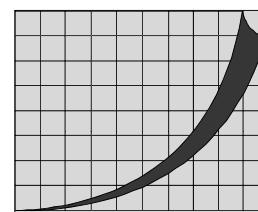 - Review Outcomes

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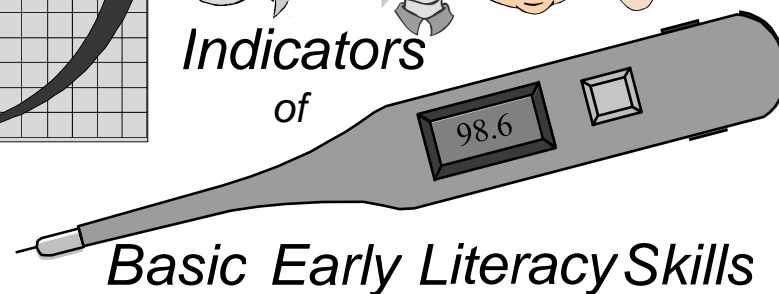---

Why DIBELS®?

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What Are DIBELS®?

Dynamic

Indicators

of

Basic Early Literacy Skills

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Relevant Features of DIBELS®

- Measure *Basic Early Literacy Skills*: Big Ideas of early literacy
- Efficient and economical
- Standardized
- Replicable
- Familiar/routine contexts
- Technically adequate
- Sensitive to growth and change over time and to effects of intervention

Data on DIBELS®

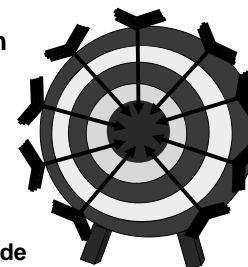| Measure	Alternate Form Reliability	Criterion-Related Validity
Phoneme Segmentation Fluency	1 probe: .88	.73 - .91
	3 probes [a]: .96	
Initial Sound Fluency	1 probe: .65	.44 - .60
	5 probes: .90	
Nonsense Word Fluency	1 probe: .92	.84
	3 probes: .98	
Word Use Fluency	1 probe: .65	.42 - .71
	5 probes: .90	
Oral Reading Fluency	1 probe: .90	.70-.80
Retell Fluency	.68 - .72	.73-.81
Letter Naming Fluency	1 probe: .93	.72 - .98
	3 probes: .98	

Summary of Research

- Correlations between DIBELS® scores and other measures are moderate to strong. In a variety of studies, students' performance on DIBELS® has been compared to their performance on standardized norm-referenced tests of:
  - reading readiness, e.g., Metropolitan Readiness Test
  - reading achievement, including comprehension, e.g., Stanford Diagnostic Reading Test, Woodcock Johnson
  - intelligence, e.g., Stanford-Binet, McCarthy Scales
  - specific skills, e.g., Test of Phonological Awareness (TOPA), Test of Language Development (TOLD), Language Sample, Reading Comprehension subtest of WJ
- Reliability and validity of DIBELS® are as high as or higher than that of other tests (most of which take substantially longer to administer and score and are not sensitive to small increments in child change over small periods of time).
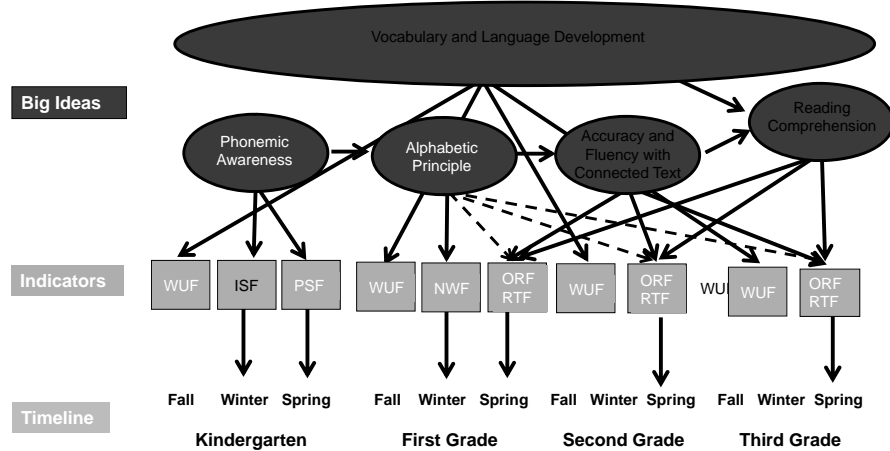
DIBELS® Benchmark Goals
80% - 100% Chance of Getting to Next Goal

- Initial Sound Fluency:
  - **25** sounds per minute by **winter Kindergarten**
- Phoneme Segmentation Fluency:
  - **35** sounds per minute by **spring Kindergarten**
- Nonsense Word Fluency:
  - **50** sounds per minute *with at least 15 words recoded* by **winter First Grade**
- DIBELS® Oral Reading Fluency:
  - **40** words correct per minute by **spring First Grade**
  - **90** words correct per minute by **spring Second Grade**
  - **110** words correct per minute by **spring Third Grade**
  - **118** words correct per minute by **spring Fourth Grade**
  - **124** words correct per minute by **spring Fifth Grade**
  - **125** words correct per minute by s**pring Sixth Grade**

Model of Big Ideas, Indicators, and Timeline

Vocabulary and Language Development

Big Ideas

Phonemic Awareness — Alphabetic Principle — Accuracy and Fluency with Connected Text — Reading Comprehension

Indicators

WUF ISF PSF   WUF NWF ORF RTF   WUF ORF RTF   WUF WUF ORF RTF

Timeline

| Fall Winter Spring | Fall Winter Spring | Fall Winter Spring | Fall Winter Spring |
| **Kindergarten** | **First Grade** | **Second Grade** | **Third Grade** |

Adapted from Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001).

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Probability of Meeting Goals and DIBELS® Descriptors

Three Categories:

Probability of achieving subsequent goals	Greater than 80%	50%	Less than 20%
Probability of need for support *(Instructional Recommendation)*	Low	Some	High
DIBELS® descriptor of risk	Low	Some	High
DIBELS® descriptor for need for support	Benchmark	Strategic	Intensive
DIBELS® descriptor of status	Established	Emerging	Deficit

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What is Response to Intervention?

1. An alternative approach to determine eligibility for learning disability under IDEA 2004:

    – Response to intervention (RTI) functions as an alternative for learning disability (LD) evaluations within the general evaluation requirements of IDEA 2004 (20 U.S.C 1414 (B)(6)(A)) .

    – IDEA 2004 adds a new concept in eligibility that prohibits children from being found eligible for special education if they have not received instruction in reading that includes the five essential components of reading instruction identified by the Reading First Program. RTI is included under this general umbrella.

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What is Response to Intervention?

2. An approach for maximizing student learning/progress through sensitive measurement of effects of instruction:

    – Diagnostic teaching

    – Precision teaching

    – Problem-solving model

    – Outcomes-driven model

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Description of RTI

- Students are provided with generally effective instruction by classroom teacher.
- Progress of students receiving general education is monitored.
- Students who are not making adequate progress are identified early.
- Students who need more than general education instruction receive something else or something more, either from their teacher or someone else.
- The progress of students receiving something else/more is monitored and instruction is adjusted.

1. Eligibility approach: Those who display serious, stubborn, lack of adequate progress qualify for special education services.	2. Maximize learning approach: Those who continue to make less than adequate progress get something else/more until they respond.

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Underlying Assumptions of RTI

- 1. Eligibility Model
  - Disabilities are due to within child factors and are intractable.
  - There are children who are "non-responders" or "treatment resistors".
  - Starting point of the model is when the student is referred for special education evaluation.
  - Goal/end point of the model is a special education eligibility decision.

- 2. Maximize Learning Model
  - Most children can learn when provided with effective instruction.
  - There are children for whom we have not yet found an effective intervention.
  - Starting point of the model is before there are serious learning problems.
  - Goal is to find the "match," i.e., the instructional approach or strategies that are effective for the individual student.

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Our View on RTI:

- Referral for special education eligibility evaluation because of academic difficulty is not an appropriate starting point.
- Eligibility based on lack of adequate progress is NOT a defensible endpoint.
- Response to intervention (RTI) in a prevention-oriented system of generally effective instruction (e.g., a three-tier model) IS a defensible means to maximize student learning and progress.

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What is RtI?

- RtI is a "process of instruction, assessment, and intervention, that allows schools to identify struggling students early, provide appropriate instructional interventions, and increase the likelihood that the students can be successful and maintain their class placement" (Mellard & Johnson, 2009, p.1)

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Three General Purposes of RtI
(Mellard & Johnson, 2009)

1. Screening and prevention of academic failure

2. Early Intervention

   - IDEA(2004) allows for 15% of Part B funds to be allocated to early intervention services

3. Evaluation for special education

   - Can serve as one component of disability determination.

   - States can adopt, states cannot prohibit.

Multiple Specific Purposes:
Which Purpose(s) Do You Want?

- Maximize learning for students in general education.
- Maximize learning for students in special education.
- Prevent learning difficulty for students in general education.
- Prevent Learning Disabilities for students at risk of needing special education.
- Target early intervention for students with learning difficulty in general education.
- Target early intervention for students with Learning Disabilities before they are identified.
- Accurate and Defensible Identification of students with Learning Disabilities for special education.
- Lose weight, cure baldness, and prevent gout.

Eligibility is a High Stakes Decision

- High Stakes Decisions - Eligibility
  - One-time decision point that is not easily modified.
  - Immediate life impact is likely.
    - Positive consequences – support, intervention.
    - Unintended negative consequences are likely – more restrictive environment, stigmatization.
  - High stakes decisions require a higher degree of rigor in evidentiary considerations.
- Low Stakes Decisions – Maximizing learning
  - Set of ongoing decisions
  - Self-correcting decisions. Initial decisions are monitored and re-evaluated on an ongoing basis with adjustments as necessary.
  - Gradual life impact is likely.
    - Gradual onset of positive consequences
    - Minimize unintended negative consequences
  - Low stakes decisions may be made with a lower degree of rigor in evidentiary considerations.

Three Crucial Measurement Decisions in RTI

1. Is the student making adequate year-to-year progress?

   - Maximize learning: Is the student making adequate progress toward meaningful long term goals?

   - Eligibility: Does the student have severe low achievement that may indicate learning difficulty?

2. Is the student receiving generally effective instruction?

3. Is the student making adequate week-to-week progress?

   - Maximize Learning: Is the student making adequate progress?

   - Eligibility: Does the student display a serious, stubborn, sustained lack of adequate progress when provided with generally effective instruction?

Reliability Evidence Required for Defensible Educational Decisions

- Reliability – Decisions should be reasonably stable across trivial changes in conditions.
- Thou shalt not make capricious decisions about children.
  - Maximize Learning: lower standard because decisions are self-correcting and low stakes.
  - Eligibility: Rigorous standards because high stakes decisions.
    - Decisions about Level: reliability of .90 or higher.
    - Decisions about Rate of Progress: No specific standards or criteria are generally accepted. More reliable is important.

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Normative Context Required for Defensible Educational Decisions

- Normative context – How well is the student performing compared to a relevant comparison group.
  - Local norms compare performance other children in the student's classroom, school, or district.
  - National norms compare performance to other children around the nation.
  - Other specific comparison groups.
- Maximizing Learning: What are reasonable expectations for grade level peers?
- Eligibility: If almost everyone has it, doesn't have it, does it, or can't do it, then it is not a disability and not evidence for eligibility for special education.

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Defensible Educational Decisions Require Evidence the Skills are Valid/Meaningful

- Includes but is more than conventional validity coefficients.
- Meaningful evidence links decisions to outcomes. Reschly would call this the Outcomes Criterion.
  - Prognosis: Students with a particular level of skills or educational needs have lower likelihood of favorable outcomes.
  - Dosage: Students with lower likelihood of favorable outcomes benefit from more instructional time.
  - Intervention: When students with a particular set of skills or educational needs are provided with a specific intervention their outcomes are better than if they receive a different intervention.
- How important is the difference in outcomes. Would a parent care?

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Evidentiary Requirements for RTI

Evidentiary Considerations for the Educational Decisions Required for Response to Intervention Models

	Evidentiary Consideration		
Educational Decision	Reliable	Normative Context	Valid/ Meaningful
1. Is the student making adequate year-to-year progress?	**X**	**X**	**X**
2. Is the student receiving generally effective instruction?	**?**	**?**	**?**
3. Is the student making adequate week-to-week progress?	**+/-**	**+/-**	**+/-**

Note. X = generally strong and persuasive evidence. ? = level of evidence is unestablished. +/- = emerging evidence base.

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Shouldn't we just wait until the research/science evidence base is complete before using RTI for eligibility decisions?
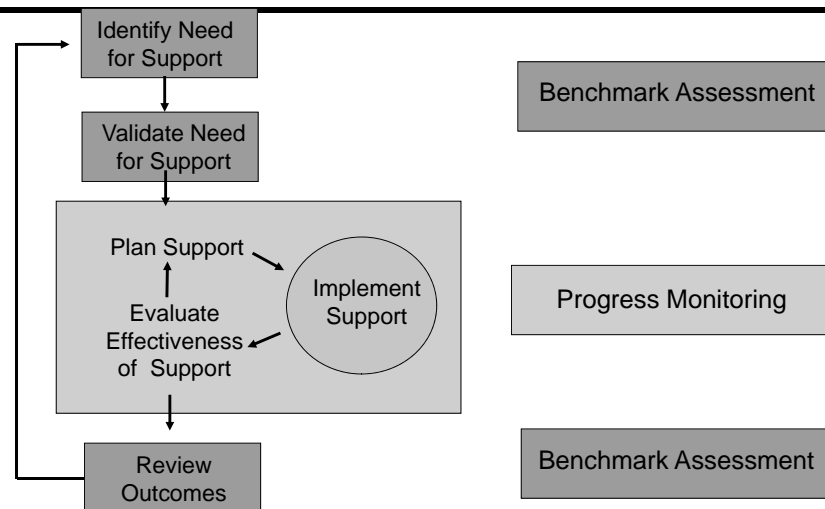
- Of course, one alternative is to keep using an ability-achievement discrepancy to identify learning disability – there is substantial research on the approach.
  - No evidence that an ability-achievement discrepancy is educationally meaningful.
  - Evidence that an ability-achievement discrepancy does not correspond well to the decisions educators make in practice.
- Or we could rely on individual judgment: "I know them when I see them".
- Or we could suspend eligibility decisions until the scientific basis is completely established.

Potential of Utility RTI

- Requires measures that accurately identify risk early, that provide meaningful and important goals, and that evaluate adequate progress toward those goals.
- Used within a *prevention-oriented* system of *progress monitoring* and *evaluating system-wide effectiveness: Outcomes Driven Model*
- Used for all students to maximize learning.

Use DIBELS® For RTI Within an Outcomes-Driven Model
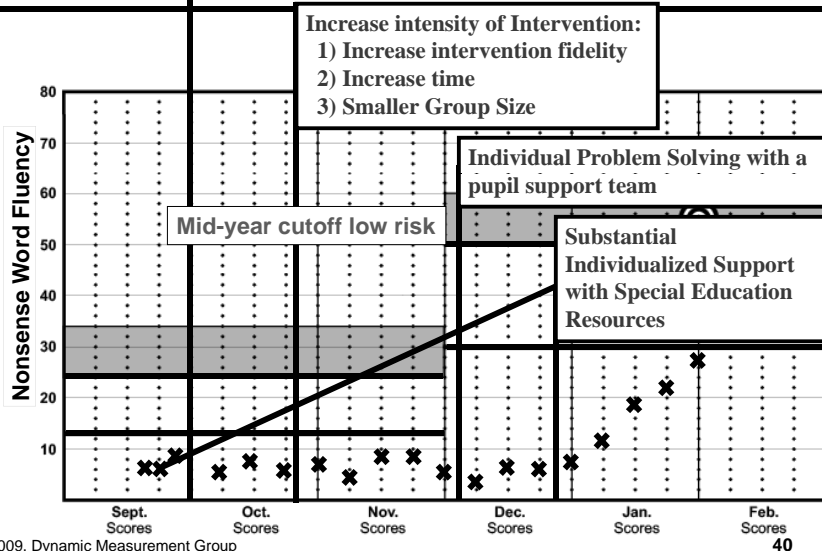

Outcomes-Driven Model Decision Steps

ODM Step	Question(s)	Data
1. Identify Need	Are there students who may need support? How many? Which students?	Benchmark data: Histograms, Box Plots, Class List Report
2. Validate Need	Are we confident that the identified students need support?	Benchmark data and additional information: Repeat assessment, use additional data, knowledge of/information about student
3. Plan Support	What level of support for which students? How to group students? What goals, specific skills, curriculum/program, instructional strategies?	Benchmark data and additional information: Individual student booklets, additional diagnostic information, knowledge of/information about student
4. Evaluate Support	Is the support effective for individual students?	Progress Monitoring data: Individual student progress graphs, class progress graphs
5. Evaluate Outcomes	As a school/district: How effective is our core (benchmark) support? How effective is our supplemental (strategic) support? How effective is our intervention (intensive) support?	Benchmark data: Histograms, Cross-Year Box Plots, Summary of Effectiveness Reports

Outcomes Driven Model and RTI

Implement a Research-Based Intervention

Increase intensity of Intervention:
1) Increase intervention fidelity
2) Increase time
3) Smaller Group Size

Individual Problem Solving with a pupil support team

Mid-year cutoff low risk

Substantial Individualized Support with Special Education Resources

Nonsense Word Fluency

80 70 60 50 40 30 20 10

Sept. Scores | Oct. Scores | Nov. Scores | Dec. Scores | Jan. Scores | Feb. Scores
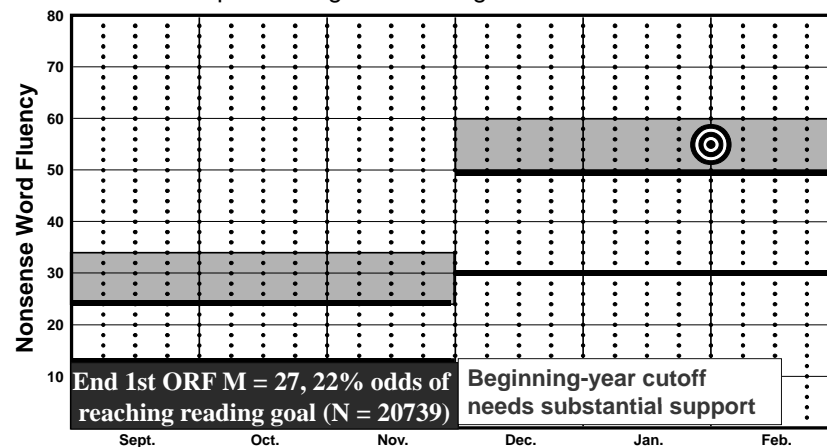
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Accurately Identify Need for Support Early

- Students with low skills are likely to need substantial support to achieve adequate first grade reading outcomes.
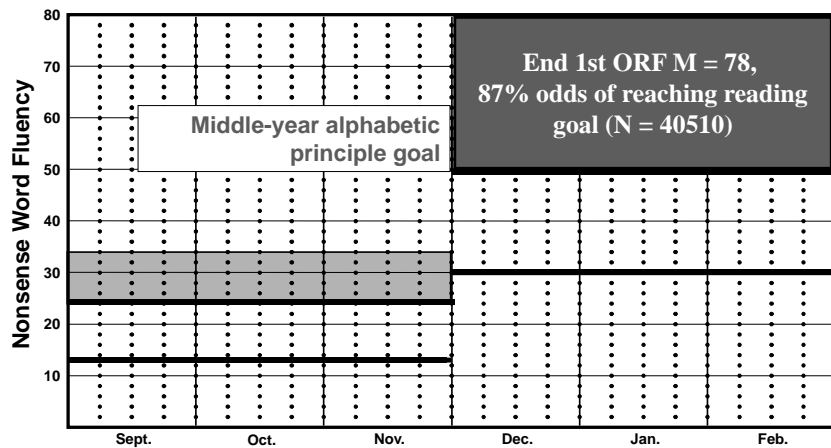
Nonsense Word Fluency

80 70 60 50 40 30 20 10

End 1st ORF M = 27, 22% odds of reaching reading goal (N = 20739)

Beginning-year cutoff needs substantial support

Sept. | Oct. | Nov. | Dec. | Jan. | Feb.

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Provide Meaningful and Important Goals

- Most students reaching alphabetic principle goal in mid first grade achieve adequate first grade reading outcomes.

Nonsense Word Fluency

80 70 60 50 40 30 20 10

End 1st ORF M = 78, 87% odds of reaching reading goal (N = 40510)

Middle-year alphabetic principle goal

Sept. | Oct. | Nov. | Dec. | Jan. | Feb.

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Evaluate Adequate Progress toward Goals

- Adequate progress toward instructional goals has a meaningful impact on first grade reading outcomes and the odds of reaching the end of first grade reading goal.

Nonsense Word Fluency

80 70 60 50 40 30 20 10

Middle-year alphabetic principle goal

N = 217
End First ORF
M = 70, Odds 83%

N = 7349
End First ORF
M = 31, Odds 25%

N = 10382
End First ORF
M = 18, Odds 9%

Sept. | Oct. | Nov. | Dec. | Jan. | Feb.

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Slide 44
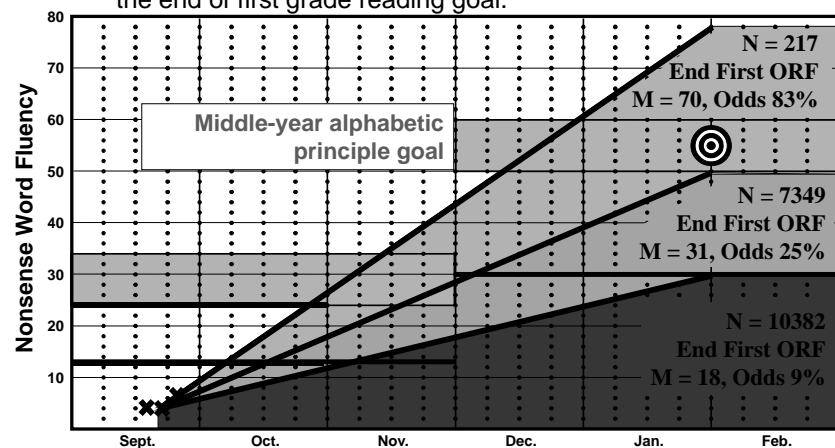
Normative Zones of Growth for Second Grade
Beginning of Year to Middle of Year DIBELS Oral
Reading Fluency: 20th, 40th, 60th, 80th percentiles

Zone 5: Well above expected rate of progress
Zone 4: Above expected rate of progress
Zone 3: Expected rate of progress in schools with system-wide high rates of adequate progress.
Zone 2: Below expected rate of progress
Zone 1: Well below expected rate of progress

Second Grade MOY Benchmark Goal 68

Zone 5
Zone 4
Zone 3
Zone 2
Zone 1

Correct Words Per Minute

Week
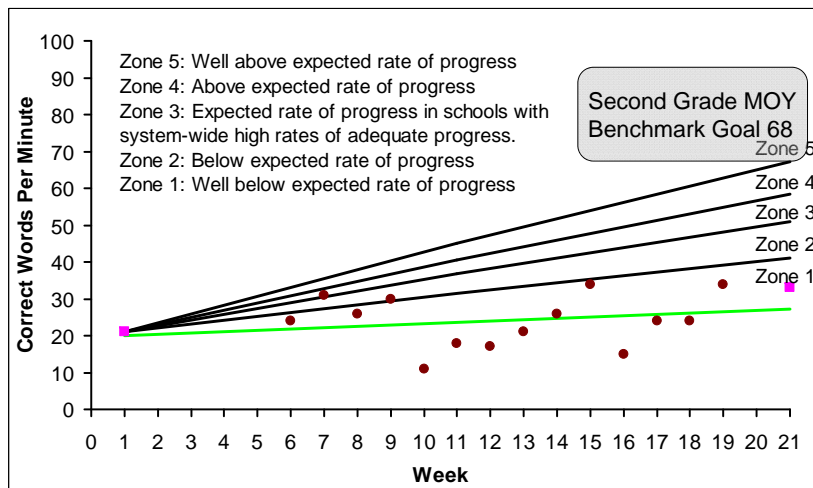
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Slide 45

RTI or PORTEI?

- RTI logic requires that the intervention is effective – otherwise it indicates a _teaching problem_ rather than a _learning problem_.

- Requires expertise in instruction and intervention as well as in assessment.

- **We need to spend as much time assessing the quality of instruction as we spend assessing the response to the instruction.**

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Slide 46

Schoolwide System of Instruction and Support

Intensive Intervention

Supplemental Support

Core Curriculum and Instruction
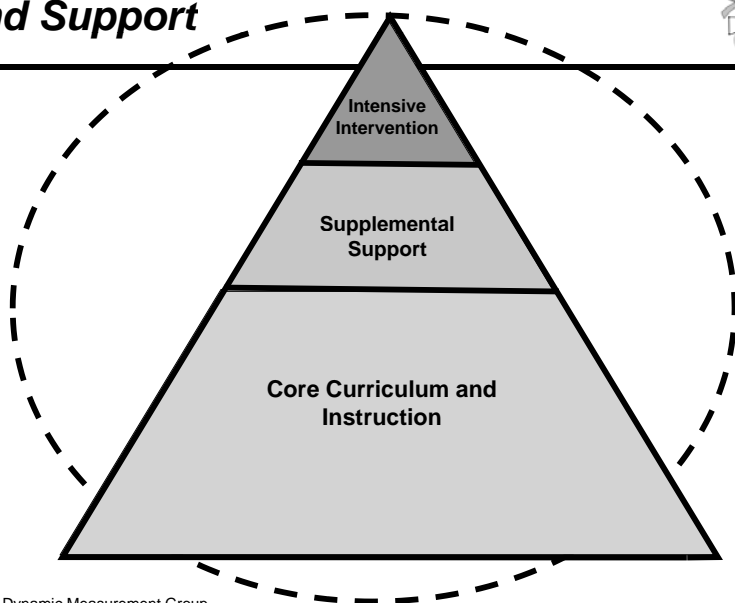
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Slide 47

What is Generally Effective Instruction?
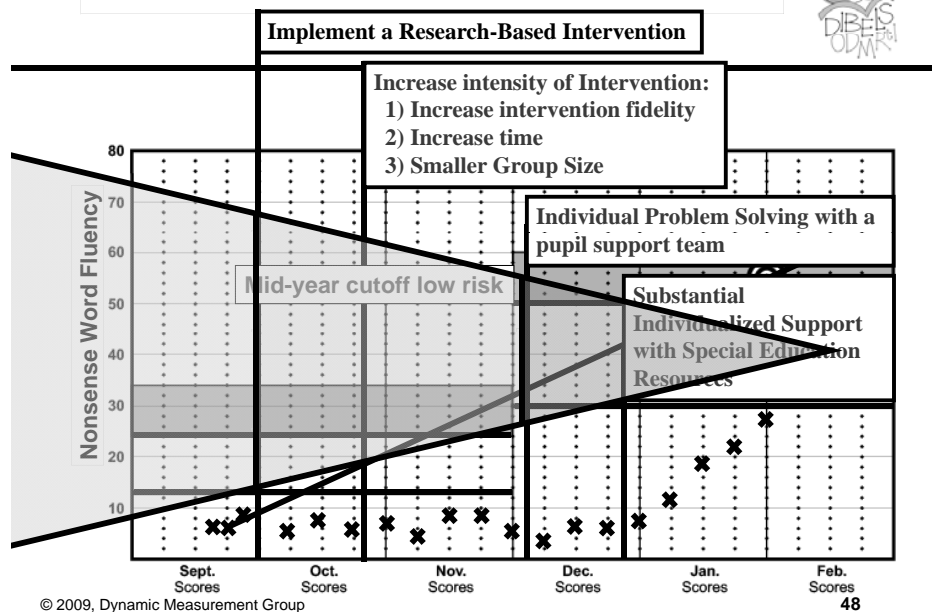
- **Benchmark Students**
  - *Generally Effective core curriculum & instruction* should:
    - support **95%** of benchmark students to achieve each literacy goal.
- **Strategic Students**
  - *Generally Effective supplemental support* should:
    - support **80%** of strategic students to achieve each literacy goal.
- **Intensive Students**
  - *Generally Effective interventions* should:
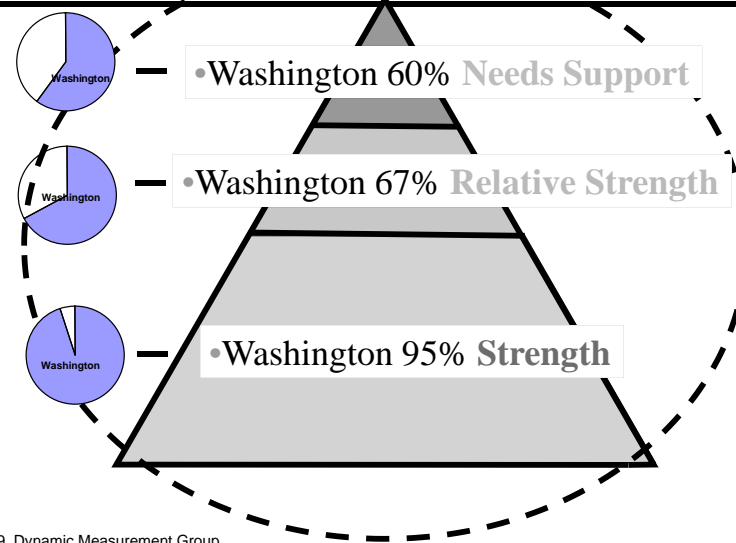   - support **80%** of intensive students to achieve the goal or achieve emerging or some risk status.

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Outcomes Driven Model and RTI

Implement a Research-Based Intervention

Increase intensity of Intervention:
1) **Increase intervention fidelity**
2) **Increase time**
3) **Smaller Group Size**

Individual Problem Solving with a pupil support team

Substantial Individualized Support with Special Education Resources

Mid-year cutoff low risk

Nonsense Word Fluency

80
70
60
50
40
30
20
10

| Sept. Scores | Oct. Scores | Nov. Scores | Dec. Scores | Jan. Scores | Feb. Scores |

Slide 49

Schoolwide System of Instruction and Support - **Washington**

- •Washington 60% **Needs Support**
- •Washington 67% **Relative Strength**
- •Washington 95% **Strength**

Washington

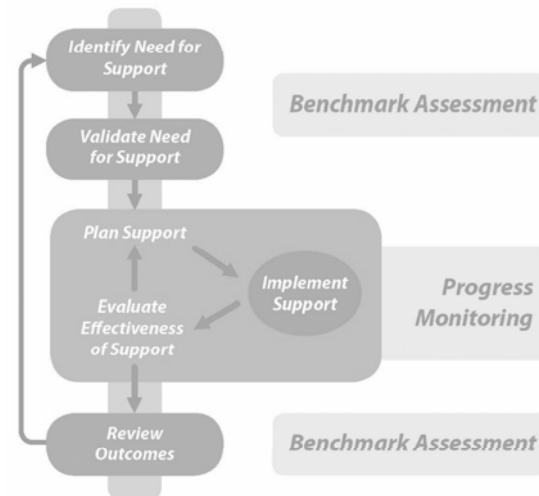## Slide 52

RTI or PORTEI?

- RTI is most appropriate in a prevention-oriented framework.
- Previous disability models have been reactive and not proactive.
  - Reactive approaches waste time, effort, and resources before investing in interventions for children.
- Prevention oriented RTI is consistent with a continuum of support across general and special education like a _three tier model_.
- RTI should result in rapidly escalating support.
- The goal of RTI is to provide sufficient support so that each student makes adequate progress.
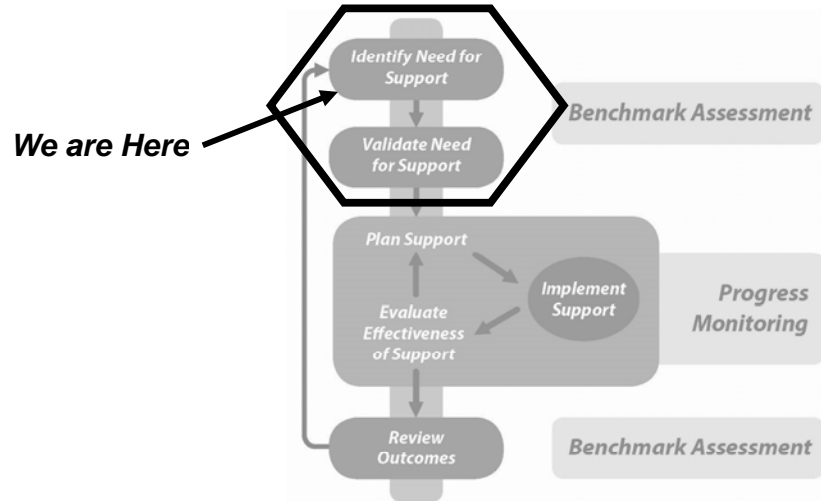
Slide 53

A Prevention-Oriented, Response to Effective Intervention Model

- Outcomes Driven Model provides a framework for
- Universal screening
- System-level and individual plans for support.
- Formative progress monitoring of progress toward meaningful goals.
- Review of outcomes at a systems level and for individual students.

Identify Need for Support

Benchmark Assessment

Validate Need for Support

Plan Support

Implement Support

Progress Monitoring

Evaluate Effectiveness of Support

Review Outcomes

Benchmark Assessment

Outcomes-Driven Model: Identify and Validate Need for Support

We are Here

Identify Need for Support: System

- Are there students who may need support?

- How many students may need support?

Identify Need for Support: Which Students May Need Support?

- The *Class List* report provides information on individual students at a given assessment period. The Class List report includes all the students from one class.

- The Class List Report shows:
  - The raw scores of each student's performance on each measure.
  - The status category (i.e., at risk, some risk, low risk or deficit, emerging, established) for the student's score on each measure.
  - Percentile ranks for the student's score on each measure to show the student's performance in relation to all participating students in the district.
  - Instructional recommendations based on a summary of each student's performance on all of the measures.

DIBELS® Data System Class List Report

Dynamic Indicators of Basic Early Literacy Skills
First Grade Class List Report

District: Emerald City School District
School: Riverview School
Date: Fall
Class: Mrs. Firzzle 1st

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting to validate need for support.

Letter Naming Fluency Goal: 37 letter names			Phoneme Segmentation Fluency Goal: 35 phonemes			Nonsense Word Fluency Goal: 24 letter sounds			Word Use Fluency			
Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	Score	Percentile	Status	Instructional Recommendations
4	3	At risk	27	32	Emerging	0	2	At Risk	7	18		Intensive - Needs Substantial Intervention
8	5	At risk	11	14	Emerging	7	12	At Risk	0	6		Intensive - Needs Substantial Intervention
29	33	Some risk	33	47	Emerging	7	12	At Risk	11	26		Strategic - Additional Intervention
35	47	Some risk	9	11	Deficit	13	20	Some Risk	6	16		Strategic - Additional Intervention
26	25	Some risk	33	47	Emerging	14	22	Some Risk	21	45		Strategic - Additional Intervention
32	40	Some risk	24	26	Emerging	22	40	Some Risk	0	6		Strategic - Additional Intervention
43	65	Low risk	48	87	Established	22	40	Some Risk	40	84		Benchmark - At Grade Level
45	69	Low risk	35	53	Established	23	42	Some Risk	24	53		Benchmark - At Grade Level
30	36	Some risk	24	26	Emerging	31	60	Low Risk	25	55		Benchmark - At Grade Level
52	81	Low risk	50	92	Established	39	72	Low Risk	46	93		Benchmark - At Grade Level
29	33	Some risk	37	58	Established	41	74	Low Risk	22	48		Benchmark - At Grade Level
61	90	Low risk	41	70	Established	54	87	Low Risk	56	98		Benchmark - At Grade Level
61	90	Low risk	36	55	Established	62	90	Low Risk	37	76		Benchmark - At Grade Level
49	76	Low risk	31	41	Emerging	63	91	Low Risk	43	89		Benchmark - At Grade Level
46	70	Low risk	42	73	Established	64	92	Low Risk	61	> 99		Benchmark - At Grade Level
63	92	Low risk	32	43	Emerging	67	92	Low Risk	29	63		Benchmark - At Grade Level
38	54	Low risk	27	32	Emerging	132	99	Low Risk	39	81		Benchmark - At Grade Level

38.3 Mean   31.8 Mean   38.9 Mean   27.5 Mean

From DIBELS® Data System, ©University of Oregon Center on Teaching and Learning

mCLASS Class Summary Report

Select a Class

Support Category

Click a student name to open the Student Summary.

Click any **Score** to open its Probe Details.

Click the tabs to view different Assessment Periods or any Progress Monitoring.

Goals for each measure

Percentile

Status/Risk Category

Class Summary Kindergarten

Class Summary (Middle Benchmark)

Class: Kindergarten

Beginning Benchmark | Middle Benchmark | End Benchmark | Progress Monitoring

Kindergarten : Middle Benchmark

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Interpreting Class List Reports: Tips and Notes

- ISF and PSF both measure the same Big Idea: phonemic awareness. PSF is the more reliable measure; use PSF in winter of K as the primary measure of phonemic awareness.
  - If child is doing well on PSF can assume skills on ISF.
  - Use ISF if PSF is too difficult and child achieves score of 0.

- Phoneme Segmentation Fluency (PSF) has a <u>threshold effect</u>, i.e., children reach benchmark goal and then scores slightly decrease on that measure as they focus on acquiring new skills, e.g. alphabetic principle, fluency in reading connected text.

Note: ISF = Initial Sound Fluency. PSF = Phoneme Segmentation Fluency.

Interpreting Class List Reports: Tips and Notes

- PSF and NWF measure different Big Ideas, both of which are necessary (but not sufficient in and of themselves) for acquisition of reading. We teach and measure both.
  - Skills in PA facilitate development of AP; however children can begin to acquire AP and not be strong in PA.
    - If a child seems to be doing well in AP, do not assume PA skills if a child is at risk.
    - Continue to provide support on PA and monitor progress. These children may have difficulty with fluent phonological recoding and with oral reading fluency.

Note: PSF = Phoneme Segmentation Fluency. NWF = Nonsense Word Fluency. PA = Phonemic Awareness. AP = Alphabetic Principle.

Interpreting Class List Reports: Tips and Notes

- NWF and ORF measure different Big Ideas, both of which are necessary (but not sufficient in and of themselves) for acquisition of reading. We teach and measure both.
  - Skills in AP facilitate development of ORF; however children can begin to acquire ORF and not be strong in AP.
    - If a child seems to be doing well in ORF in the early grades, do not assume AP skills if a child is at risk.
    - Continue to provide support on AP and monitor progress. These children may have difficulty with fluent phonological recoding and with oral reading fluency.

Note: NWF =Nonsense Word Fluency. ORF = Oral Reading Fluency. AP = Alphabetic Principle.

Interpreting Class List Reports: Tips and Notes

- Letter Naming Fluency (LNF) is an added indicator of risk. Use it in conjunction with scores on other DIBELS® measures.
  - <u>Example</u>: In a group of children with low scores on ISF at the beginning of Kindergarten, those with low scores also on LNF are at higher risk.

- LNF is not our most powerful instructional target.

Note: ISF = Initial Sound Fluency. LNF = Letter Naming Fluency.

What are the Critical Skills/Measures? Which Children Need Support?

Student	Letter Naming Fluency Score	Percentile		Phoneme Segmentation Fluency Phonemic Awareness Score	Percentile		Nonsense Word Fluency Alphabetic Principle Score	Percentile		Instructional Recommendations
Amy	0	<1	At Risk	0	2	Deficit	0	2	At Risk	Intensive
Ben	3	2	At Risk	0	2	Deficit	0	2	At Risk	Intensive
Cameron	25	30	Some Risk	0	2	Deficit	8	12	At Risk	Intensive
Dakota	17	14	At Risk	26	23	Emerging	8	12	At Risk	Intensive
Estafan	12	8	At Risk	35	44	Established	11	19	At Risk	Intensive
Felicia	23	25	At Risk	43	61	Established	12	21	At Risk	Intensive
Grace	36	54	Some Risk	18	15	Emerging	13	24	Some Risk	Strategic
Hunter	25	30	Some Risk	29	28	Emerging	14	29	Some Risk	Strategic
Imogene	19	19	At Risk	56	90	Established	14	29	Some Risk	Strategic
Jordan	25	30	Some Risk	41	55	Established	17	37	Some Risk	Strategic
Kira	10	5	At Risk	28	27	Emerging	18	40	Some Risk	Strategic
Letisha	10	5	At Risk	23	20	Emerging	20	45	Some Risk	Strategic
Megan	17	14	At Risk	43	61	Established	22	49	Some Risk	Strategic
Nancy	32	46	Some Risk	46	69	Established	27	61	Low Risk	Benchmark
Patricia	37	56	Low Risk	18	15	Emerging	28	65	Low Risk	Benchmark
Ryley	35	52	Some Risk	32	35	Emerging	28	65	Low Risk	Benchmark
Savannah	40	64	Low Risk	43	61	Established	30	70	Low Risk	Benchmark
Theo	18	17	At Risk	9	8	Deficit	31	73	Low Risk	Strategic
Walker	43	70	Low Risk	39	51	Established	38	81	Low Risk	Benchmark
Zoe	25	30	Some Risk	45	67	Established	38	81	Low Risk	Benchmark
Zachary	30	43	Some Risk	13	11	Emerging	39	83	Low Risk	Benchmark

From DIBELS® Data System, ©University of Oregon Center on Teaching and Learning
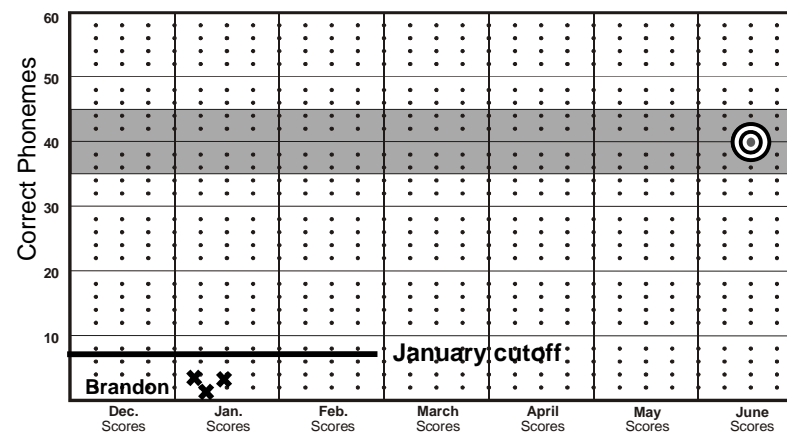

Focus on Three Children

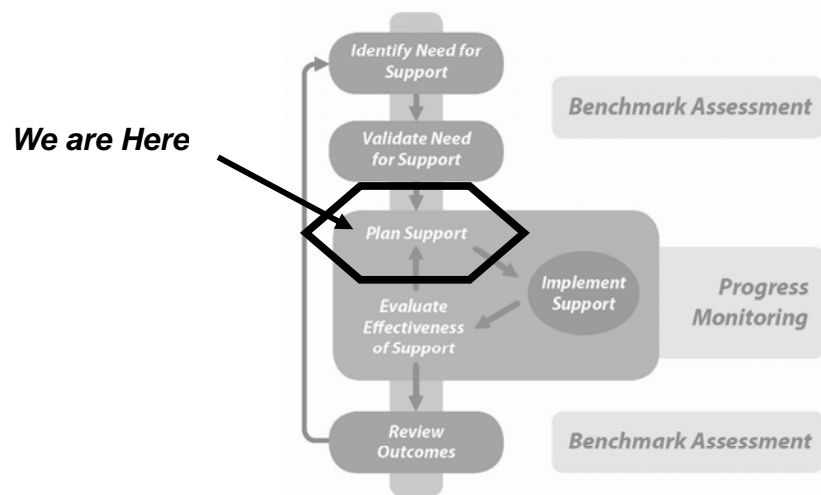|	ISF	%ile	Status	PSF	%ile	Status
T., Sandra	0	<1	Deficit*	3	3	At risk*
W., Brandon	7	3	Deficit*	4	4	At risk*
M., Danielle	8	5	Deficit*	1	2	At risk*

* = needs intensive support

Validate Need for Support: Brandon

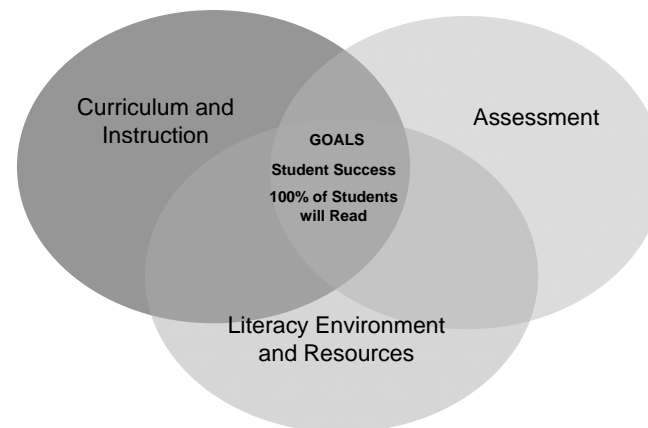Verify need for instructional support by retesting with different forms until we are *reasonably confident*.

Outcomes-Driven Model: Plan and Implement Support

We are Here

- Identify Need for Support
- Benchmark Assessment
- Validate Need for Support
- Plan Support
- Implement Support
- Progress Monitoring
- Evaluate Effectiveness of Support
- Review Outcomes
- Benchmark Assessment

DIBELS® is *One Part* of an Effective School-wide Literacy *System*

- Curriculum and Instruction
- Assessment
- Literacy Environment and Resources

GOALS

Student Success

100% of Students will Read

How Do I know Which Programs are Effective?

- Florida Center for Reading Research
  - http://www.fcrr.org
- Oregon Reading First
  - http://oregonreadingfirst.uoregon.edu
- Consult Consumer's Guides
  - http://reading.uoregon.edu/curricula/con_guide.php

High-Priority Skills: Consult Curriculum Maps

"Big Idea"

Skill Outcomes

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
*1a: Produces dipthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
*2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
*2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
*3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
*4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10ᵃ	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill
a. Minutes of practice per day

Months

X *Instructional Emphasis*

Measurable Benchmark

Key Issues for System-Wide Plans

- Teaching Strategies
  - Explicit Teaching Strategies
  - Scaffolded
  - Systematic
  - Feedback provided

Explicit Teaching Strategies

Model → Guided Practice → Independent Practice

Example:

1. Teacher points to individual letters and says "Watch me sound out this word and say the whole word: mmmmm…aaaaa…t. Mat"

2. "This time you try it with me: mmmmm..aaaa….t. Mat"

3. "This time you try it on your own"

mat

sat

rat

Example: Explicit Advanced Phonics Lesson

Source: www.Free-Reading.net

Activity Focus: Advanced Phonics - Compound Words (e.g., bedbug)

Goal: Given a written compound word, the student can say the word.

Format: Teacher writes a compound word on the board or uses index cards and discusses that compound words are comprised of two shorter words "glued" together. Teacher sounds out the first word with students. Then they sounds out the second word. Finally, they put the two words together to form the compound word.

Sample teacher script: "Here's a weird word. It's weird because it's made up from two shorter words glued together. Here's the first word. Sound it out with me: beeeeed. Now say it fast: *bed*." (Continue with second part and put the parts together for the compound word.)

Planning Support: What Skills Should we Teach?

Focus on the Big Ideas:

- Low on Initial Sound Fluency and Phoneme Segmentation Fluency?
  - Teach Phonemic Awareness
- Low on Nonsense Word Fluency?
  - Teach Beginning Phonics
- Low on Oral Reading Fluency? Why?
  - Teach Accuracy (higher level phonics skills)
  - Teach Fluency with Connected Text
  - Teach Comprehension strategies
  - Teach Vocabulary and Background knowledge
- Low on ORF + Retell Fluency?
  - Teach Comprehension
- Low on Word Use Fluency?
  - Teach Vocabulary

Examining Patterns of Responding DIBELS Measures…

- Initial Sounds Fluency
  - Provides incorrect sound
  - Repeats sound or word
  - Points to or says name of picture with incorrect sound
  - Self-corrects

- Phoneme Segmentation Fluency
  - Repeats entire word
  - Omits or adds phonemes
    - onset & rime only
  - Errors on phonemes
    - Beginning, middle or end sounds
    - Does not segment blends
  - Self-corrects

Examining Patterns of Responding: NWF

- Substitutes real words for nonsense words
- Can identify some letter-sound correspondences but lacks a systematic strategy for attacking unknown words
- Produces sounds correctly sound-by-sound, but
  - does not recode
  - recodes sounds out of order

- Produces correct consonant sounds; incorrect vowel sounds
- Consistent error for a specific consonant or vowel sound
- Frequent sound additions
- Frequent sound omissions
- Frequent self-corrections

Examine Qualitative & Quantitative Data: DORF

DIBELS ORF Provides More Than Just a Number!

- Reads with appropriate phrasing & expression
- Observes punctuation
- Adjusts pace for difficult text
- Self-corrects/monitors meaning
- Shows automaticity on re-read words

- Uses effective decoding strategies
- Errors preserve vs. violate passage meaning
- Specific error types
  - Irregular words
  - Regular words
  - Specific phonics patterns
  - Omits words/letters
  - Adds words/letters

Patterns of Responding: RTF

- Summarizes instead of "tells everything…"
- Repeats the same detail; e.g., "It's about going to the library. They go to the library. And they go to the library. It's about a library."
- Retells the passage verbatim
- "Speed reads" the passage and has no or very limited retell; e.g., reads 75 words in 1 minute and says, "It's about a bird.
- Talks about events in own life related to the passage; e.g., "I have a dog and his name is Sam…" in a passage about a dog

Examining Patters of Responding: WUF

- Common WUF Error Patterns:
  - Stereotypical response pattern, e.g., "I like to _____."
  - Short response
  - Shy and reticent to talk
  - Use of similar sounding word
  - Asks for the word to be repeated

DIBELS Survey Procedures: Overview

- Where to start:
  - Begin with student's grade level if you need to validate need for support from benchmark test score(s)
- Skipping Levels in DORF
  - If the student earns a score of 10 or less WRC on the first passage given, then the other two passages at that grade level may be skipped. Drop down another grade level.
  - For students in 3rd grade and above, if the their median score is 20 WRC or less in any level of DORF material, drop down two levels.

Determining Goals and Progress Monitoring Guidelines

- ***Mastery Level***: The level at which the child's median score is within the benchmark or low risk range and the child is reading with 95% accuracy or greater with adequate comprehension.

- ***Instructional Level***: The lowest level at which the student has not generally mastered the skills necessary for grade level performance-- typically one level above the mastery level.

- ***Progress Monitoring Level***: The _optimal progress monitoring material_ is the highest level of material where the child reads with at least 90% accuracy and their median fluency is at least 20 WRC for first grade, at least 40 WRC for second grade, and at least 50 WRC in third grade and above.

Components of Effective Goals

- Timeline: When do you want the goals to be reached? (accelerate progress)
- Behavior: What do you want the student to do? (fluency, accuracy, and comprehension)
- Materials: What measurement material will be used? (e.g., second grade material, third grade material)
- Criterion: How much of the behavior does the student have to do?

Example: By the Winter Benchmark testing, Susie will read 90 WRC with 4 or fewer errors and adequate comprehension in 2nd grade DORF passages.

Considerations…

- Goal ambitiousness is related to higher achievement (Fuchs, 1993).

- Interventions should be targeted to catch students up to their grade-level peers.

- Learning needs to be <u>accelerated</u> for students with significant learning needs if the discrepancy is to be reduced.

Case Example:
Ian - 4th Grade Student

DIBELS® Measure	Median Score	Status	Median Accuracy
Grade 6 - Oral Reading Fluency		Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	
Grade 5 - Oral Reading Fluency		Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	
Grade 4 - Oral Reading Fluency	33	Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	70%
Grade 3 - Oral Reading Fluency	40	Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	78%
Grade 2 - Oral Reading Fluency	45	Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	90%
Grade 1 - Oral Reading Fluency	57	Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	95%
Nonsense Word Fluency		Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	
Phoneme Segmentation Fluency		Low Risk/Benchmark Some Risk/Strategic At-Risk/Intensive	

Setting Progress Monitoring Goals

1. Determine students current level of performance (e.g., 45 WRC on 2nd grade material)

2. Determine outcome goal (e.g., 90 WRC 2nd grade material)

3. Set the goal to be achieved by the next benchmark testing. For out of grade level progress monitoring, accelerate target progress by reducing time to achieve the goal.

4. Draw aimline connecting current performance to goal.

Example of Out-of-Grade Monitoring

Ian, fourth grader progress monitored in second grade materials
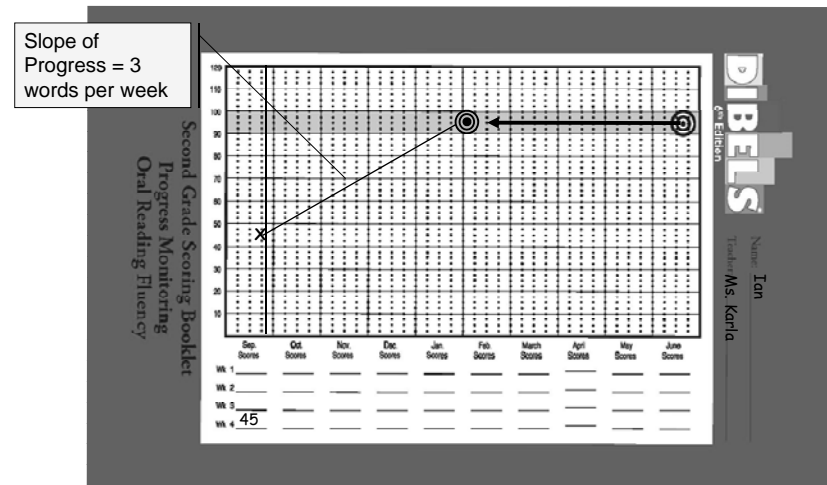
Outcomes-Driven Model: Evaluate and Modify Support

You are Here
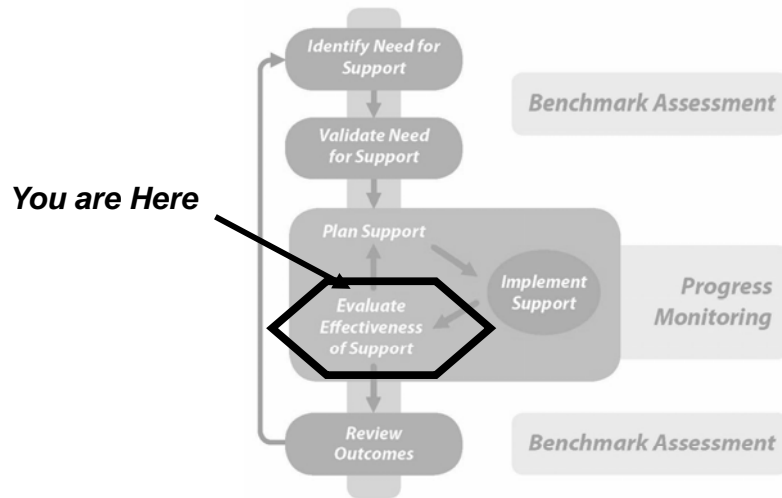
Evaluate and Modify Support

- What do you need to know?
  - Is the additional instructional support effective in getting students on track to achieve the next benchmark goal?

- What data can you use?
  - Progress Monitoring Booklets
  - Individual Student Performance Profiles
  - Class progress graph

Data to use to evaluate the question

- Individual progress monitoring booklets at monthly data team meetings.

- If significant portions of our students are struggling, the most effective level of intervention is at the systems level

Effects of Progress Monitoring: Any intervention is more effective

- Fuchs and Fuchs (1986) found the average effect size associated with progress monitoring was:
  - +0.70 for *monitoring progress*
  - +0.80 when *graphing of progress* was added
  - +0.90 when *decision rules* were added

- A student at the 50th percentile would be expected to move to the 82nd percentile (i.e., a score of 100 would move to a score of 114)

- Students with more ambitious goals achieve better.

Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, *53*, 199-208.

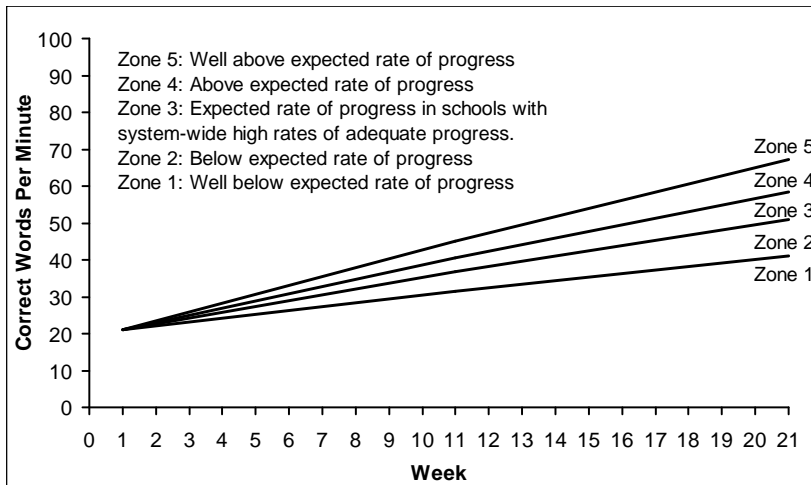## Using Zones of Growth Normative Context to Graph Individual Zones

1. Start with the student's BOY level of skills. If multiple assessments are given to verify need for support, the median score would generally be a good estimate of initial skills.

2. Identify the band of initial performance in the Zones of Growth Norms table for the target grade and semester.

3. Count out 10 weeks from the initial assessment.

4. Multiply the growth rates by 10 (move the decimal 1 place to the right) and add to initial skill level.

5. Plot the points and use a ruler to draw lines dividing the zones of growth.

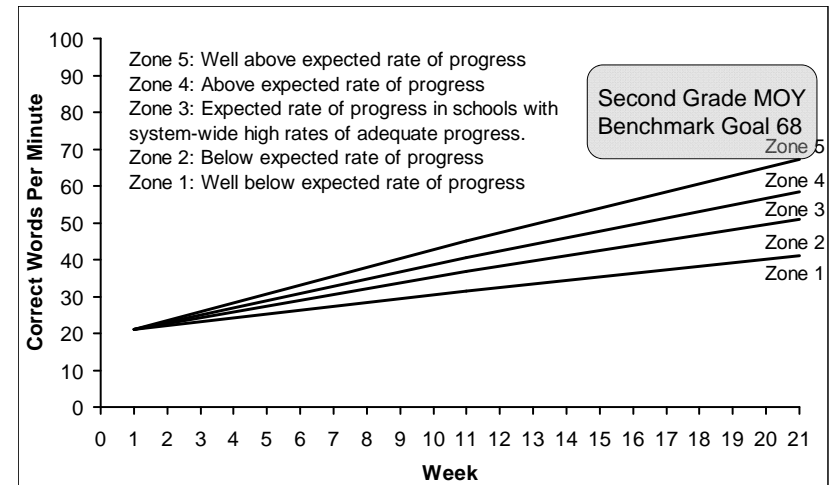© 2009, Dynamic Measurement Group   7

Table 23
Zones of Growth by Level of Initial ORF Score in Beginning of Year Second Grade to Middle of the Year for Schools with 40 or More Students with High Rates of Adequate Progress for All Three Tiers (Conditional Probability of Intensive Reaching Strategic or Benchmark >= 23 and Conditional Probability of Strategic Reaching Benchmark >= 54 and Conditional Probability of Barely Benchmark Staying at Benchmark >= 95)

		BOY - MOY growth percentile			
BOY ORF	n	20th percentile	40th percentile	60th percentile	80th percentile
Intensive					
0 to 5	934	0.11	0.33	0.56	0.98
6 to 15	3145	0.40	0.70	1.05	1.53
16 to 25	6270	0.95	1.43	1.78	2.20
Strategic					
26 to 34	7862	1.30	1.73	2.06	2.43
35 to 43	7415	1.50	1.83	2.11	2.50

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Zones of Progress for a student with 21 words correct at Beginning of Year Second Grade

Zone 5: Well above expected rate of progress
Zone 4: Above expected rate of progress
Zone 3: Expected rate of progress in schools with system-wide high rates of adequate progress.
Zone 2: Below expected rate of progress
Zone 1: Well below expected rate of progress

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Consider Benchmark Goals and When Possible Establish a Goal to Achieve the Benchmark

Zone 5: Well above expected rate of progress
Zone 4: Above expected rate of progress
Zone 3: Expected rate of progress in schools with system-wide high rates of adequate progress.
Zone 2: Below expected rate of progress
Zone 1: Well below expected rate of progress

Second Grade MOY Benchmark Goal 68

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Progress Monitoring Booklet: Opie
Set and Goal and Aimline for Adequate Progress

NWF above 50 correct letter sounds with 15 words read correctly by middle of first: 80% or more meet later reading goals.

NWF 30 - 49 correct letter sounds by middle of first: about 50% meet later reading goals.

NWF below 12 correct letter sounds at beginning of first grade: 20% or fewer meet later reading goals.

First Grade Scoring Booklet
Progress Monitoring
Nonsense Word Fluency

Sept. Scores
Week 1 _____
Week 2 _____
Week 3 _____
Week 4 _____

Name: Opie
Teacher: Miss Katherine

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Guideline for Decision Making

- Monitor progress toward DIBELS® benchmark goals and progressive benchmarks

- Decision rule
  - When 3 consecutive data points are below the aimline. . .
    - *have a conversation;*
    - *consider making a change.*
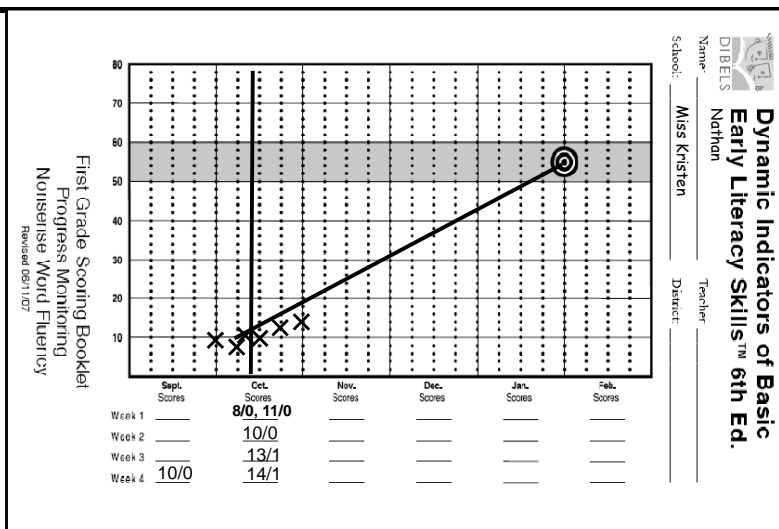 - Thinking is required!

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Indigo's NWF Progress Monitoring

First Grade Scoring Booklet
Progress Monitoring
Nonsense Word Fluency
Revised 06/11/07

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

Name: Nathan
School:
Teacher: Miss Kristen
District:

|	Sept. Scores	Oct. Scores	Nov. Scores	Dec. Scores	Jan. Scores	Feb. Scores
Week 1	_____	8/0, 11/0	_____	_____	_____	_____
Week 2	_____	10/0	_____	_____	_____	_____
Week 3	_____	13/1	_____	_____	_____	_____
Week 4	10/0	14/1	_____	_____	_____	_____

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Analyzing Indigo's Progress

1. Is the current intervention effective in improving the child's alphabetic principle skills?

- *No.*

2. What are the student's error patterns?

- *Indigo only says the letter sounds that she knows. Currently is not recoding as whole words.*

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Outcomes-Driven Model: Review Outcomes

We are Here
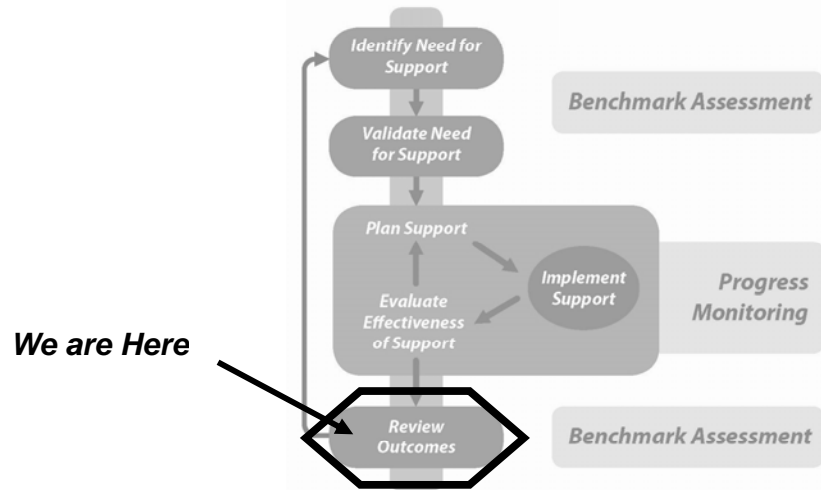
Review Outcomes: System Level

- What proportion of students at each grade level have achieved the benchmark and are on track for reading success?

- Have we reached our system goal at each grade level?

- Is each tier of our system of support generally effective?

How Effective is our Core (Benchmark) Program?

- Indicators of a generally effective core program :
  - **80%** of all students in the school achieve each benchmark goal.
  - **Almost all students who start at benchmark** (95-100%) of students to make adequate progress and achieve the next benchmark goal.

How Effective is our Supplemental (Strategic) Support?

- Indicators of a generally effective supplemental program:
  - Meets the needs of students in the school who will need more support than the core curriculum and instruction can provide.
  - 10% to 15% or less of students
  - Supports **80% - 100%** of students who need **strategic** support to achieve the next benchmark goal.

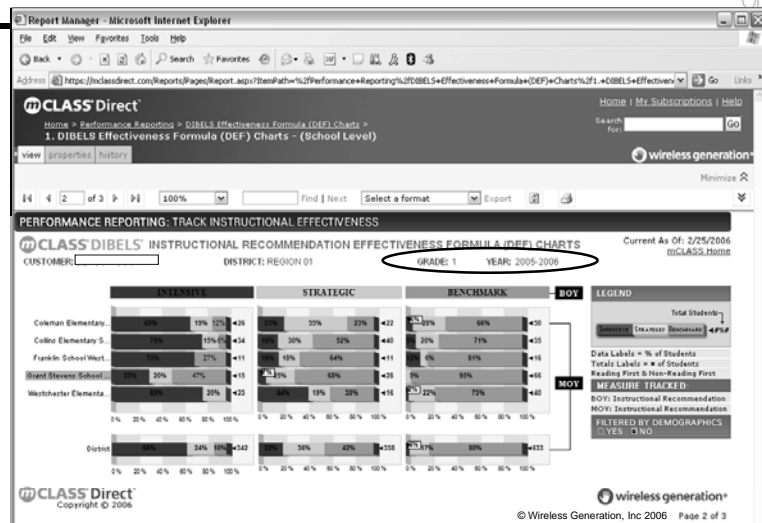## How Effective is our Intervention (Intensive) Support?

- Indicators of a generally effective Intervention Program:
  - 5% or fewer students need intensive support
  - 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 **intensive** students to reduce their risk of reading difficulty to strategic or achieve the benchmark goal. That is, students move from red to yellow or green status.

How Effective is our School-wide, Three-Tier System of Support?

- Rating each Tier of our School-wide System of Support:
  - **Strength**: Meets the standard of generally effective core (Tier I), supplemental (Tier II), or intervention (Tier III) support.
  - **Relative Strength**: *Upper third* compared to other schools in supporting students needing that level of support.
  - **Needs Support**: *Middle third* compared to other schools in supporting students needing that level of support.
  - **Needs Substantial Support**: *Lower third* compared to other schools in supporting students.
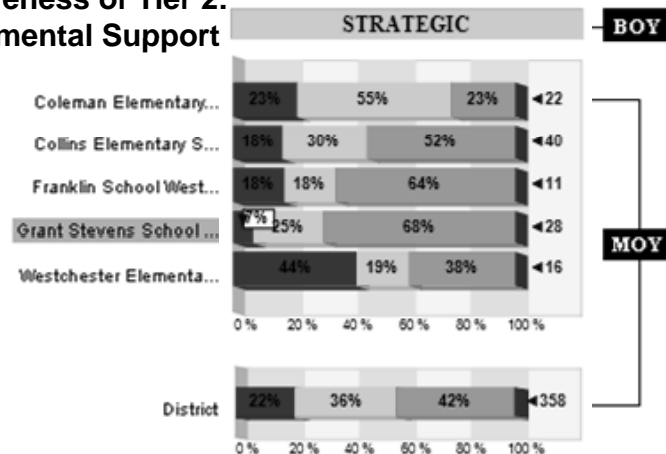
mCLASS Instructional Recommendation Effectiveness Formula

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mCLASS Instructional Recommendation Effectiveness Formula

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Slide 11

School, District, and Project Reports

Report	WEB	PDF	Purpose	Description
Combined PDF Report		PDF		Histograms, Yearly Box Plots, Class Lists, Scatterplots, and Norms
Cross-Year Box Plot	WEB		Outcome	Grade-level percentiles over time by measure
Distribution Report	WEB	PDF	Screening; Outcome	Disaggregated results by project, school, class, or demographics
District- or Project-Wide Norms	WEB	*		Percentile Scores
Grade List Report	WEB		Screening; Outcome	Scores, percentiles, and instructional recommendations for all students within a grade
Histogram	WEB	*	Screening; Outcome	Distribution of scores for a single measure and assessment period by district or school
Participation Summary	WEB			Number of students tested in a given assessment period by class
Scatter Plot	WEB	*		Relation between measures at two points in time
Summary of Effectiveness by School, District, or Project		PDF	PM; Outcome	Progress of students by Instructional Recommendation over time
Summary of Effectiveness Worksheets		PDF	PM; Outcome	Used for interpreting Summary of Effectiveness Information
Summary Reports	WEB	PDF		
Yearly Box Plot	WEB	*		Grade-level percentiles over time by measure (see picture).

*Available as part of the Combined PDF Report

Internet   100%

Slide 17

Evaluating the School-Wide System of Support for McKinley

Benchmark at Beginning of Year to

Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established
33 Students Benchmark at Beginning of 1st 60% of Total Students		
1	10	22
3%	30.3%	66.7%
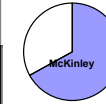
At McKinley, 67% of students who were benchmark at the beginning of first grade achieved the middle of first grade goal.
Tier 1 rated as **Needs Support**

Strategic at Beginning of Year to

Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established
12 Students Strategic at Beginning of 1st 21.8% of Total Students		
1	10	1
8.3%	83.3%	8.3%

At McKinley, 8% of students who were strategic at the beginning of first grade achieved the middle of first grade goal. Tier 2 rated as **Needs Substantial Support**

Intensive at Beginning of Year to

Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established
10 Students Intensive at Beginning of 1st 18.2% of Total Students		
5	4	1
50%	40%	10%

At McKinley, 50% of students who were intensive at the beginning of first grade reduced their risk in the middle of first grade.
Tier 3 rated as **Needs Support**

Slide 24

Summary: RTI – A Viable Alternative

- An emerging alternative to traditional eligibility models that is encouraged (but not required) by the recent reauthorization of IDEA.
  - "Must permit the use of a process that determines if the child responds to scientific, research-based interventions as part of the evaluation procedures"
- Logic: Serious, sustained, stubborn lack of adequate progress **when provided with generally effective instruction or intervention** may be indicative of a serious learning difficulty requiring special education support.
- We must spend as much time and effort evaluating the effectiveness of instruction or intervention as we spend evaluating the student's response if the logic of RTI is to be defensible for identifying a learning problem.

Slide 25

This May Require Some New Skills…

- It is a different way of doing business
- It requires an expanded set of assessment skills
- We need to assess the quality of instruction and assess the student's response to the instruction.
- It requires an expanded set of instructional options and interventions
- It requires a tighter linkage between assessment and instruction

Dynamic Indicators of Basic Early Literacy Skills
Summary of Effectiveness by District

District: Test District
School: All Schools
Date: 2001-2002
Step: Beginning of 1st Grade to Middle of 1st Grade

Beginning of First Instructional Recommendation to Middle of First Benchmark Status on NWF	Intensive at Beginning of Year to			Strategic at Beginning of Year to			Benchmark at Beginning of Year to			Benchmark Status on NWF in Middle of First (Totals)	
	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established	Mid-Year Deficit	Mid-Year Emerging	Mid-Year Established		
Test District	49 Students Intensive at Beginning of 1st 12.1% of Total Students			101 Students Strategic at Beginning of 1st 24.9% of Total Students			256 Students Benchmark at Beginning of 1st 63.1% of Total Students			N = 406	
Count	16	18	15	11	44	46	4	43	209	Deficit	7.6%
% of Instructional Recommendation	32.7%	36.7%	30.6%	10.9%	43.6%	45.5%	1.6%	16.8%	81.6%	Emerging	25.9%
% of Total	3.9%	4.4%	3.7%	2.7%	10.8%	11.3%	1%	10.6%	51.5%	Established	66.5%
Adams	5 Students Intensive at Beginning of 1st 6.8% of Total Students			18 Students Strategic at Beginning of 1st 24.7% of Total Students			50 Students Benchmark at Beginning of 1st 68.5% of Total Students			n = 73	
Count	1	3	1	3	11	4	1	8	41	Deficit	6.8%
% of Instructional Recommendation	20%	60%	20%	16.7%	61.1%	22.2%	2%	16%	82%	Emerging	30.1%
% of Total	1.4%	4.1%	1.4%	4.1%	15.1%	5.5%	1.4%	11%	56.2%	Established	63%
Garfield	5 Students Intensive at Beginning of 1st 9.8% of Total Students			12 Students Strategic at Beginning of 1st 23.5% of Total Students			34 Students Benchmark at Beginning of 1st 66.7% of Total Students			n = 51	
Count	2	2	1	0	3	9	0	7	27	Deficit	3.9%
% of Instructional Recommendation	40%	40%	20%	0%	25%	75%	0%	20.6%	79.4%	Emerging	23.5%
% of Total	3.9%	3.9%	2%	0%	5.9%	17.6%	0%	13.7%	52.9%	Established	72.5%
Jefferson	14 Students Intensive at Beginning of 1st 20.6% of Total Students			18 Students Strategic at Beginning of 1st 26.5% of Total Students			36 Students Benchmark at Beginning of 1st 52.9% of Total Students			n = 68	
Count	3	2	9	2	7	9	1	7	28	Deficit	8.8%
% of Instructional Recommendation	21.4%	14.3%	64.3%	11.1%	38.9%	50%	2.8%	19.4%	77.8%	Emerging	23.5%
% of Total	4.4%	2.9%	13.2%	2.9%	10.3%	13.2%	1.5%	10.3%	41.2%	Established	67.6%
Lincoln	10 Students Intensive at Beginning of 1st 13.9% of Total Students			17 Students Strategic at Beginning of 1st 23.6% of Total Students			45 Students Benchmark at Beginning of 1st 62.5% of Total Students			n = 72	
Count	3	4	3	2	8	7	0	9	36	Deficit	6.9%
% of Instructional Recommendation	30%	40%	30%	11.8%	47.1%	41.2%	0%	20%	80%	Emerging	29.2%
% of Total	4.2%	5.6%	4.2%	2.8%	11.1%	9.7%	0%	12.5%	50%	Established	63.9%
McKinley	10 Students Intensive at Beginning of 1st 18.2% of Total Students			12 Students Strategic at Beginning of 1st 21.8% of Total Students			33 Students Benchmark at Beginning of 1st 60% of Total Students			n = 55	
Count	5	4	1	1	10	1	1	10	22	Deficit	12.7%
% of Instructional Recommendation	50%	40%	10%	8.3%	83.3%	8.3%	3%	30.3%	66.7%	Emerging	43.6%
% of Total	9.1%	7.3%	1.8%	1.8%	18.2%	1.8%	1.8%	18.2%	40%	Established	43.6%
Washington	5 Students Intensive at Beginning of 1st 5.7% of Total Students			24 Students Strategic at Beginning of 1st 27.6% of Total Students			58 Students Benchmark at Beginning of 1st 66.7% of Total Students			n = 87	
Count	2	3	0	3	5	16	1	2	55	Deficit	6.9%
% of Instructional Recommendation	40%	60%	0%	12.5%	20.8%	66.7%	1.7%	3.4%	94.8%	Emerging	11.5%
% of Total	2.3%	3.4%	0%	3.4%	5.7%	18.4%	1.1%	2.3%	63.2%	Established	81.6%

School: _____

First Grade - First Semester
Evaluating Effectiveness of Schoolwide System Worksheet

1. *First Semester Goal:* What is the <u>primary instructional goal</u> for the first half of first grade?

    Core Component or Big Idea: _____

    DIBELS Measure: _____

    Goal Skill Level: _____

    Goal Timeline to Achieve: _____

2. *First Semester Outcome:* In the <u>middle</u> of first grade, on NWF, what percent are:

    Established: _____   Emerging: _____   Deficit: _____

    Is the outcome criterion (95% Established) met? | Yes. Schoolwide System is a Strength | No. Go to 3 & evaluate progress |

   If Schoolwide System Strength you do not need to complete numbers 3 – 10.

3. *Initial Skills:* In the <u>beginning</u> of first grade, what percentage of students schoolwide are

    Benchmark: _____   Strategic: _____   Intensive: _____

4. *Adequate Progress of Benchmark Students:* Of the students who were <u>Benchmark</u> at the beginning of first grade, what percent achieved the NWF goal of 50 for the middle first grade? _____

5. How would you rate the effectiveness of the core curriculum and instruction?
    - ☐ Strength – 95% to 100% of benchmark students achieve NWF goal.
    - ☐ Relative Strength – 73% to 94% of benchmark achieve NWF goal
    - ☐ Needs Support – 56% to 72% of benchmark students achieve NWF goal.
    - ☐ Substantial Support – 0% to 55% of benchmark students achieve NWF goal.

6. *Adequate Progress of Strategic Students:* Of the students who were <u>Strategic</u> at the beginning of first grade, what percent achieved the NWF goal of 50 for the middle first grade? _____

7. How would you rate the effectiveness of the schoolwide system of supplemental support?
    - ☐ Strength – 80% to 100% of strategic students achieve NWF goal.
    - ☐ Relative Strength – 40% to 79% of strategic achieve NWF goal
    - ☐ Needs Support – 20% to 39% of strategic students achieve NWF goal.
    - ☐ Needs Substantial Support – 0% to 19% of strategic students achieve NWF goal.

8. *Adequate Progress of Intensive Students:* Of the students who were <u>Intensive</u> at the beginning of first grade, what percent achieved NWF of 30 (emerging) or 50 (established) for the middle of first grade? _____

9. How would you rate the effectiveness of the schoolwide system of intensive intervention?
    - ☐ Strength – 80% to 100% of intensive students achieve NWF emerging or established.
    - ☐ Relative Strength – 67% to 79% of intensive students achieve NWF emerging or established
    - ☐ Needs Support – 40% to 66% of intensive students achieve NWF emerging or established.
    - ☐ Needs Substantial Support – 0% to 39% of intensive students achieve NWF emerging or established.

10. Do parts of the schoolwide system *Need Support* or *Need Substantial Support*? What is the plan to improve the effectiveness of the schoolwide system for the first semester of first grade?

Table 14
School Based Percentile Ranks for the Beginning of the Year to the Middle of the Year of 2nd Grade and Schools with More Than 40 Students

	Initial Status - BOY			Adequate Progress					Outcome - MOY		
School Percentile	Percent Intensive	Percent Strategic	Percent Benchmark	Intensive Adequate Progress	Intensive Exceptional Progress	Strategic Adequate Progress	Barely Benchmark Adequate Progress	Percent Adequate Progress	Percent Deficient	Percent Emerging	Percent Established
1	0	7	19	0	0	0	50	28	1	2	24
5	3	12	28	0	0	11	67	39	4	5	36
10	6	15	34	0	0	17	75	45	7	7	42
15	7	17	38	0	0	21	80	49	9	8	46
20	9	18	41	0	0	25	83	53	10	9	50
25	10	20	43	5	0	29	85	56	12	10	53
30	12	21	46	7	0	31	88	59	13	11	56
35	13	22	48	8	0	33	89	62	15	12	59
40	15	23	51	10	0	37	90	64	16	13	61
45	16	24	53	13	0	40	92	66	18	13	63
50	18	25	55	14	0	43	93	68	20	14	65
55	19	26	57	17	0	45	94	70	21	15	68
60	21	27	60	18	0	48	95	72	23	16	70
65	23	28	62	20	0	50	97	74	25	16	72
70	25	29	64	23	3	54	100	76	27	17	74
75	27	30	67	25	5	57	100	78	30	18	76
80	30	32	69	29	7	60	100	80	32	19	78
85	33	33	73	33	10	64	100	83	36	20	81
90	38	35	76	40	13	69	100	86	40	22	84
95	44	38	82	50	20	77	100	90	47	24	88
99	57	44	89	73	38	90	100	94	60	29	94

Note. Based on 6958 schools with 78176 students with beginning of year second grade ORF scores and middle of year second grade ORF scores.

Table 23

Zones of Growth by Level of Initial ORF Score in Beginning of Year Second Grade to Middle of the Year for Schools with 40 or More Students with High Rates of Adequate Progress for All Three Tiers (Conditional Probability of Intensive Reaching Strategic or Benchmark >= 23 and Conditional Probability of Strategic Reaching Benchmark >= 54 and Conditional Probability of Barely Benchmark Staying at Benchmark >= 95)

| | | BOY - MOY growth percentile | | | |
BOY ORF	*n*	20th percentile	40th percentile	60th percentile	80th percentile
Intensive					
0 to 5	934	0.11	0.33	0.56	0.98
6 to 15	3145	0.40	0.70	1.05	1.53
16 to 25	6270	0.95	1.43	1.78	2.20
Strategic					
26 to 34	7862	1.30	1.73	2.06	2.43
35 to 43	7415	1.50	1.83	2.11	2.50
Benchmark					
44 to 53	7578	1.48	1.80	2.11	2.53
54 to 63	7263	1.35	1.73	2.08	2.53

Note. Based on 63055 students in 783 schools with high rates of adequate progress for intensive, strategic, and barely benchmark students.