Implementing Effective Literacy Programs, Grades 1-5: One School's Journey

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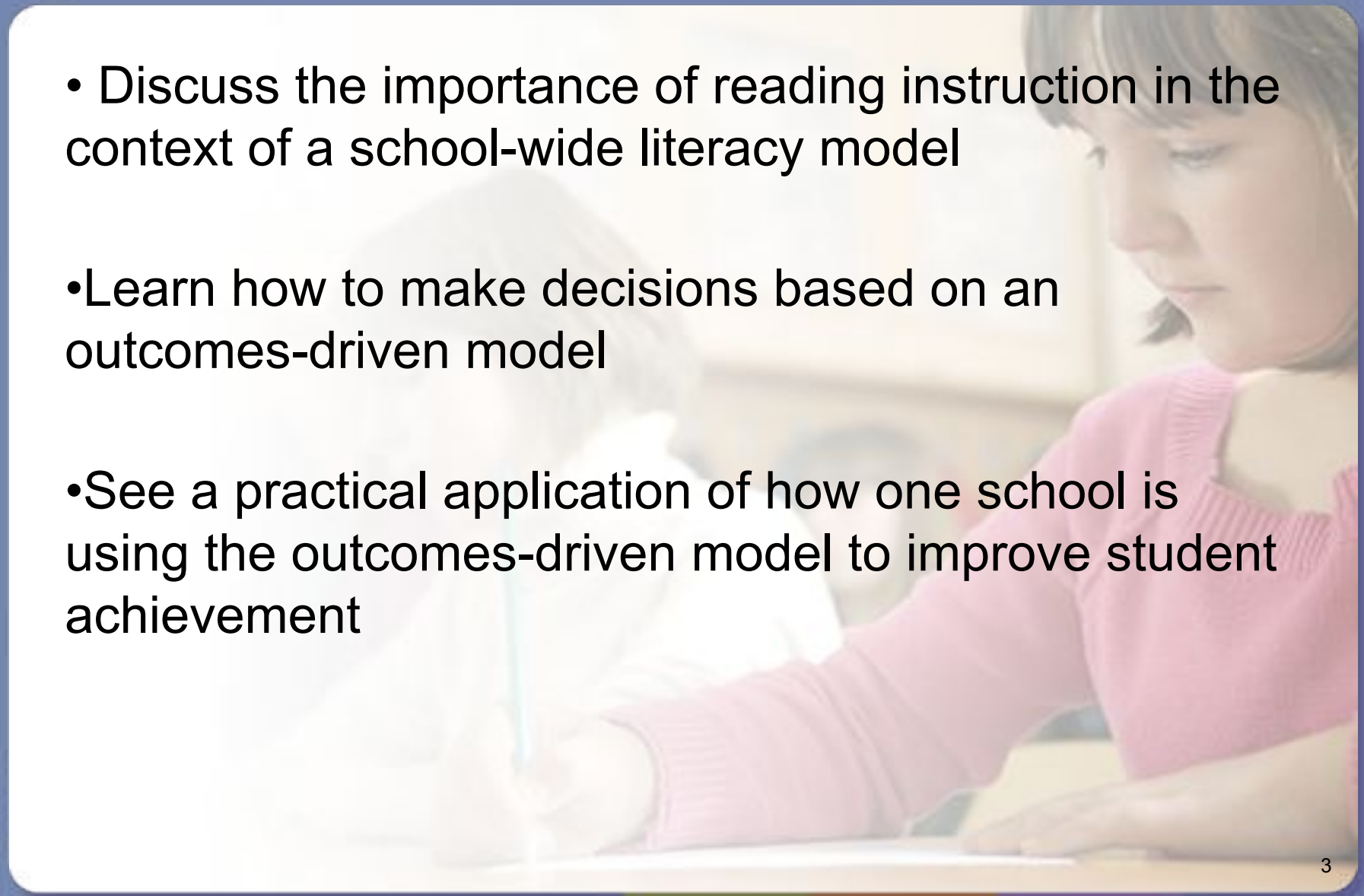
Thank You!

- For information about DIBELS please stop by the exhibit hall!
- Find us online at: http://www.dibels.com
- To find out about professional development for you school please send an email to info@dibels.org

Workshop Objectives



- Discuss the importance of reading instruction in the context of a school-wide literacy model

- Learn how to make decisions based on an outcomes-driven model

- See a practical application of how one school is using the outcomes-driven model to improve student achievement

Activity

- Directions: Read the passage in your notes as fast as you can without losing meaning.
- Answer the following questions once you finish the passage:
  - *What were you thinking when you read this passage?*
  - *Try to analyze exactly what you did as you read the passage. What Helped you understand the text?*

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What Did Your Brain Just Do?

- You engaged in a variety of cognitive processes:
  - Attention
  - Memory
  - Visual processes
  - Auditory processes
  - Linguistic processes
- Your attention and executive systems began planning how to read quickly yet retain understanding
- Your visual system quickly scanned the page to gather information and send messages to your linguistic system about the letter formations, word forms, and common phrases
- These systems rapidly connected and differentiated visual symbols with the sounds in words
- AND….without a moment of conscious awareness you applied highly automatic rules about the sounds of letters in the English writing system
- THIS is the essence of the alphabetic principle…it is dependent on the brain's ability to learn to integrate, at rapid-fire speed, what it sees and what it hears to what it knows!

What About Comprehension?

- Think about this:
  - While you were reading the passage and instantly applying all of those rules to print, you were also activating a battery of relevant language and comprehension processes

- Language Domain
  - When you read the 233 words in the passage your word meaning (semantic) systems contributed every possible meaning of each word you read and incorporated the exact correct meaning for each word in its context

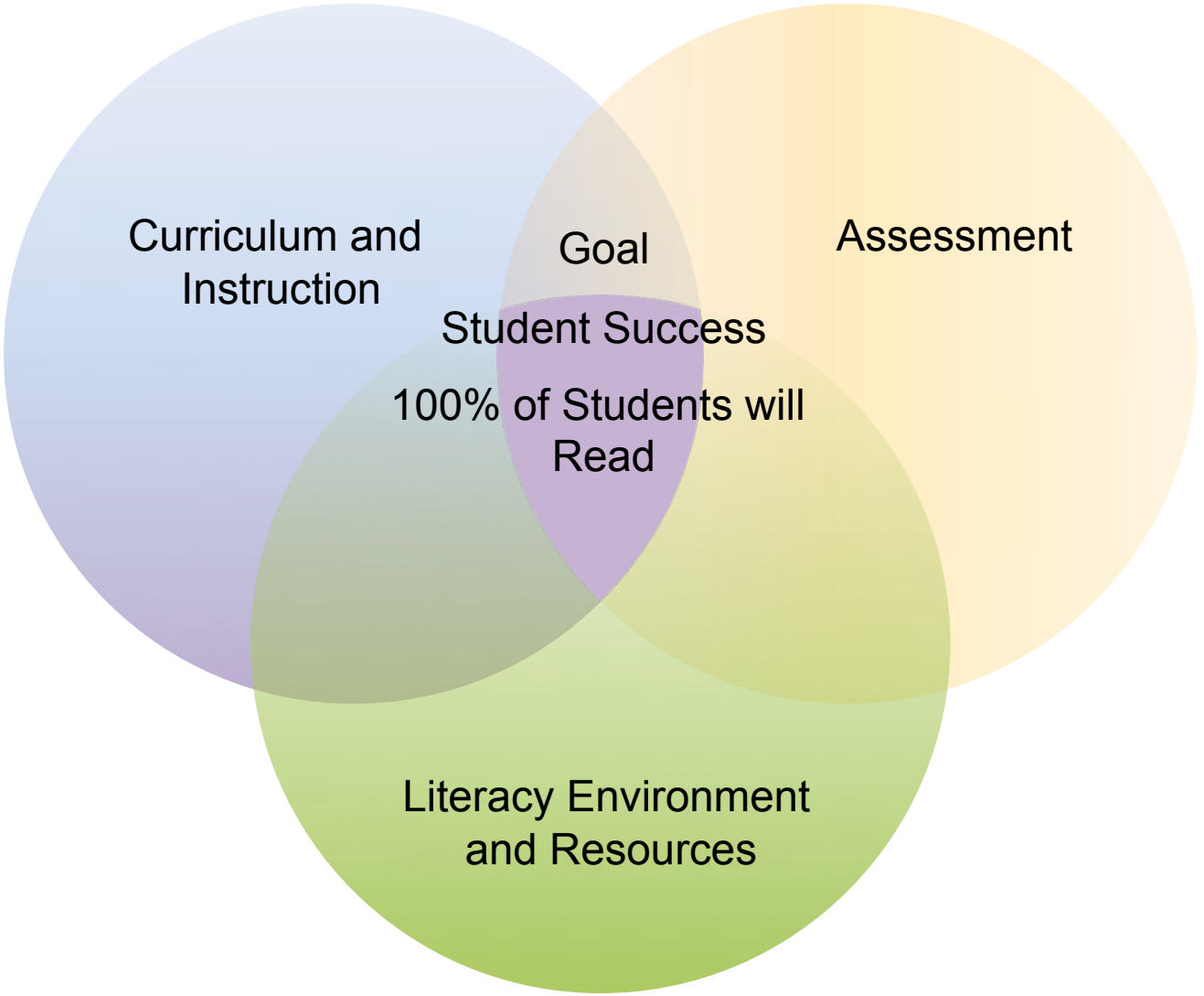
Language Domain: Implications

- The richness of our semantic understandings (semantic maps) is dependent on what we have stored in our brain
- Children with a rich repertoire of words and their associations will experience any text or any conversation in ways that are substantially different from children who do not have the same stored words and concepts

Bug

- What is a bug?

Effective School-wide Literacy *System*



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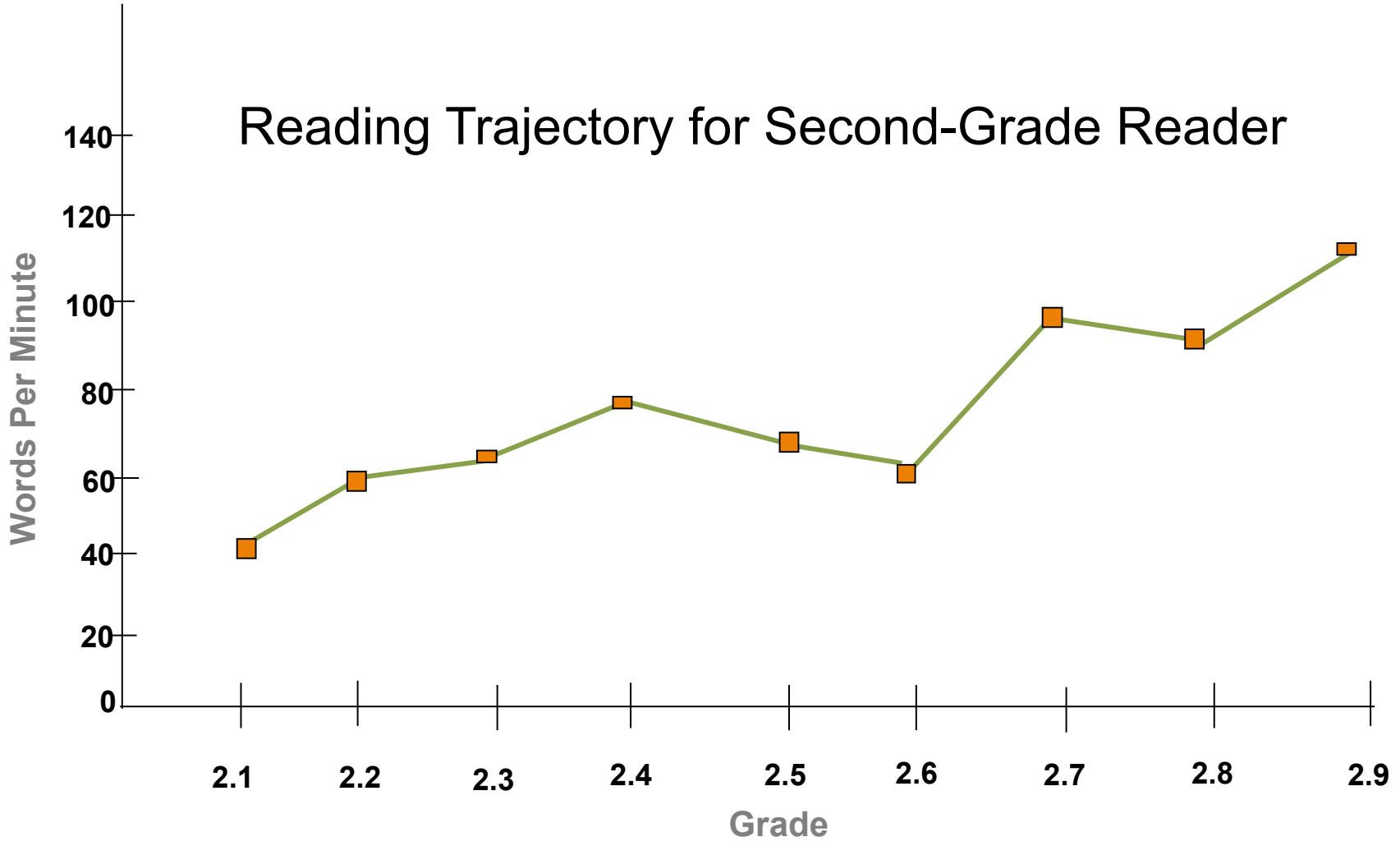
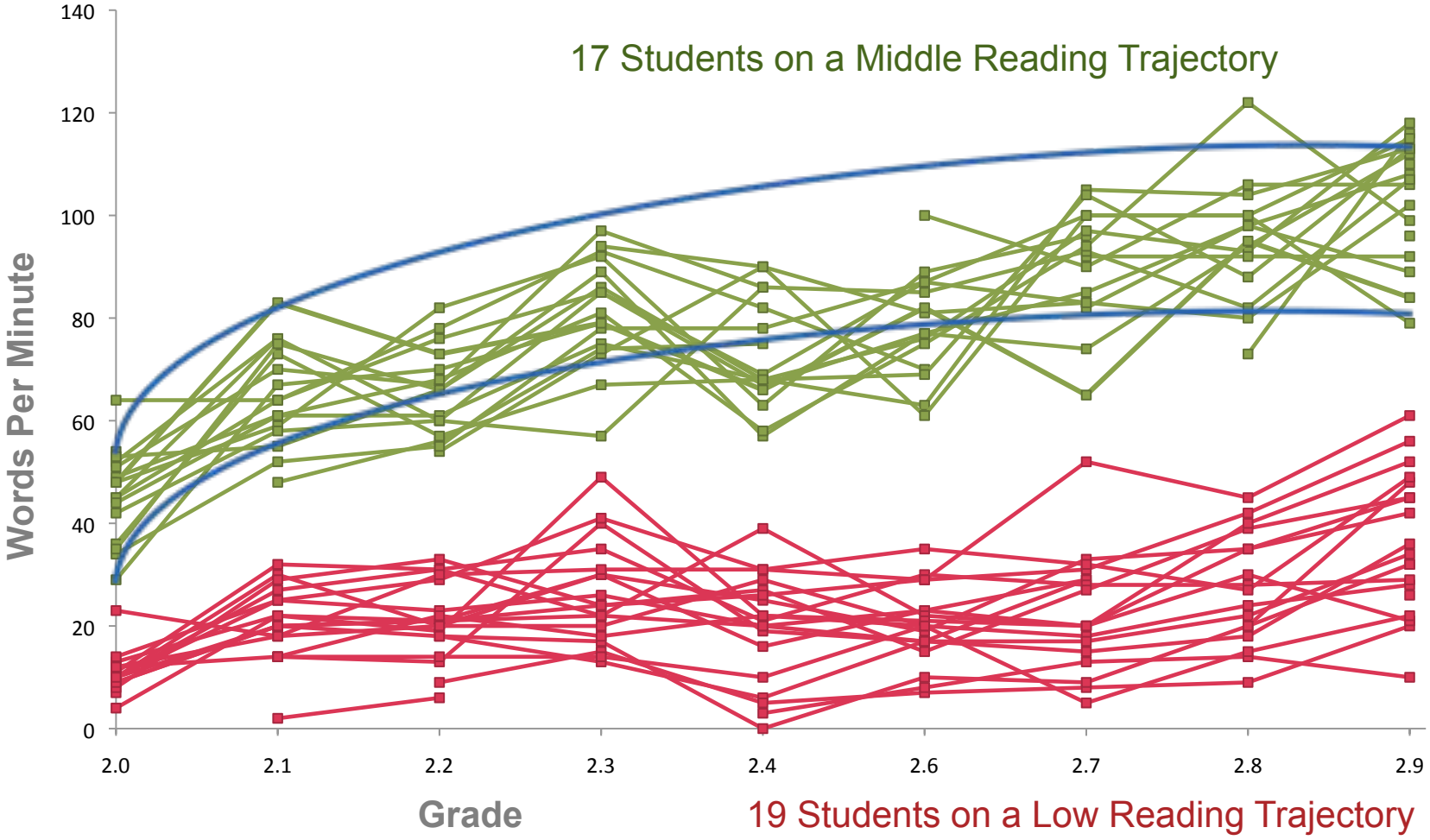
Research on Early Literacy: What Do We Know?

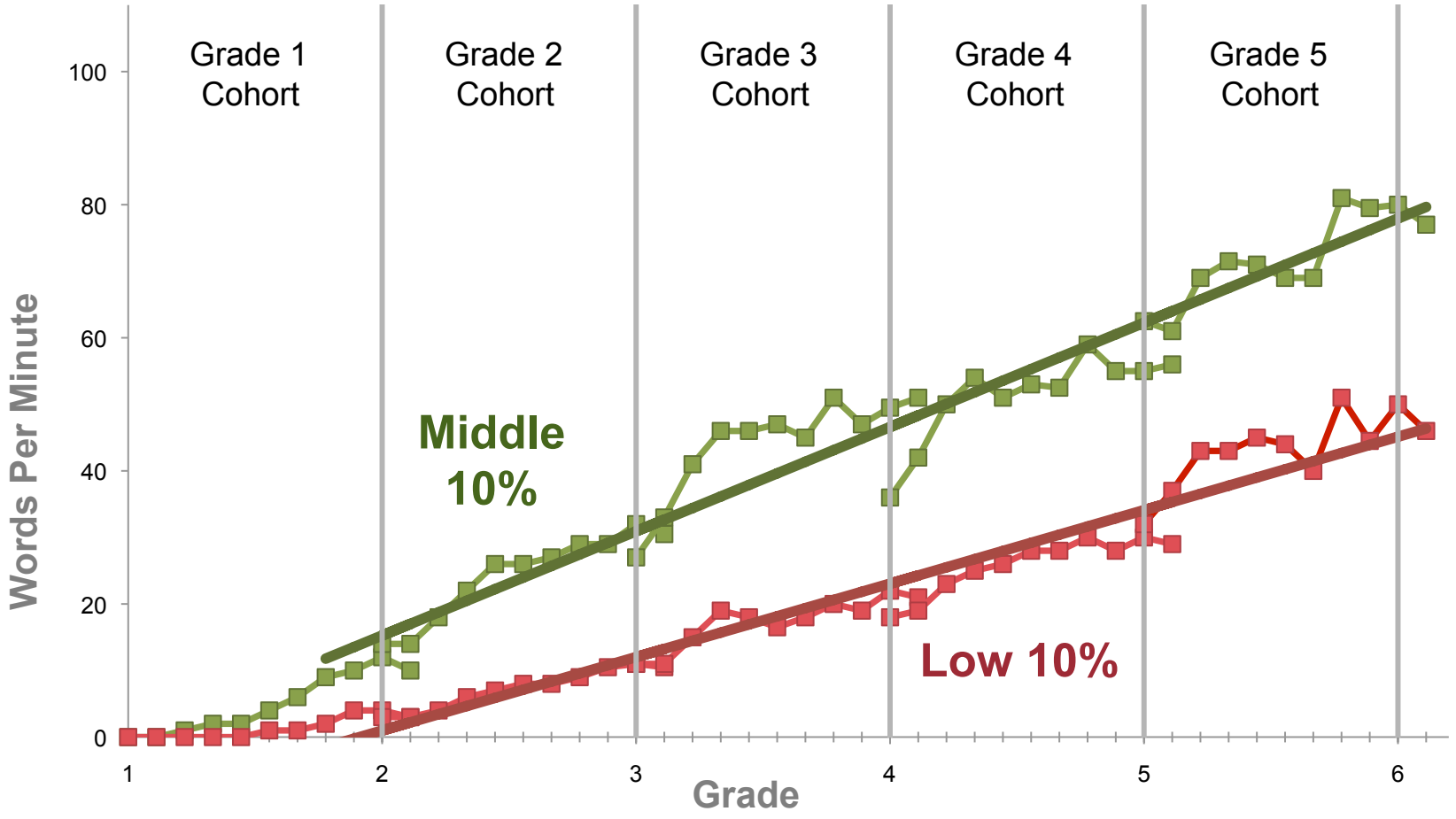


Middle and Low Trajectories for Second Graders



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

Reading Trajectories of Low and Middle Readers



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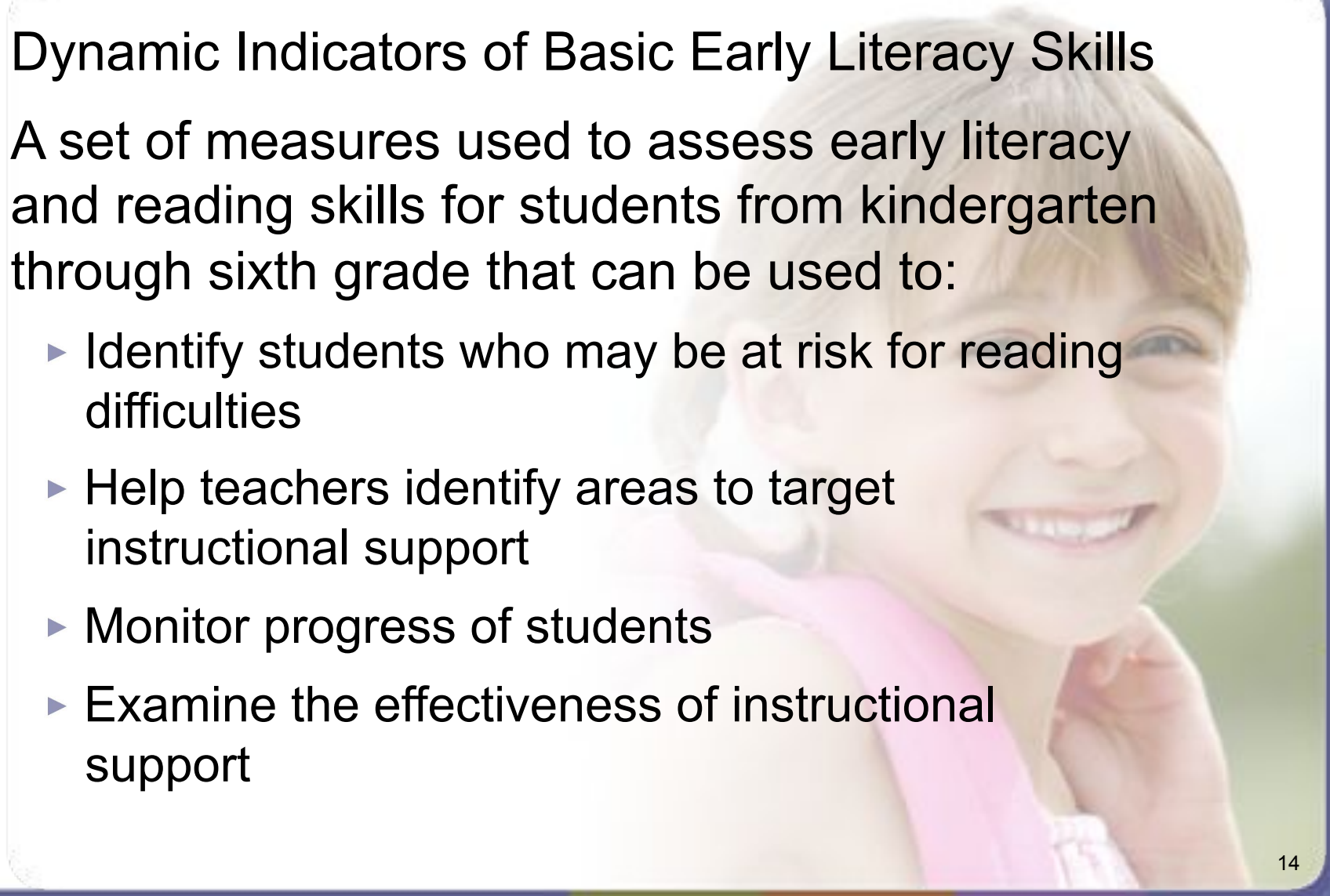
We *CAN* Change Trajectories.

How?

- Focus *assessment* on *indicators* of important *outcomes*.
- Focus *instruction* on *Basic Early Literacy Skills*.
- *Use* assessment information to *make educational decisions* for individual students and at the system level to *improve outcomes* for all students.

What are DIBELS®?

- Dynamic Indicators of Basic Early Literacy Skills
- A set of measures used to assess early literacy and reading skills for students from kindergarten through sixth grade that can be used to:
  - Identify students who may be at risk for reading difficulties
  - Help teachers identify areas to target instructional support
  - Monitor progress of students
  - Examine the effectiveness of instructional support



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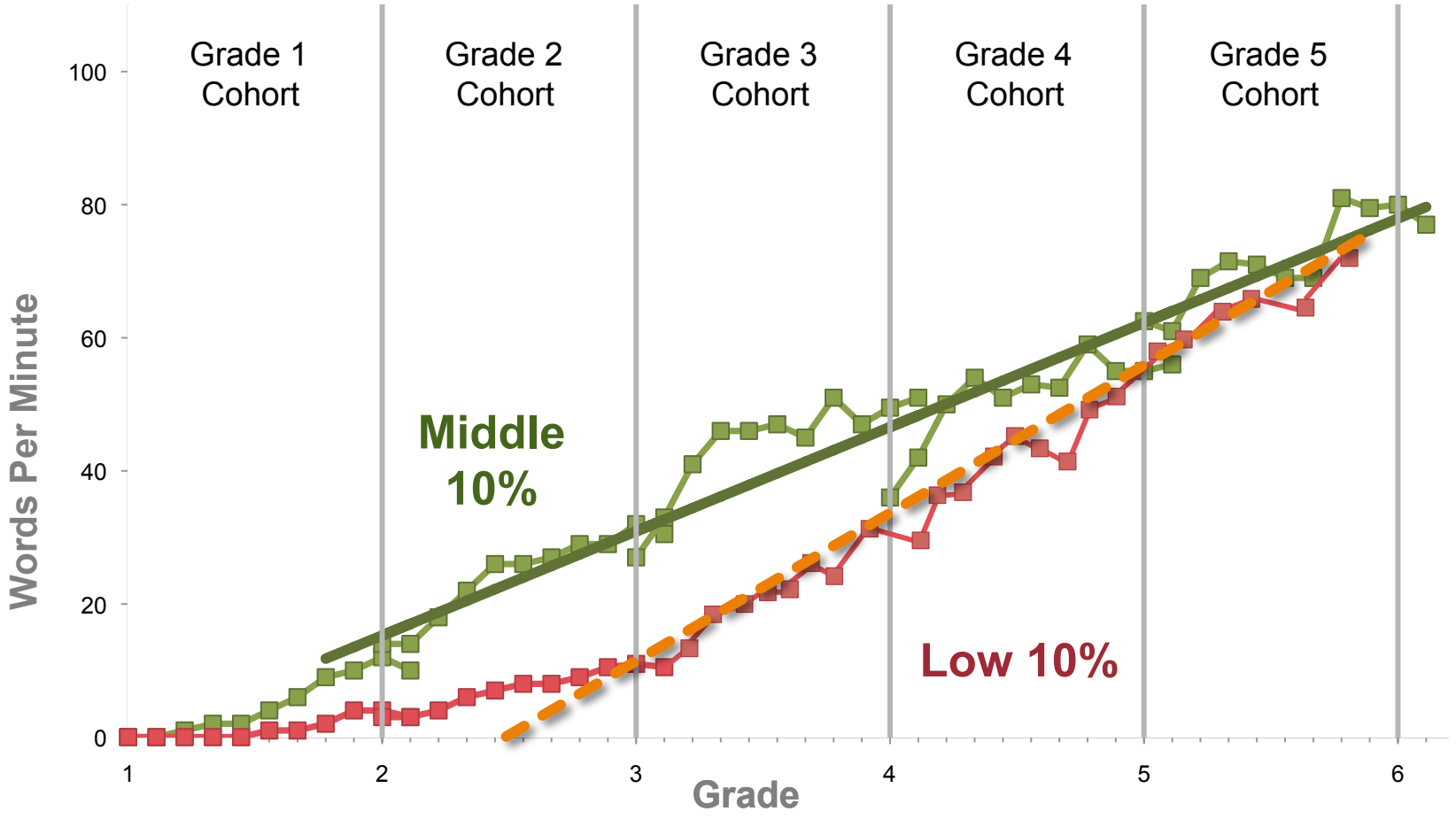
Need for DIBELS®: Change Outcomes



Adapted with hypothetical data from:

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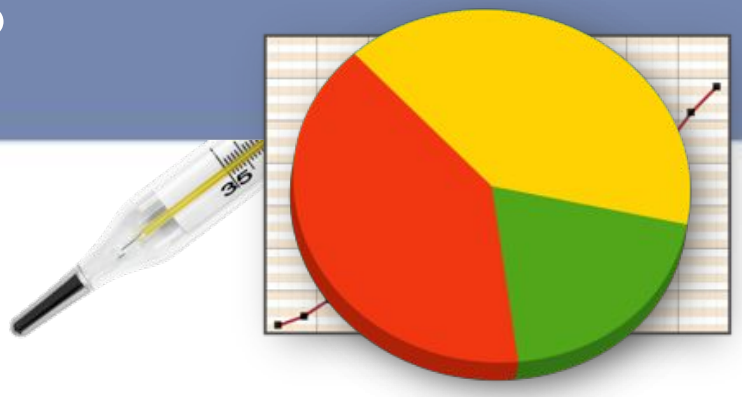
What Are DIBELS® ?



***D**ynamic **I**ndicators*

*of **B**asic **E**arly **L**iteracy **S**kills*

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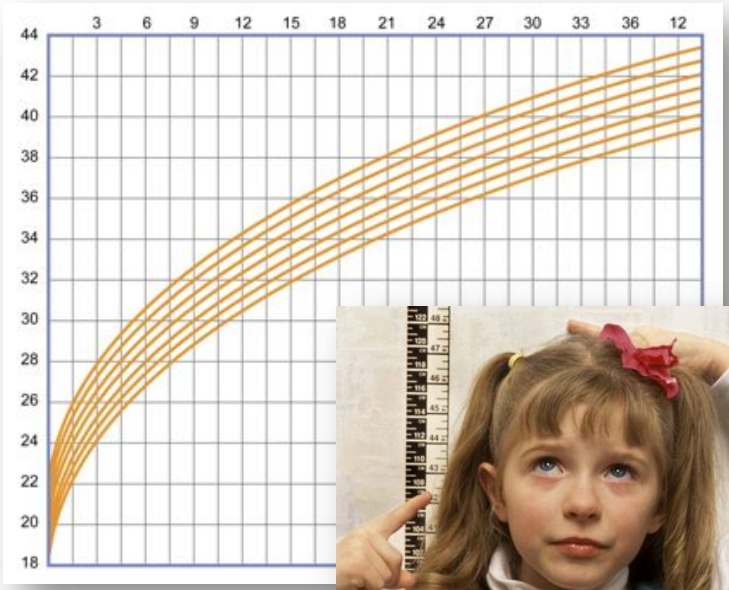
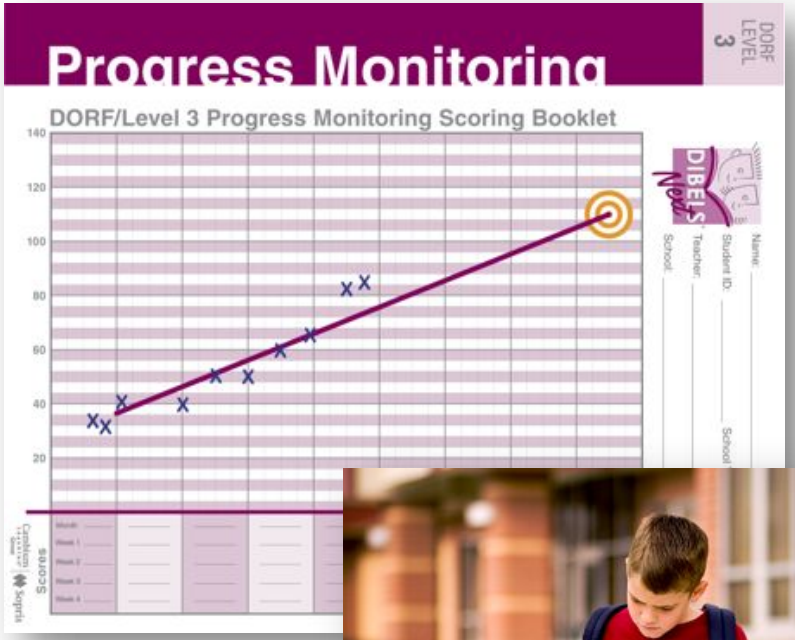
DIBELS® are Indicators





Basic Early Literacy Skills

Which of the following are related to reading? Put a check mark after each.

Which of the following are Basic Early Literacy Skills? Circle each.

- Eye-hand coordination
- Print awareness
- Phonemic awareness
- Accuracy and fluency with connected text
- Comprehension
- Auditory processing
- Self confidence
- Visual discrimination
- Rapid automated naming
- Vocabulary and oral language
- Motivation and/or positive disposition toward reading
- Social skills
- Alphabetic principle and phonics
- Attention and concentration

What is a Basic Early Literacy Skill?

A Basic Early Literacy Skill is:

- Predictive of reading acquisition and later reading achievement.
- Something we can do something about, i.e., something we can teach.
- Something that improves outcomes for children if/when we teach it.

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Why Focus on Basic Early Literacy Skills?

Intensive instruction means teach *less more thoroughly*.

- If you don't know what is important, everything is.
- If everything is important, you will try to do everything.
- If you try to do everything you will be asked to do more.
- If you do everything you won't have time to figure out what is important.

DIBELS® Assess the Basic Early Literacy Skills

	Measure	Basic Early Literacy Skill
FSF	First Sound Fluency	Phonemic Awareness
LNF	Letter Naming Fluency	None
PSF	Phoneme Segmentation Fluency	Phonemic Awareness
NWF	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
DORF	DIBELS Oral Reading Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
Daze	Daze	Reading Comprehension

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What about Vocabulary?

Vocabulary is a Basic Early Literacy Skill.

- Word Use Fluency – Revised (WUF-R) is available as an experimental measure.
- To participate in research on WUF-R, go to http://dibels.org or send email to info@dibels.org.

Basic Early Literacy Skills: Stepping Stones

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Basic Early Literacy Skills: Strands

DIBELS® Benchmark Goals

What is a Benchmark Goal?

A research-based target score

- Represents the lowest level of performance on a measure that predicts reaching the next goal
- Consists of three parts: a basic early literacy skill, a level of performance, and a point in time

How are the Benchmark Goals derived?

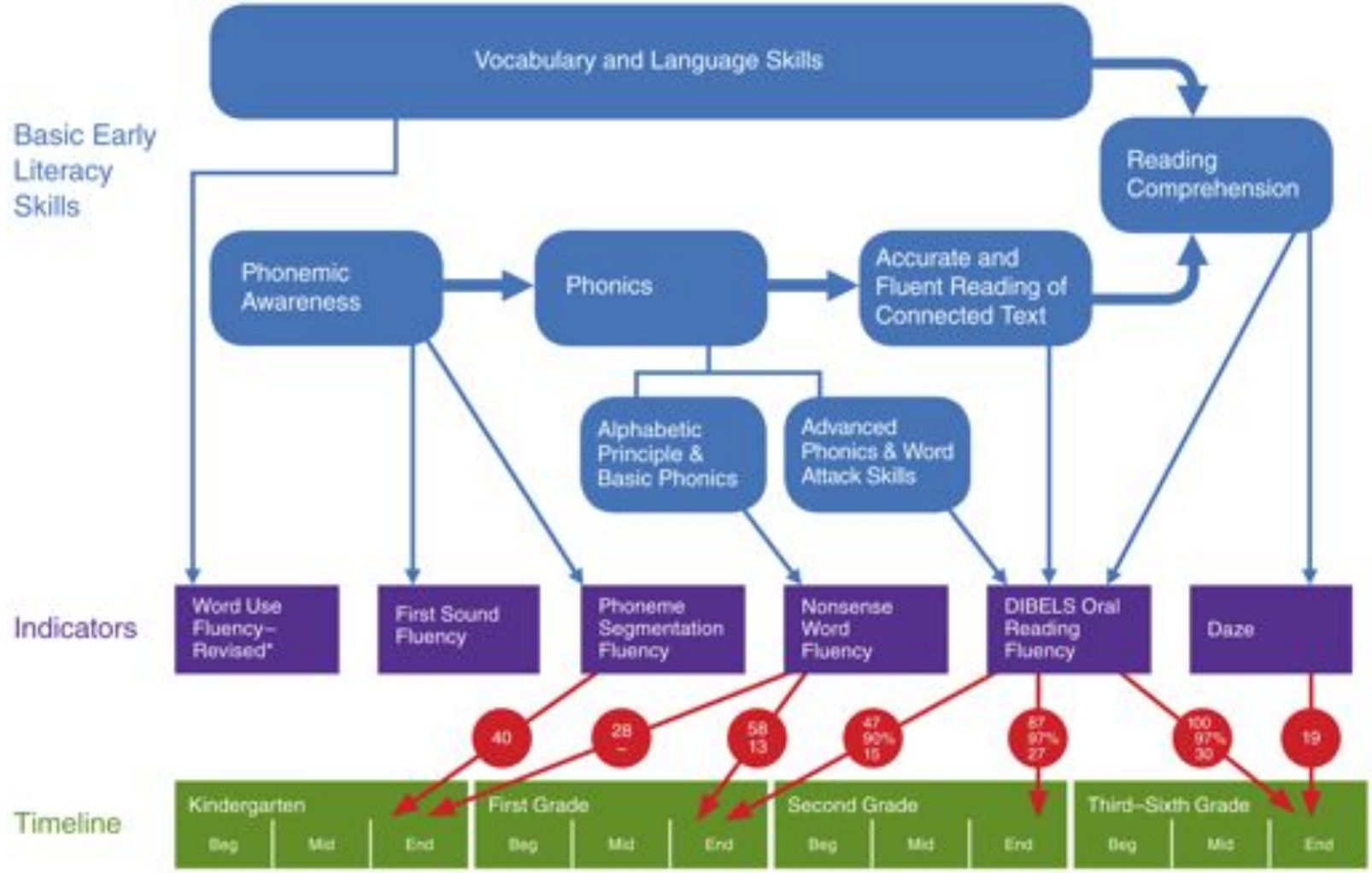
Based on longitudinal research examining how a score on a measure at a point in time predicts later reading outcomes

Three Levels of Performance Compared to Benchmark Goals

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- **Well Below Benchmark:** Odds are greater than 80% that the student will not achieve subsequent benchmark goals and is at risk for poor reading outcomes. **Student is likely to need intensive support to make adequate progress.**
- **Below Benchmark:** Odds are greater than 80% that the student will not achieve subsequent benchmark goals and is at risk for poor reading outcomes. **Student is likely to need strategic support to make adequate progress.**
- **At Benchmark:** Odds are greater than 80% that the student will achieve subsequent benchmark goals and is on track for reading success. **Student is likely to make adequate progress with core instruction.**

Big Ideas of Early Reading and Oral Reading Fluency Goals



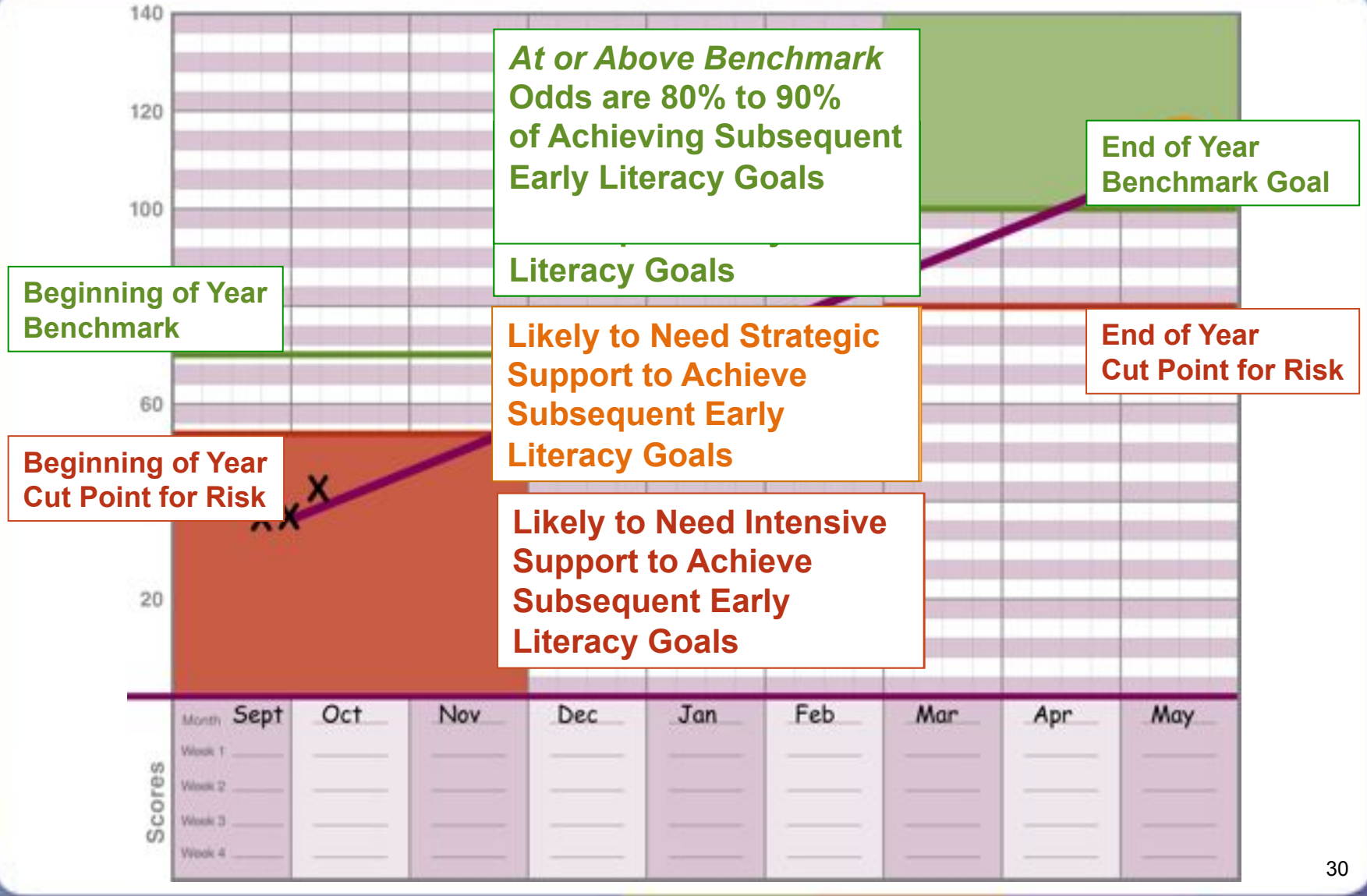
*Word Use Fluency—Revised (WUF-R) is available as an experimental measure from http://dibels.org/.

DIBELS® Benchmark Goals

How can a Benchmark Goal be useful?

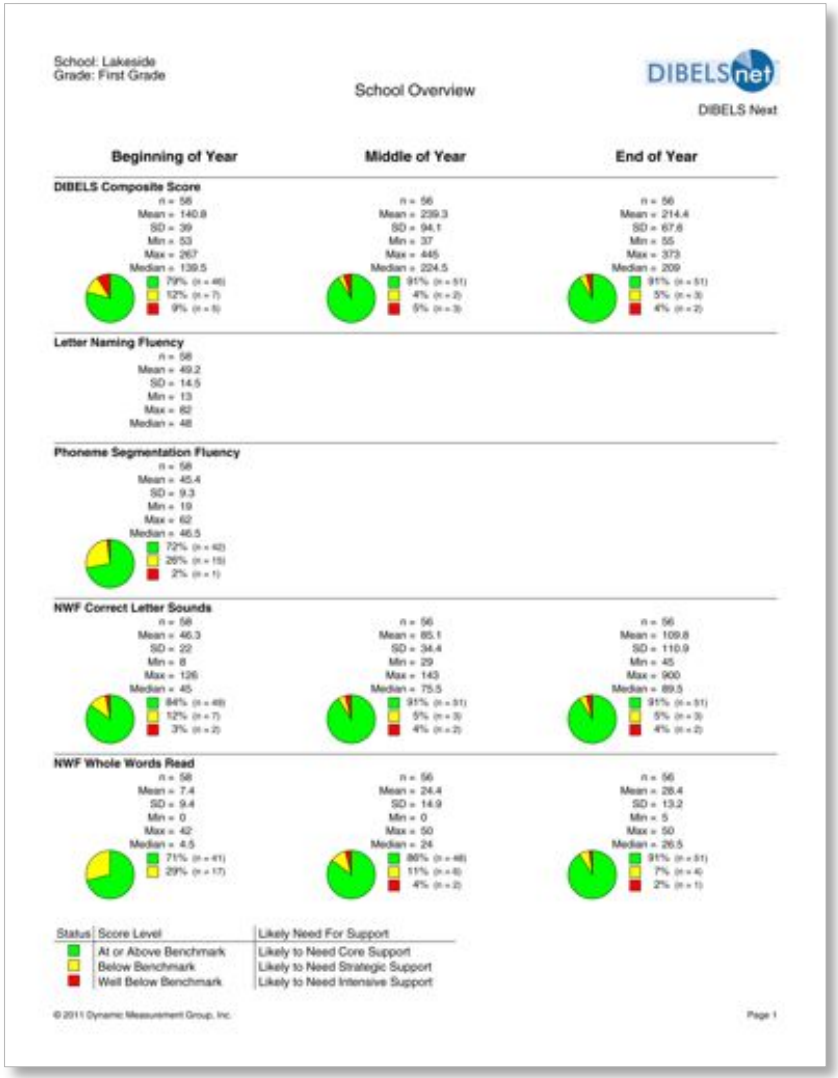
- As a predictor: Which students are likely to need more support?
- As a goal: What are meaningful goals for intervention and instruction that will change the future for students?

Benchmark Goals and Need for Support



Building Futures by Changing Odds

Benchmark Goals provide a framework for evaluating systems goals and outcomes as well as individual goals and outcomes.


School: Lakeside
Grade: First Grade

School Overview

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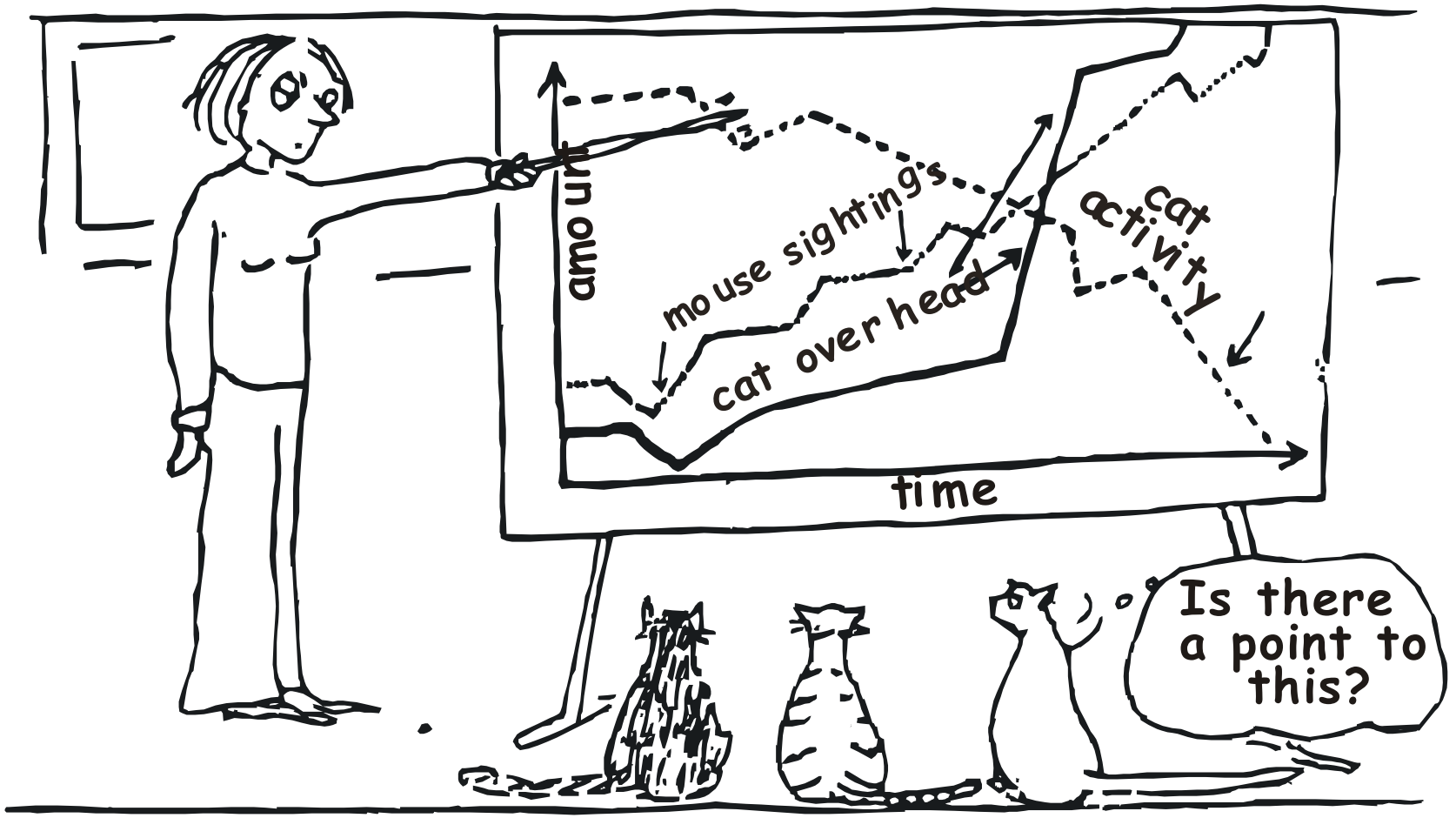
	Beginning of Year	Middle of Year	End of Year
DIBELS Composite Score	n = 56 Mean = 140.8 SD = 39 Min = 53 Max = 267 Median = 139.5 79% (n = 46) 12% (n = 7) 9% (n = 5)	n = 56 Mean = 239.3 SD = 94.1 Min = 37 Max = 445 Median = 224.5 91% (n = 51) 4% (n = 2) 5% (n = 3)	n = 56 Mean = 214.4 SD = 67.6 Min = 55 Max = 373 Median = 209 91% (n = 51) 5% (n = 3) 4% (n = 2)
Letter Naming Fluency	n = 58 Mean = 49.2 SD = 14.5 Min = 13 Max = 82 Median = 48		
Phoneme Segmentation Fluency	n = 58 Mean = 45.4 SD = 9.3 Min = 19 Max = 62 Median = 46.5 72% (n = 42) 26% (n = 15) 2% (n = 1)		
NWF Correct Letter Sounds	n = 58 Mean = 46.3 SD = 22 Min = 8 Max = 126 Median = 45 84% (n = 49) 12% (n = 7) 3% (n = 2)	n = 56 Mean = 85.1 SD = 34.4 Min = 29 Max = 143 Median = 75.5 91% (n = 51) 5% (n = 3) 4% (n = 2)	n = 56 Mean = 109.8 SD = 110.9 Min = 45 Max = 900 Median = 89.5 91% (n = 51) 5% (n = 3) 4% (n = 2)
NWF Whole Words Read	n = 58 Mean = 7.4 SD = 9.4 Min = 0 Max = 42 Median = 4.5 71% (n = 41) 29% (n = 17)	n = 56 Mean = 24.4 SD = 14.9 Min = 0 Max = 50 Median = 24 86% (n = 48) 11% (n = 6) 4% (n = 2)	n = 56 Mean = 28.4 SD = 13.2 Min = 5 Max = 50 Median = 26.5 91% (n = 51) 7% (n = 4) 2% (n = 1)

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Is There a Point to This?



DIBELS, or any assessment, is only valuable if we **use** the information to change outcomes.

How Do We Make Educational Decisions with DIBELS®?

Use DIBELS® within an *Outcomes-Driven Model*: An overarching framework comprised of decision-making steps designed to answer specific questions for specific purposes.

Outcomes-Driven Model Steps:

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

Outcomes-Driven Model

Outcomes Driven Model Steps:

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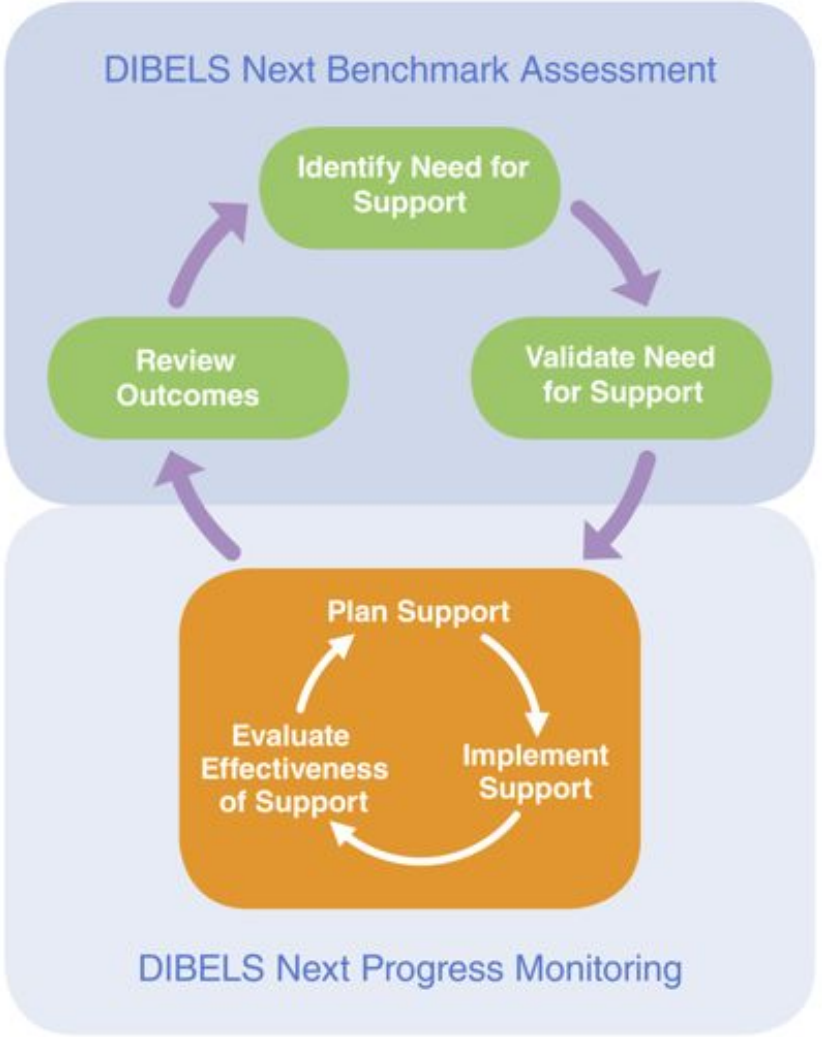

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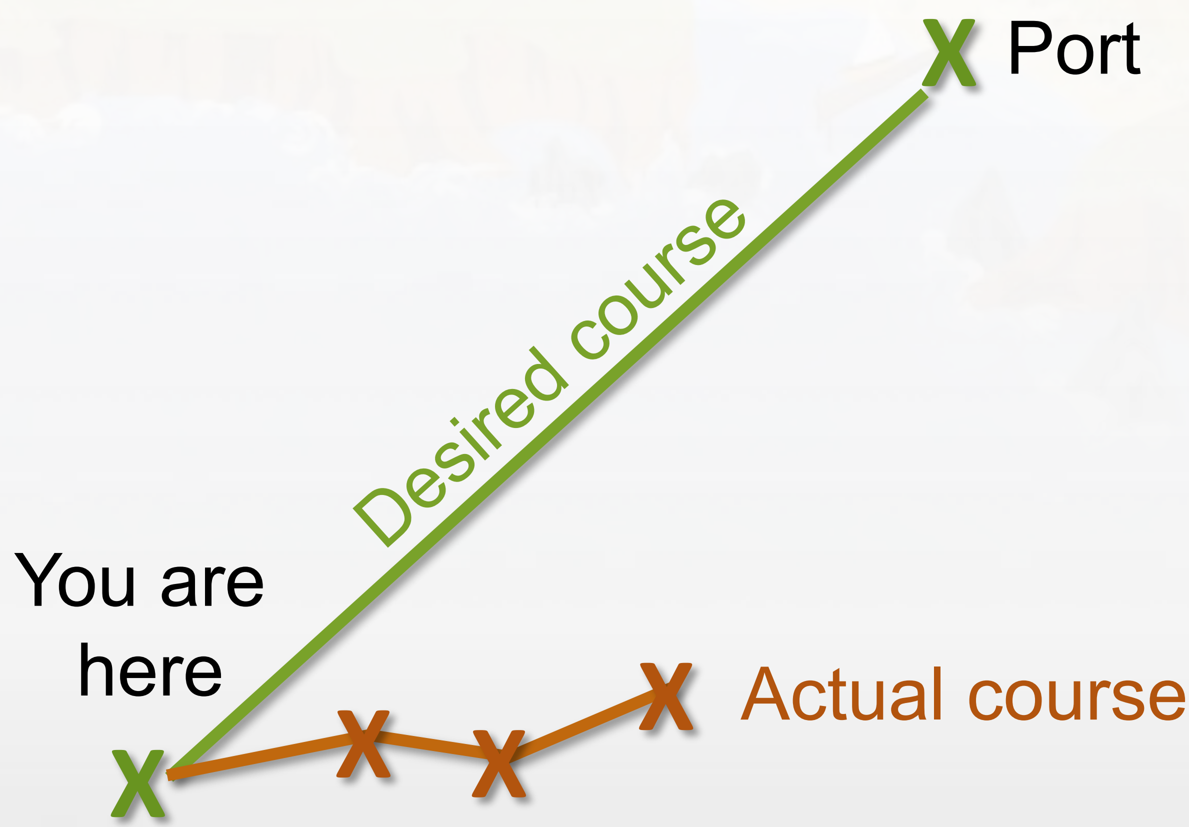
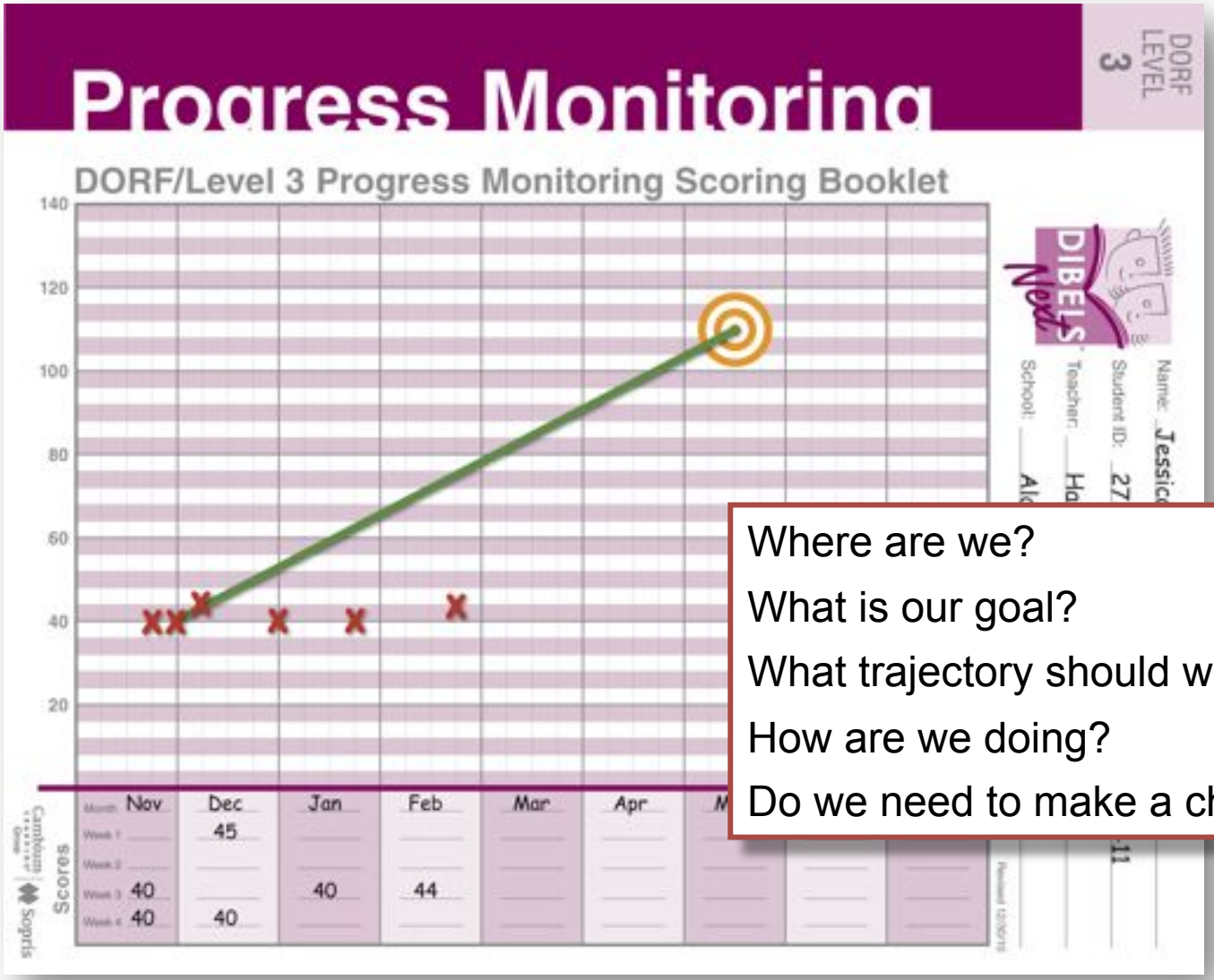
Outcomes-Driven Model

ODM Step	Question(s)	Data
1. Identify Need for Support	System: Are there students who may need support? How many students may need support? Student: Which students may need support?	School or District Overview, Histogram, Box Plot Classroom Report, Student Profile
2. Validate Need for Support	System: Are we confident in the accuracy of our data overall? Student: Are we confident that the identified students need support?	School or District Overview, Histogram, Box Plot Classroom Report, additional data, knowledge of/information about student
3. Plan and Implement Support	System: What is our system-wide plan for support? What changes are needed in the plan to address the identified system needs? What are our system-wide goals? Student: What is the plan of support for each student, including goals and progress monitoring plan?	School or District Overview, Histogram, Box Plot Student booklets, additional diagnostic assessment, Initial Grouping Suggestions
4. Evaluate and Modify Support	System: Are the majority of students making adequate progress? Are we making progress toward system goals? Student: Is the support effective for individual students?	School or District Overview, Histogram, Box Plot, Summary of Effectiveness Student Progress Monitoring Reports
5. Review Outcomes	System: What proportion of students have met benchmark goals? Have we met our system-wide goal? Student: Have individual students met their goals?	School or District Overview, Histogram, Box Plot, Summary of Effectiveness Student Progress Monitoring Reports



GPS: **ON**

DIBELS® are the GPS for Educators
Changing outcomes is the point.



How Does this Information Translate into Practice?

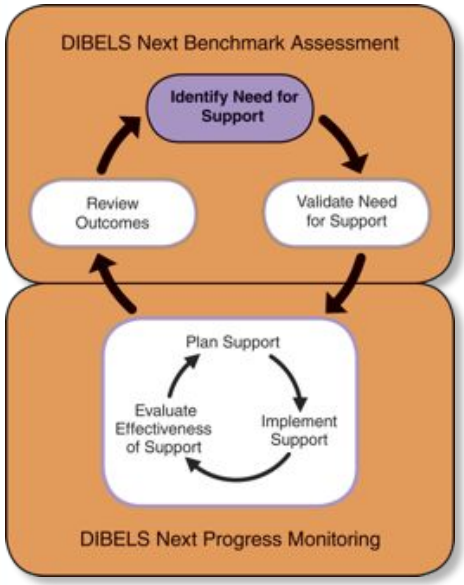
International Schools

- Unique language and literacy needs due to the ever changing population
- Need for a strong literacy program which promotes language acquisition and incorporates:
  - Systematic way for asking and answering questions for decision-making purposes
  - Unifying Blueprint/framework

How do you begin?

Nido de Aguilas Elementary School

Year 1: 2010-2011



- Screened all students' basic reading skills in English in the beginning, middle, and end of the school year (grades 1-5)
- Examined data and asked important questions
  - After each screening: Are there students who may need additional support with reading? How many? Who are they?
  - From screening period to screening period: How effective is our reading instruction in the classroom? How effective is our instruction in reading support?

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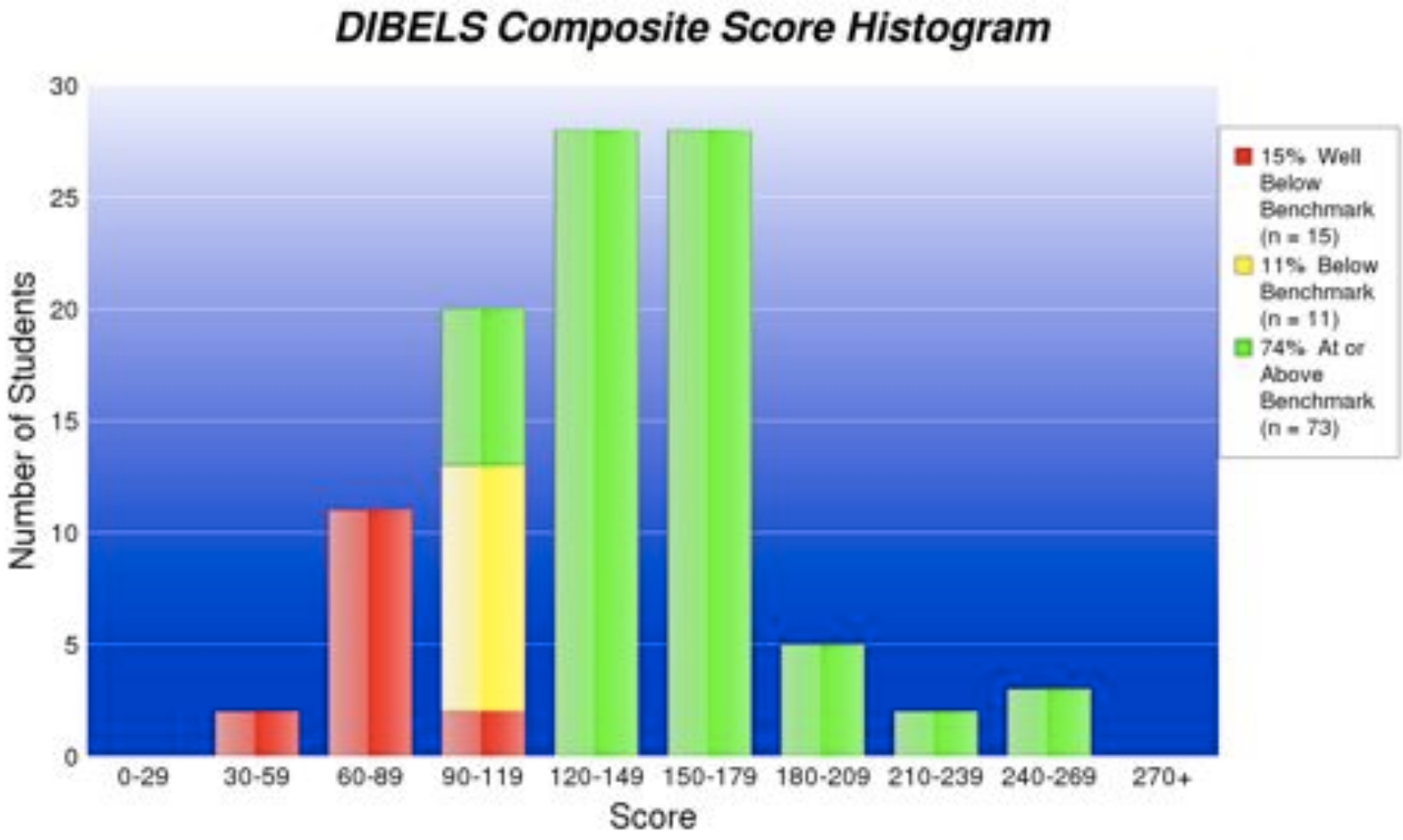
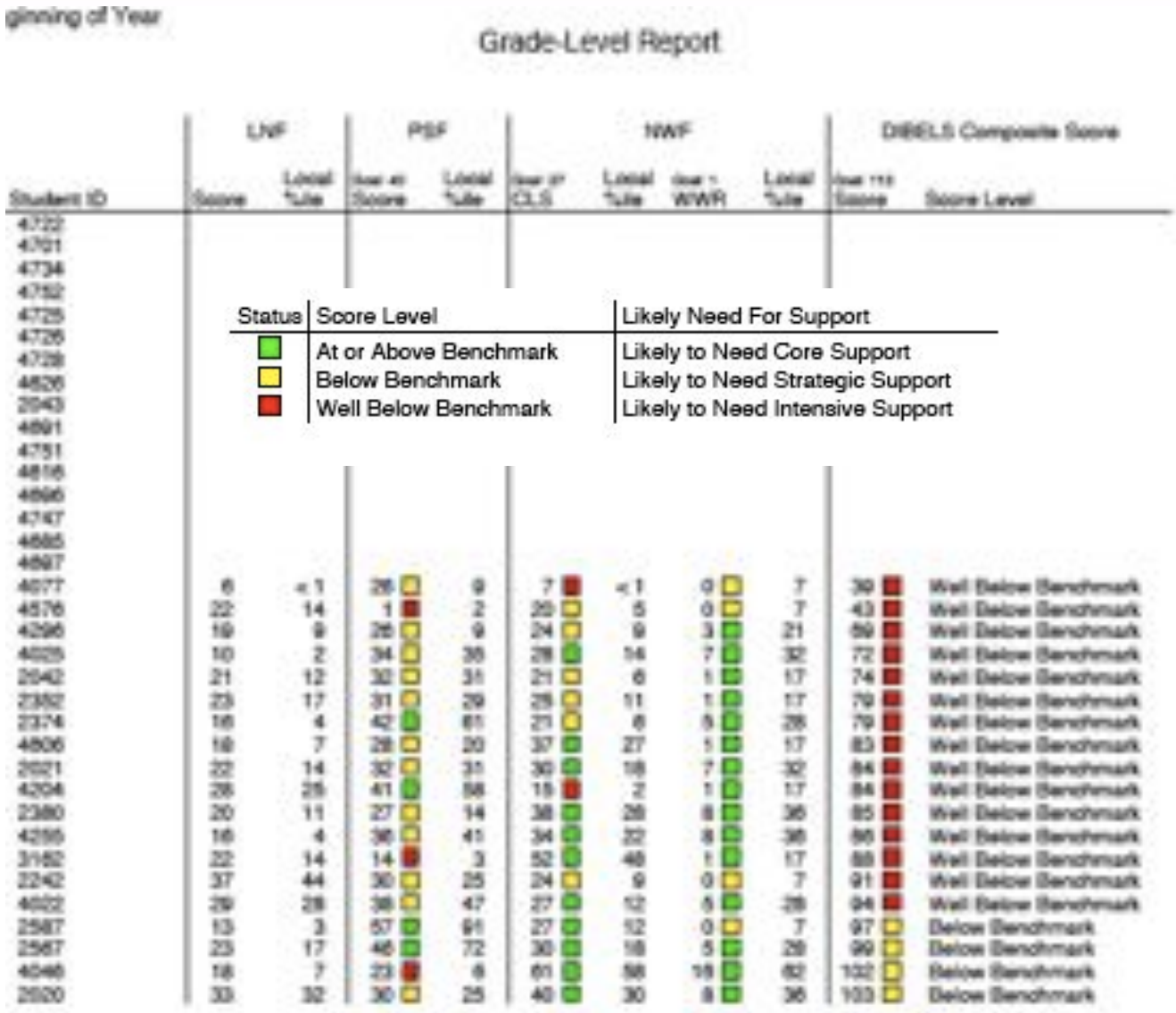
First Grade



Who are These Students?



ginning of Year

Grade-Level Report

Status	Score Level	Likely Need For Support
	At or Above Benchmark	Likely to Need Core Support
	Below Benchmark	Likely to Need Strategic Support
	Well Below Benchmark	Likely to Need Intensive Support

Student ID	LNF Score	LNF Local %ile	PSF Score	PSF Local %ile	NWF CLS	NWF Local %ile	NWF WWR	NWF Local %ile	DIBELS Composite Score	Score Level
4722										
4701										
4734										
4702										
4725										
4726										
4728										
4626										
2043										
4691										
4751										
4616										
4696										
4747										
4685										
4697										
4677	6	< 1	28	9	7	< 1	0	7	39	Well Below Benchmark
4576	22	14	1	2	20	5	0	7	43	Well Below Benchmark
4298	19	9	26	9	24	9	3	21	59	Well Below Benchmark
4025	10	2	34	35	28	14	7	32	72	Well Below Benchmark
2042	21	12	32	31	21	6	1	17	74	Well Below Benchmark
2352	23	17	31	29	25	11	1	17	79	Well Below Benchmark
2374	16	4	42	61	21	6	5	28	79	Well Below Benchmark
4606	19	7	28	20	37	27	1	17	83	Well Below Benchmark
2021	22	14	32	31	30	18	7	32	84	Well Below Benchmark
4204	28	25	41	58	15	2	1	17	84	Well Below Benchmark
2380	20	11	27	14	38	28	8	36	85	Well Below Benchmark
4255	16	4	36	41	34	22	8	36	86	Well Below Benchmark
3162	22	14	14	3	52	48	1	17	88	Well Below Benchmark
2242	37	44	30	25	24	9	0	7	91	Well Below Benchmark
4022	29	28	38	47	27	12	5	28	94	Well Below Benchmark
2587	13	3	57	91	27	12	0	7	97	Below Benchmark
2567	23	17	46	72	30	18	5	28	99	Below Benchmark
4046	18	7	23	6	61	58	16	62	102	Below Benchmark
2020	33	32	36	25	40	30	8	36	103	Below Benchmark

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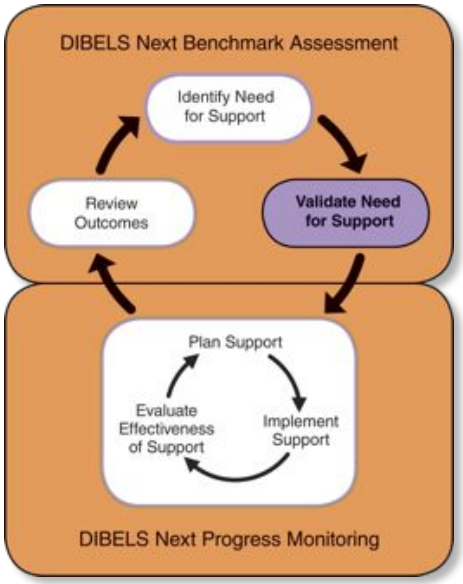
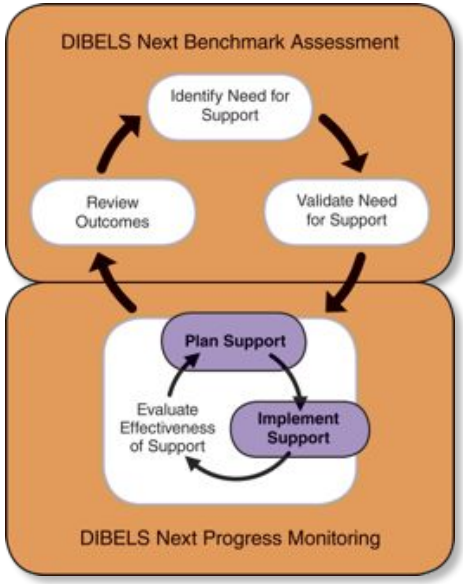
Validate Need for Support



System: Are we confident in the accuracy of our data overall?

Student: Are we confident that the identified students need support?

Then What?

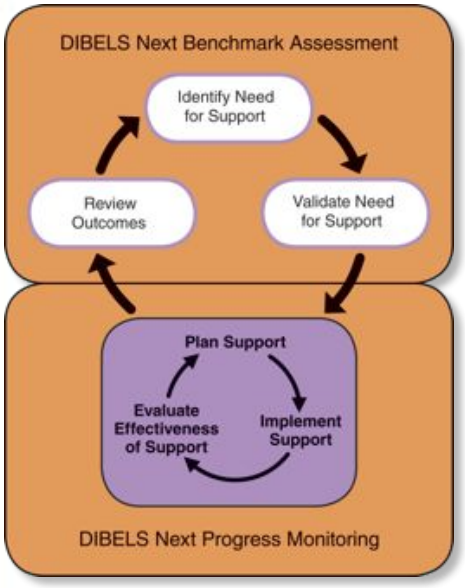


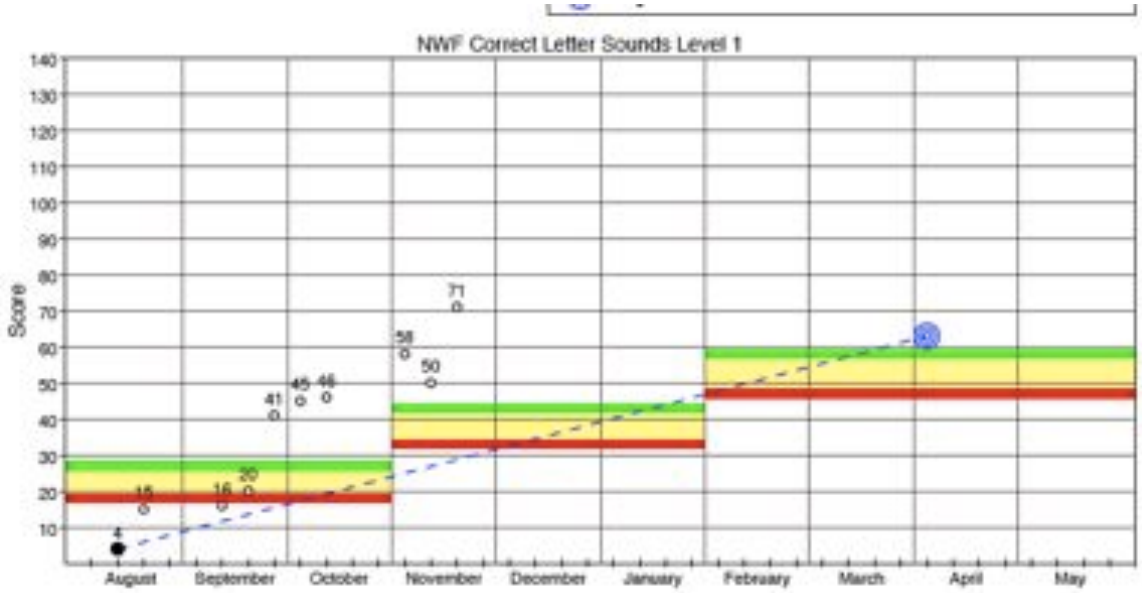
Once we learned who the students were and what their instructional needs were, we were able to either:

- Place the student in a reading support group (if the student had a higher level of need)

- Provide differentiated support within the classroom (if the student had a lower level of need)

How did Students do who received support?

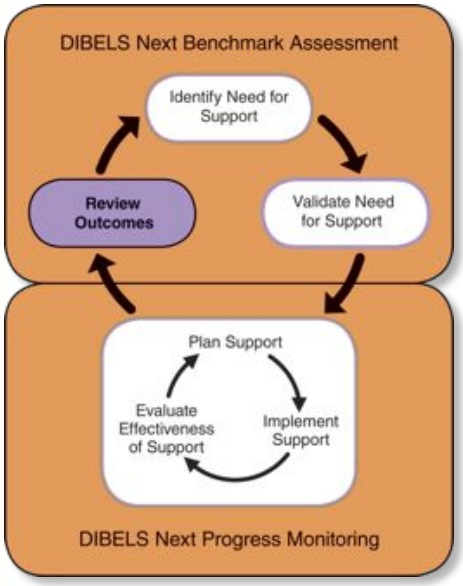




This student is ready to exit intervention!

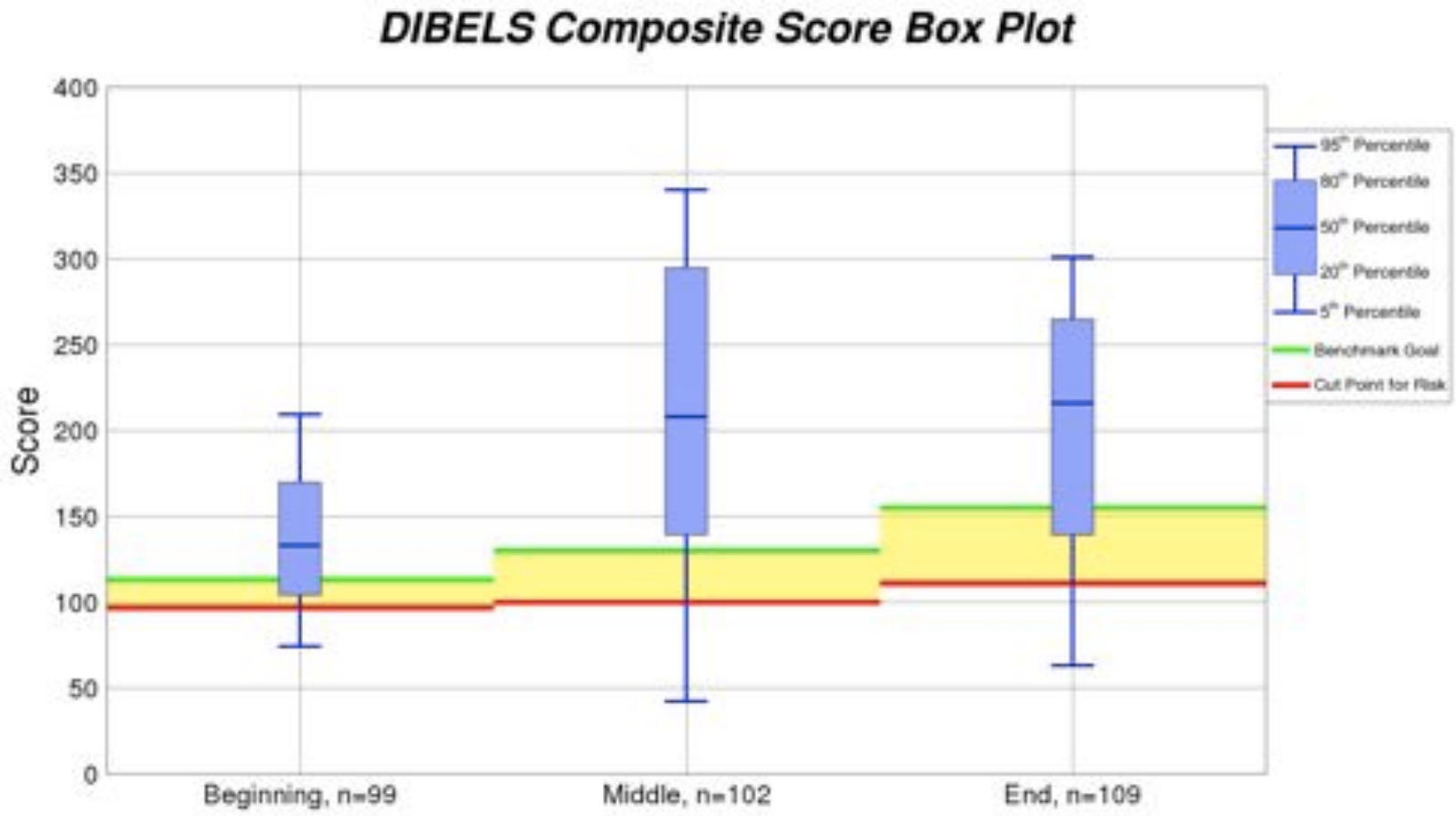
How has Screening Students with DIBELS Changed our Instructional Practice?

How did we do in Year 1 of Implementation?



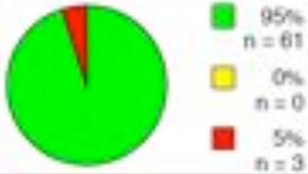
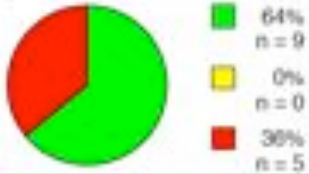
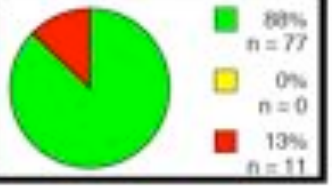
- Intervention became more systematic in terms of providing support and the instruction became more focused!
- Teacher had data to help adjust lessons, pacing, and to guide decision making.
- Data helped intervention teachers communicate skills and progress with students, parents, and classroom teachers!
- How did we do at the systems level?

First Grade Box Plots



How Effective is Our Instruction? First Grade Data

▶ **School-wide: Nido de Aguilas- Elementary School**

Beginning of Year DIBELS Composite Score	Likely to Need Core Support 73% (n = 64)	Likely to Need Strategic Support 11% (n = 10)	Likely to Need Intensive Support 16% (n = 14)	Total N = 88
				Total Middle of Year Composite Score
Middle of Year Outcomes	Composite Score	Composite Score	Composite Score	
	 95% n = 61 0% n = 0 5% n = 3	 70% n = 7 0% n = 0 30% n = 3	 64% n = 9 0% n = 0 36% n = 5	 88% n = 77 0% n = 0 13% n = 11

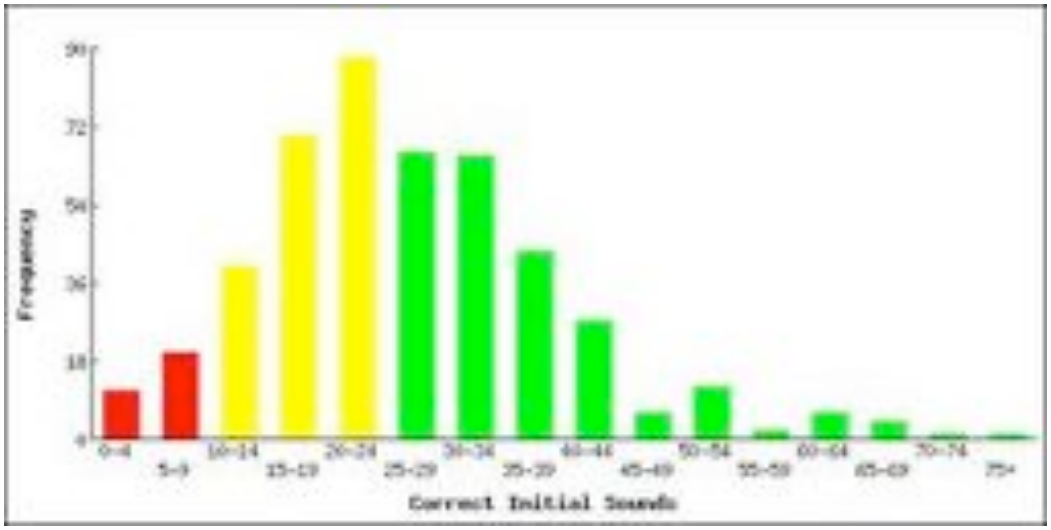
DIBELS | Next

Summary of First Grade Data

- Progress was made in all areas from the middle of the year to the end of the year
- End of the year performance indicates the majority of students (70%+) were at benchmark in both letter sound correspondence and oral reading fluency
- 92% of students were on track with L-S correspondence and no students fell within the “likely to need intensive instructional support” range of performance
- Students at Nido’s 20th percentile are all above the benchmark in blending VC and CVC word types
- Students at Nido’s 50th percentile are well above the benchmark in oral reading fluency
- Majority of intervention needs, at this point in time, are in the area of oral reading

Activity: How did we do in the other grades?

- Look at the grade level data (2nd, 3rd, 4th, or 5th) and answer the questions in the handout with a partner.



Summary of Second Grade Data

- Progress was made in all areas from the middle of the year to the end of the year
- Overall composite was a little low but…
- End of the year performance indicates the majority of students (70%+) were at benchmark in both oral reading fluency and retell fluency
- Dip in student progress in the middle of the year (after summer vacation)
- Majority of intervention needs, at this point in time, are in the area of oral reading
- Recommend literacy specialist support for classroom teachers to help keep benchmark students at benchmark and to provide strategies to teachers to support students who are “likely to need strategic instruction”

Summary of Third Grade Data

- Progress was made in all areas from the middle of the year to the end of the year
- End of the year performance indicates the majority of students (70%+) were at benchmark in both oral reading fluency, retell fluency, and the DAZE
- Dip in student progress in the middle of the year (after summer vacation)
- Students at Nido's 20th percentile met the benchmark for retell fluency and were very close to meeting the benchmark for oral reading fluency
- Third grade team did an excellent job of meeting the needs of the students who fell with in the performance range of "likely to need strategic support." 9 out of 11 students met benchmark
- Majority of intervention needs, at this point in time, are in the area of oral reading

Summary of Fourth Grade Data

- Progress was made in all areas from the middle of the year to the end of the year
- End of the year performance indicates the majority of students (70%+) were at benchmark in both oral reading fluency, retell fluency, and the DAZE
- Dip in student progress in the middle of the year (after summer vacation)
- Fourth grade team did an excellent job of meeting the needs of the students who fell with in the performance range of “likely to need strategic support.” 15 out of 19 students met benchmark
- Out of the 19 students who fell with in the performance range of “likely to need intensive support,” 5 students met the benchmark and 8 students moved to the performance range of “likely to need strategic support.”

Summary of Fifth Grade Data

- Progress was made in all areas from the middle of the year to the end of the year
- End of the year performance indicates the majority of students (70% +) were at benchmark in both oral reading fluency, retell fluency
- DAZE performance was a little low. Many students who performed below benchmark had performance patterns as follows:
  - Worked accurately, but slowly which reduced the score
  - Made mistakes common for English Language Learners (pronoun confusion and verb tense confusion)
- Fifth grade team did an excellent job of meeting the needs of the students who fell with in the performance range of “likely to need strategic support.” 13 out of 23 students met benchmark but 4 students fell with in the performance range of “likely to need intensive support
- Out of the 24 students who fell with in the performance range of “likely to need intensive support,” 6 students met the benchmark and 4 students moved to the performance range of “likely to need strategic support.”

What Did These Data Tell Us About Instruction?

We learned that while overall, the instruction is meeting students needs, there are some areas of improvement in each grade.

Next Step: Developed a Scope and Sequence of instructional skills to align teachers within grades and to serve as a resource to teachers so they could differentiate instruction, using an instructional blueprint, to determine where students skills fall within the instructional continuum.

Additional Changes

School level

- Hired a Literacy specialist
- Prioritized reading support by building an intervention block (in each grade) into the master schedule
- Created School-wide Literacy Goals

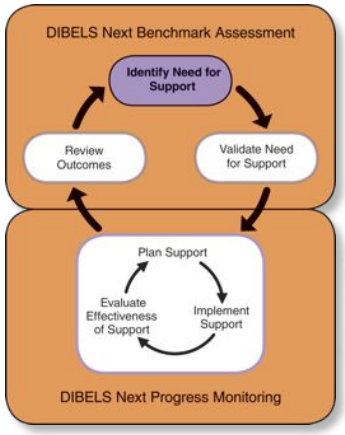
Grade Level

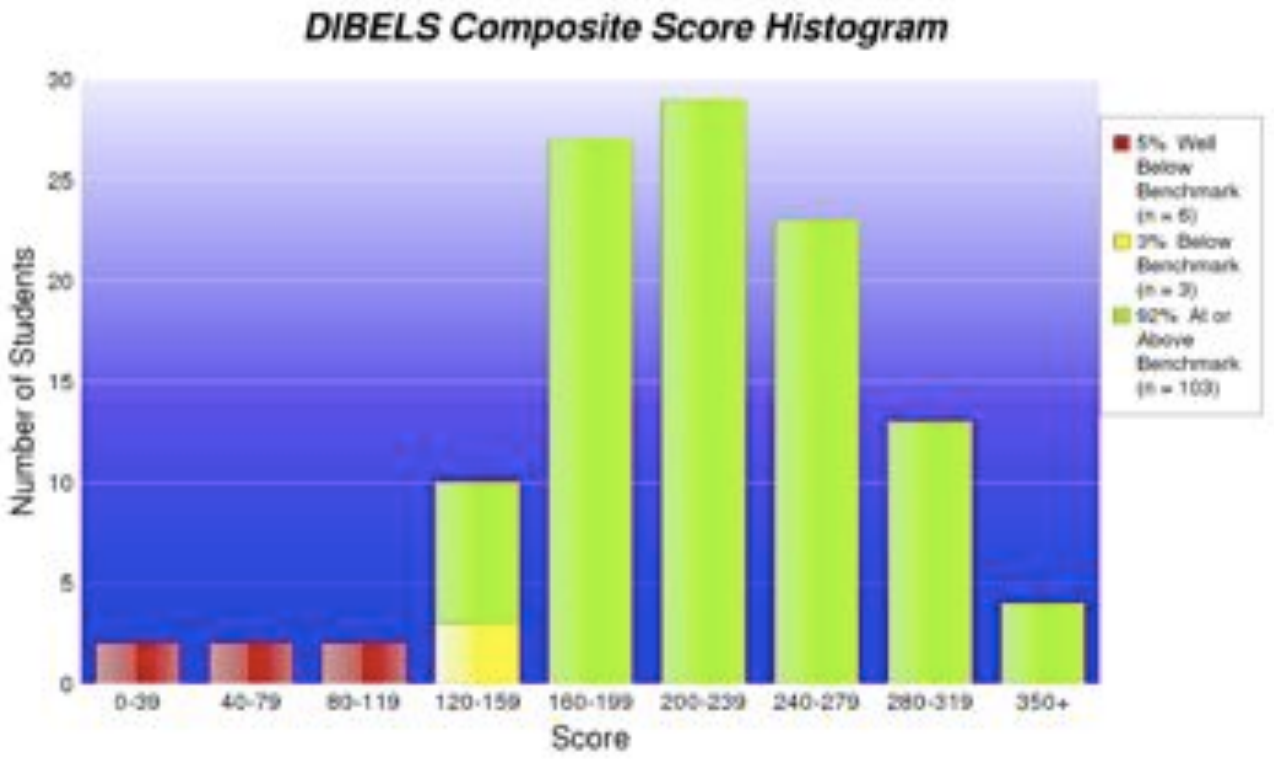
- Trained all teachers how to use DIBELS for progress monitoring
- Used data to form instructional groups for both reading support and classroom instruction

Screening 2011-2012

District: The International School, Nido de Aguilas
Grade: Second Grade, Beginning of Year
Year: 2011-2012

DIBELSnet
DIBELS Next





Where Are We At Now?

District: The International School, Nido de Aguilas
Grade: Second Grade
Year: 2011-2012

Multi-Year Box Plot

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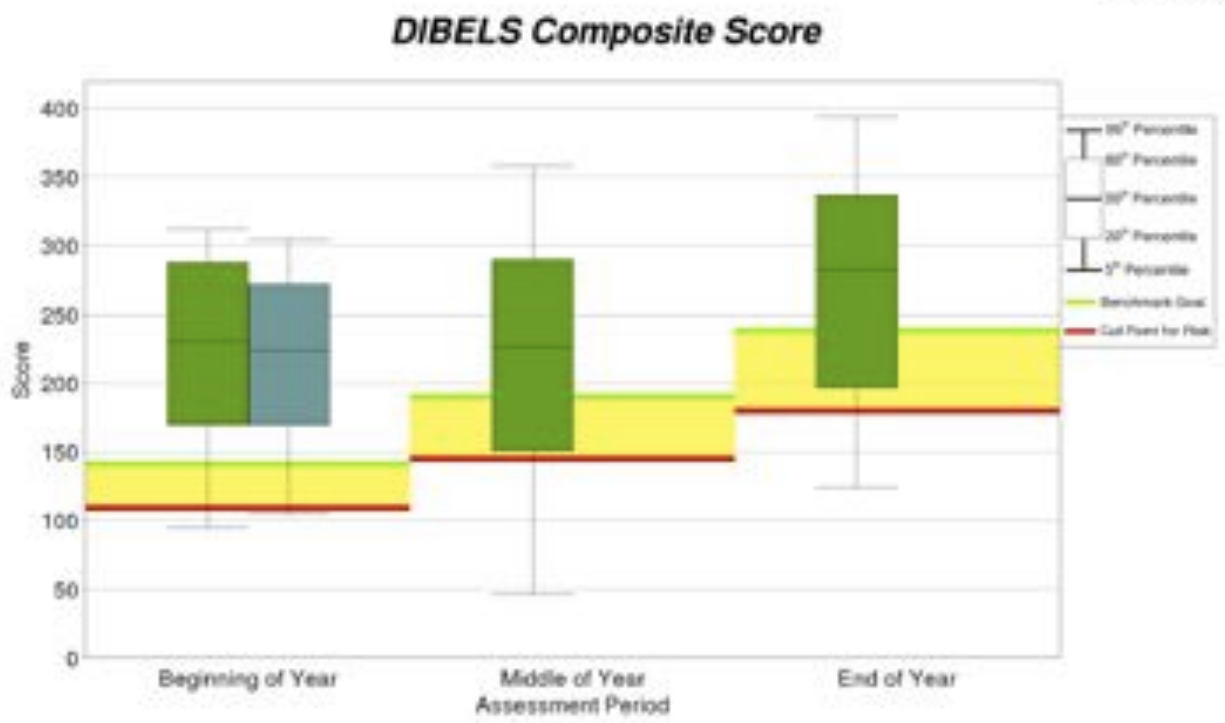
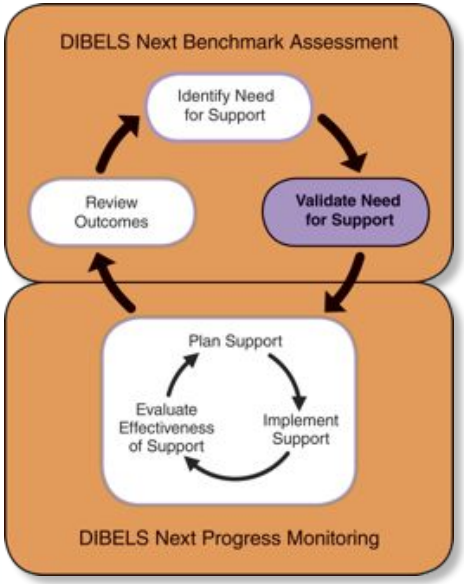


2010-2011
Beginning of Year: n = 102
Middle of Year: n = 109
End of Year: n = 110

2011-2012
Beginning of Year: n = 112
Middle of Year: n = 0
End of Year: n = 0

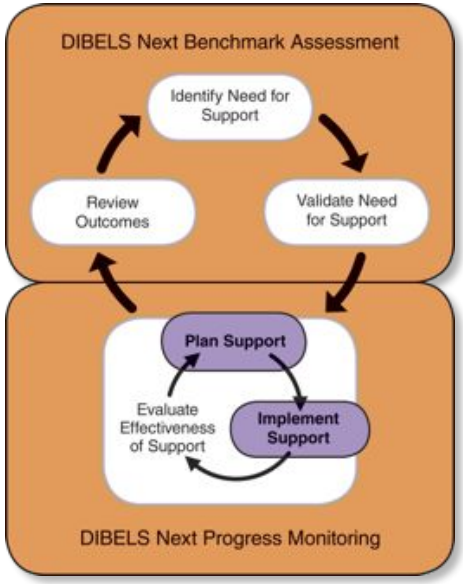
DIBELS | Next

Validate the Data



- To ensure we gathered reliable and valid data, the literacy specialist met with each grade level team to review each class list.
- If the teacher had questions about data (a score seemed unlikely) the student was retested using an alternate form of the assessment.
- Once the data was validated, decisions were made for grouping (within the classroom) and across classrooms for intervention

Planning for Support



System: What is our system-wide plan for support? What changes are needed in the plan to address the identified system needs? What are our system-wide goals?

Student: What is the plan of support for each student, including goals and progress monitoring plan?

Planning for Support- Student Level

Student: What is the plan of support for each student, including goals and progress monitoring plan?

Case Study

Student: 4th grade

Need for support: Very high (one of the lowest readers in 4th grade); long history of reading difficulty

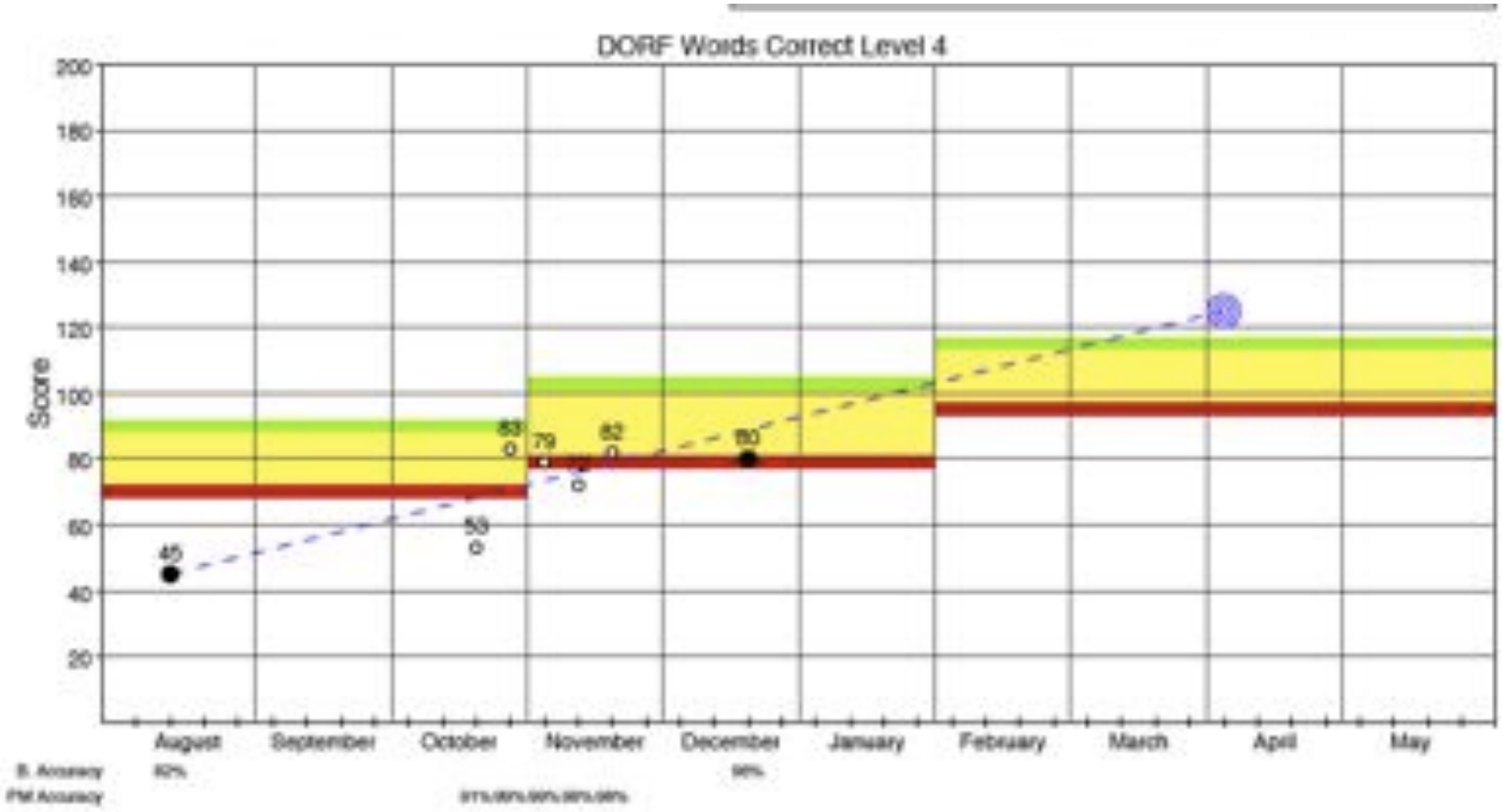
Instructional focus: Phonics and fluency

Delivery of instruction: 4 days per week; 45-minutes

Group Size: 1:1

Goal: Reach the 4th grade benchmark by the end of the year

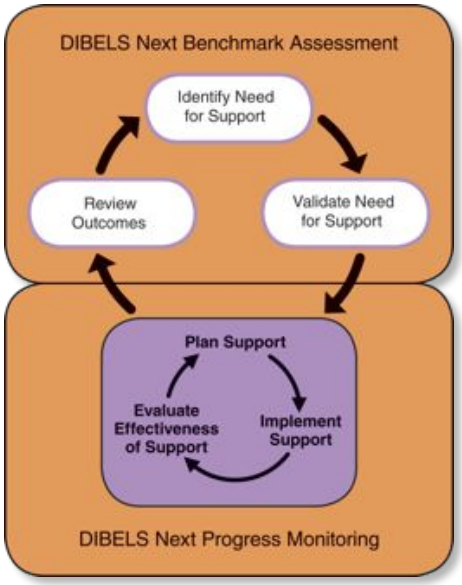
Case Study: Progress Monitoring Data



Case Study: Planning for Instruction

- Basic Phonics survey was administered to determine specific skill deficits
- Results: needed to reteach
  - Long vowel sounds
  - R-controlled vowels
  - Consonant digraphs: wr, gn, ph
- Currently beginning more advanced phonic skills
  - Soft /c/ and /g/ vs hard /c/ and /g/

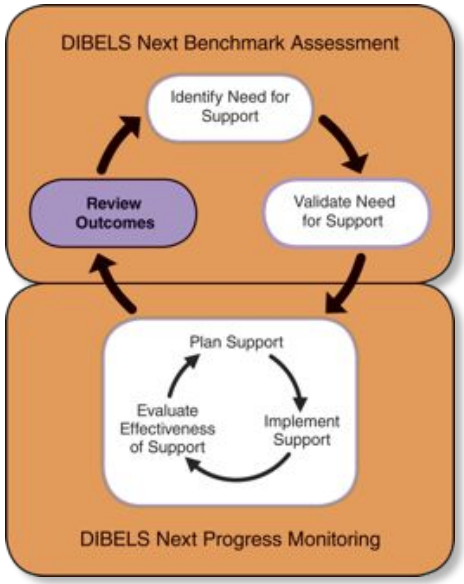
Evaluating Support



System: Are the majority of students making adequate progress? Are we making progress toward system goals?

Student: Is the support effective for individual students?

Reviewing Outcomes



System: What proportion of students have met benchmark goals? Have we met our system-wide goal?

Student: Have individual students met their goals?

Next Steps

- Unified model for organizing reading block across grades
- Authentic common assessments are being developed at each grade level based on the scope and sequence
- Unified approach for using running records by classroom teachers
- Leveling classroom libraries so students are able to choose “Just Right Books” with ease
- Summer Reading Challenge
- Dr. Seuss Family Literacy Night to promote the joy of reading and reading as a family

Why is the Summer Reading Challenge Important: Importance of Independent Reading

- A student in the 20th percentile reads books .7 minutes a day.
- This adds up to 21,000 words read per year.
- A student in the 80th percentile reads books 14.2 minutes a day.
- This adds up to 1,146,000 words read per year.

Percentile Rank	Minutes Per Day	Words Read Per Year
	Books	Books
98	65.0	4,358,000
90	21.2	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.8	106,000
20	0.7	21,000
10	0.1	8,000
2	0	0

Summer Reading Challenge

Goal: Engage children in daily reading over the summer in a way that promotes the love of reading

<u>The Challenge</u>

- Nido students, families, and staff will read 200,000 pages over the summer break
- Student will log pages on a wiki as well as upload photos of themselves reading from around the world
- If the goal is reached, we will have a school picnic to celebrate the accomplishment

How do we make reading fun and keep children motivated and engaged?

- Dr. Seuss Literacy Night
  - Activities focused on important Literacy skills
    - Phonological awareness: “Rhyming Jenga”
    - Phonics: Dr. Seuss Word Factory; Human alphabet (spelling challenge linked to our new scope and sequence)
    - Fluency: Open mic to read with fluency and expression; Make your own podcast of your favorite book
    - Vocabulary: Apples to Apples; “vocabulary jenga,” “cognate jenga,” Diamante poem creation, homophone go fish
    - Comprehension: telephone pictionary