This presentation is geared for use of the DIBELS measures as the assessment tool, however there are other types of assessments that may be appropriate and useful in providing appropriate targeted instruction for students.
Responsibilities of the Coach

From Florida’s Reading First Grant:
• ...Coaches can assist principals in developing grade level instructional teams at each school to monitor individual and classroom level progress in reading and to make data based decisions about instruction...

Reading Coaches need in-depth knowledge about
• Data Analysis
• Individual Problem Solving
• Classroom Organization

1. There is a Reading Coach at all Reading First schools. The Reading Coach is there to provide professional development for the teachers to assist them in providing the most effective instruction possible for all students.

2. An important part of Florida’s Reading First proposal is dedicated to the role of the Reading Coach. Here is one part of Florida’s plan.

3. Coaches need in-depth knowledge about data analysis, individual problem solving, and classroom organization in order to help teachers use data to guide instruction.
Objectives for Today

Participants will:

• understand how to use data from the following sources to make instructional decisions
  - Class Status Reports generated by the Progress Monitoring and Reporting Network (PMRN)
  - Individual Student Reports generated by the PMRN

1. During this presentation, Class Status Reports and Individual Student Reports reports generated from the PMRN will be analyzed.
2. The goal is to get hands on experience at reading the reports, understanding the reports, and interpreting the reports in terms of instruction and classroom organization.
5 + 3 + ii + iii = NCLB

5  Five **skills** on which early reading instruction should focus

3  Three types of **assessment** to guide instruction
   Screening
   Progress monitoring
   Diagnosis

ii High quality **initial instruction** is critical

iii **Immediate intensive interventions** for children lagging behind in the growth of critical reading skills

1. Here is a reminder of Florida's formula to leave no child behind in reading.
2. Slide
3. Keep in mind that teachers will use more than the DIBELS to make instructional decisions. However, this presentation focuses on the progress monitoring data from DIBELS.
An important responsibility of the Coach is to help teachers use assessment data to navigate, organize, and plan for ii and iii.

1. Slide
2. An important responsibility of the Coach is to help teachers organize and plan for these responsibilities (on slide).
3. Reading Coaches will help teachers acquire the knowledge and organizational skills needed in order to do these things well.
Teacher and School Administration Responsibilities

• Uninterrupted 90 minute block of reading instruction (this is a minimum)

• Implement high quality initial instruction

• Implement differentiated instruction

• Implement immediate intensive intervention
Initial Instruction (ii)

• The goal of ii is to implement consistent high quality instruction in K-3 classrooms.

• The instructional tool used for ii is a core reading program that is aligned with Reading First guidelines.

Here is a brief description of initial instruction.

Here is a brief reminder about initial instruction.
Your core reading program has these characteristics:
- explicit & interactive instruction
- systematic instruction that is well designed & strategic
- ample opportunities for student practice
- aligned student materials (content of student materials is consistent with what is taught)
Immediate Intensive Intervention (iii)

- iii should be implemented with children as soon as we know, based on assessment data, they are falling behind in the development of critical reading skills.
- iii involves children in receiving instruction in reading that is more intensive than what they have been receiving.

This can be accomplished by:
- reducing the student/teacher ratio
- providing more instructional time

Both include providing more supports (instructional opportunity, time, resources, materials and/or personnel)

1. Slide
2. There have been many questions about iii. One thing that may be helpful is to consider iii as a ‘thing’ (determined by data) NOT a ‘time’ or a ‘place’.
3. Each district’s Reading First grant proposal described a plan for iii. This would be the best place to start for more information about how schools planned to organize for iii.
1. There are two ways to think about instructional materials to use for iii.
2. Slide #1
3. For example, many of our Reading First schools are using Scott Foresman for initial instruction. SF has an intervention called SF Early Reading Intervention. This would be a strong iii piece that the regular classroom teacher could implement with small groups for those who are struggling with phonemic awareness and phonics. Houghton Mifflin is another core reading program being used in many of our Reading First schools for ii. It also has an intervention called Early Success that could also be implemented with small groups who are in need of extra support.
4. Slide #2
5. Another option would be to use another research based intervention that emphasizes the skills that, based on data, the students need more practice with, is explicit and systematic using a coordinated instructional sequence, and is aligned with what is being taught during initial instruction.
6. The idea behind iii is to provide extra practice and feedback that is targeted at the instructional needs of the student.
**Reading First Classroom Organization**

- Every *Reading First* school has proposed a plan outlining the 90 minute block of reading instruction. Whole group instruction and small group instruction will be part of the 90 minute block.

- As much of the reading instruction as possible needs to take place within the regular classroom.

- Additional support may be provided through:
  - Resource Teachers
  - ESOL Teachers
  - ESE Teachers
  - Trained Paraprofessionals

1. Slide
2. It will be important that the Reading Coach become aware of all the available resources in a school and help teachers access the resources in a way that will be beneficial for the students.
3. The 90 minute block is ‘sacred’ time for reading instruction and practice.
1. Implementing Learning Centers is an effective classroom model that will help teachers differentiate instruction. Reading Coaches will need to help teachers plan for and implement differentiated instruction. This takes strong classroom management, good organization skills, and pre-planning.

2. Usually, after whole group instruction takes place, students rotate through different Learning Centers engaging in reading activities.

3. Small group, differentiated instruction is implemented at the Teacher Center. Based on DIBELS data, teachers will be able to group students and identify which skills should be emphasized for each group. At the Teacher Center, each group may be different in terms of: group size, instructional focus, and maybe even allotted time for instruction based on individual needs.

4. Student Centers can be formatted in a variety of ways. Each group that works with the teacher does not have to stay together during the entire Center time. Students can work in groups, pairs, cooperatively, or individually during center time. Students do need to be academically engaged and there should be some sort of accountability for the activities completed at Student Centers.
Flexible Groups

- Keep high risk group sizes small (5-7 as a maximum).
- For students not making adequate progress in a group of 5-7, it is critical to reduce the group size to 3-5.
- Monitor high risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.
- It is important to work with each small group differently based on instructional need.
- Consider attitudes, behaviors, and work ethics when forming and modifying groups.

1. Flexible grouping means that students are placed in small groups according to instructional need. Groups are flexible when the size and composition changes throughout the year based on progress monitoring.
2. Here are important things to keep in mind when forming and working with flexible groups (slide).
Here is our model for student success. Each student needs to be continually assessed (top of triangle). Instruction should be based on assessment which is called data-based instructional planning (bottom right of triangle). Once instruction is delivered (bottom left of triangle), children are assessed again and the cycle continues.
All Reading First schools will use DIBELS for progress monitoring. All of you have been trained in DIBELS and many have extensive experience with these assessments. Here is a brief reminder of which reading skill each type of DIBELS assessment addresses. This is important information because in order to plan instruction, we need to know which skills each assessment addresses.
What is the PMRN?

*(Progress Monitoring and Reporting Network)*

A Web-based data management system that provides:

- a convenient place for entering and organizing the results of student assessments,

- a secure, centralized, easily accessible location for the storage of student information,

- a tool for timely and helpful reports so that educators can effectively analyze data, plan instruction, and communicate student progress.

We have all had an introduction to the PMRN. Here is a reminder of what it is.
How will PMRN Help Guide Instruction?

Reports generated by the PMRN:

- School Level
- Classroom Level
- Student Level

We will examine each type of report (school, classroom, student) to determine how it can help teachers plan for instruction.
1. This report gives us an overview of how all Kindergarten classes are doing at one school. The Grade Summary tells us the Instructional Level of the 51 students at this school: 55% are at high risk, 27% are at moderate risk, and 18% are at low risk.

2. Then, it tells us the Instructional Level of the kindergarten students by classroom. For example, in teacher A’s class: 40% of the students are at high risk, 40% are at moderate risk, and 20% are at low risk.

3. Principals have access to this type of report and it could help in determining where to allocate resources. For example, if there is extra personnel in the school, they could be allocated to Teacher B (who has 80% of her students at high risk).
This is another report that principals could use to see how all kindergarten students in a school are doing on a specific measure. This report shows how all kindergarten students did at each assessment point across the year for naming letters (Letter Naming Fluency—LNF).
The Class Status Reports from the Progress Monitoring & Reporting Network (PMRN) will help answer three important questions:

1. Who needs extra support?
2. How should groups be formed?
3. Which skills need to be emphasized?

How will PMRN Help Guide Instruction?

1. Now we are going to talk about Class Reports and how you can use Class Reports to help teachers plan for instruction.
2. Slide
3. Answering these 3 questions will help teachers differentiate instruction and plan for Learning Centers.
Class Status Report
page 1 of “colorful” handout

- Kindergarten Class
- Assessment Period 4

1. On your colorful handout, complete the activity on page 2 individually or with a partner.

1. On page 1 of your colorful handout, you will find a Kindergarten Class Status Report for Assessment Period 4. The first column is the class list. The second column is the recommended instructional level column. Recall, that red means the student is at high risk of not achieving grade level reading by the end of the year; yellow means the students is at moderate risk and; green indicates the student is at low risk. The next three columns indicate specific DIBELS measures with each student’s raw score recorded in each cell. (Describe each column)

2. Now, we’re going to complete the activity on page 2 of your colorful handout. You may work individually or with a partner.
Allow 15-20 minutes for this activity.

NOTE: All data is real data. The only thing that has been changed: student and teacher names, names of schools and districts.

NOTE: Students are in alphabetical order within each color (red, yellow, green).

NOTE: Whenever there is a page number on the slide, it refers to the page of the “colorful” handout (with all the activities).
Let's answer our first question: Who needs extra support?

By quickly glancing at the Recommended Instructional Level Column (second column, after the class list), we see that 7 students are in need of iii, 3 students are in need of extra support, and 9 students are doing well with the instruction they are currently receiving.
How will small groups be formed?

- **Group 1:**
  Students 1, 3, 5, 7, 8

- **Group 2:**
  Students 2, 4, 6, 9, 10 (12, possibly)

- **Group 3:**
  Students 11-19

Now, let’s answer our second question: How will small groups be formed. It is VERY important not to just glance at the Recommended Instructional Level column and group students according to their corresponding color. Remember, we have 7 students who are at high risk and these students need to be placed in the smallest instructional groups while working at the teacher-led center.

It is also important to remember that there is not ONE right answer as to how small groups should be formed. Here is one way you could think about forming flexible groups for this Kindergarten class.

**Who will be in which group? How did you make your decisions?**

**Group 1:**
At this point in the year (this is the 4th assessment period), I know that phonemic awareness (PSF) and phonics (NWF) are critical skills to develop. (Letter naming is a predictor of future reading success). So, I’ll analyze the PSF status bar and the NWF status bar. The students who are at high risk (red) on these 2 measures are Students 1, 5, 7, and 8. Student 3 is at very high risk on phonics so I will also add him to this group. These students will be **Group 1**. This group is in the most need of intervention. (Student 4 is at Low Risk for phonemic awareness, but at VERY High Risk on phonics).

**Group 3:**
All 9 students who are labeled Benchmark could be in one group. When we analyze individual assessments on the status bars (LNF, PSF, and NWF), we see that these students are already either Well Established or at Low Risk. Student 12 may need a little extra support in phonemic awareness. If needed, Student 12 could also meet with another group whose instructional focus is phonemic awareness.

**Group 2:**
The other 5 students will make up **Group 2**: Students 2, 4, 6, 9, 10. By analyzing the status bars, we see that these students are still in need of extra support or intervention, but not as much need as Group 1.
Which skills need to be emphasized?

- **Group 1:** PA & Phonics
- **Group 2:** PA & Phonics
- **Group 3:** Phonics & Fluency

Now, we are ready to answer our third question: Which skills need to be emphasized? To do this, we need to systematically analyze the progress monitoring assessments (the status bars) at the group level to determine which skills need to be emphasized for each group.

**Group 1:** PA and Phonics
This is the group that needs the most intensive instruction.

**Group 2:** PA and Phonics
Even though both group 1 and 2 need PA and phonics instruction, the instruction will be different for these 2 groups. Keep in mind the Developmental Continuum of Phonological Awareness: Group 1 may need to begin with blending and segmenting words at the syllable level, whereas Group 2 are probably ready to begin blending and segmenting 2 phoneme words at the phoneme level (because they have demonstrated some phonemic awareness skills).

**Group 3:** Phonics and Fluency
Since all the students are at low risk for phonics, then high quality initial instruction should continue for this group. During small group instruction, this group could work on fluency by reading connected text and word lists made up of words that have phonic elements already learned (and new ones being learned).
Using this same Class Status Report, here is an example of how a classroom could be organized for the 90 minute block. Here is the situation at my school for this class: I will provide an uninterrupted block of 90 minutes of reading instruction. I do not have any other personnel at my school to help with differentiating instruction during Learning Center time. My core reading program is Scott Foresman with Links to Reading First.
1. 40 minutes will be devoted to whole class instruction using SF with Links to RF for initial instruction. The next 50 minutes of my 90 minute block will be devoted to learning centers and differentiated instruction.

2. Remember, Group 1 is the group at highest risk so I will work with them every day for 25 minutes.

3. Group 2 were those students who needed some extra support so I will work with them everyday, alternating between 15 and 10 minutes.

4. Group 3 was the group at low risk so I will work with them every day alternating 10 and 15 minutes.
Classroom Organization for this Kindergarten Class: Teacher-Led Center

Small group instruction for 50 minutes:

- Group 1: Implement SF ERI --25 min. daily

- Group 2: Implement SF Links to RF (phonemic awareness and phonics activities will provide students extra practice with the content that was taught during ii)--10-15 min. daily

- Group 3: Use the decodable books from SF to practice the decoding process and fluency--10-15 min. daily

After 40 minutes of whole group instruction, students will engage in learning centers. Here is what type of instruction will take place at the Teacher-Led Center for each small group:

**Group 1:** Remember this is the highest risk group. I will use the Scott Foresman Early Reading Intervention which focuses on phonemic awareness and phonics.

**Group 2:** I will use the lessons from the Links to Reading First manual. These activities may have already been implemented with the whole class, but this will allow these students a “double dose” and provide them with the extra practice and immediate feedback that they need.

**Group 3:** I will use the decodable books from Scott Foresman core reading program and use some fluency building strategies with this group.
1. The composition of Student Centers and the activities completed at the Student Centers will depend on the “with-it-ness” of the teacher. It will take strong classroom management and organizational skills.

2. It is important to remember that each flexible group that the teacher works with does not need to stay in that group during the entire Learning Center time. Here are some suggestions for Student Centers.
1. On page 3 you will find a Class Status Report for a second grade class. On pages 4 and 5, you will find 2 reports that illustrate progress made across one year for this second grade class: 1) a Class PMT Report and, 2) a Class Progress Tracking Tool. Let’s take a look at these reports together. You will find a narrative at the bottom of each report.

2. At Assessment 4, there were still 6 students who were in need of intensive intervention and 4 students who were in need of extra support.

3. Now, let’s take a closer look at the NWF progress for this second grade class.
1. Here is an example of a Class Progress Monitoring Test Report for the same second grade class (NWF).

2. The box and whiskers in the report above illustrate that the class median (black line) was above the target (green line) on all assessments for NWF (measuring phonics).

3. The pie charts indicate that there were some students in need of intensive intervention (red) at Assessment 2 (7%) and Assessment 3 (6%). This means that everyone was not making progress. It may mean that phonics instruction was not powerful enough. It may be beneficial to look at the Class Progress Tracking Tool Report (on page 5) to discern which students were at High Risk (red) and at Moderate Risk (yellow). Once this is determined, you could group these students together in order to give them extra instruction in phonics.
1. Here is an example of the Class Progress Tracking Tool for this same Second Grade Class (NWF).

2. This Report shows us an overall picture of the Second Grade Class and allows us to see the progress of individual students and how each student is doing relative to the entire class.

3. For example, when we take a closer look at this report, we can tell that there is only one student who is need of intensive intervention for phonics (Student 16). Remember, this is the student who made up the red piece of the pie charts on the previous report. Student 16 was at Low Risk for NWF on Assessment 1 and at High Risk for this skill on Assessment 2. Immediately after Assessment 2, it would have been beneficial for the teacher to provide extra instruction and time for this student to practice phonics and the decoding process. Suggestions for the teacher would have been spending more time with this student in phonics and/or reducing the size of the small group with which this student participated.

4. We can also see that by Assessment 2, the following students needed extra support in phonics instruction (moderate risk = yellow): 4, 5, 9, and 10. Again, these 4 students could have been placed in a group together early in the year and the teacher would have emphasized phonics during small group instruction time.
With a partner analyze the Class Reports and answer the questions on page 6 & 7 of your handout.

Third Grade: Oral Reading Fluency

With a partner analyze the Class Reports and answer the questions on page 6 & 7 of your handout.
1. What do you notice about the trend for this class across all 4 assessments?

- The median for this third grade class was above the target on Assessments 1, 2, and 3 for ORF. Assessment 4 shows that the class median was slightly below the target. The range of scores is very large at Assessment 1. There seems to be an improvement after Assessment 1, but then the trend flattens out. The class is not progressing at the rate expected.

Here are some observations I made...

See page 6 of the colorful handout.
2. Pie Charts: What do we know about students who are at high risk of not achieving the year-end goal? After which assessment period should more intensive intervention been implemented?

- Assessment 1: 13%, Assessment 2: 7%, Assessment 3: 12%, Assessment 4: 21%. Intervention should have been implemented immediately. At each assessment point, the Reading Coach can help the teacher identify these students by looking at the Class Progress Tracking Tool (bar graph). Once these students are identified, strategies to improve Oral Reading Fluency can be suggested and implemented.

Here are some observations I made...
See page 6 of the colorful handout.
1. When should have more intensive instruction been implemented for:

- Student 3?  After Assessment 3
- Student 8?  After Assessment 1
- Student 16?  After Assessment 1

Here are some observations I made...
See page 7 of the colorful handout.
2. Which students made up the red piece of the pie charts on the previous page?

- Students 3, 8, and 13
- Student 16 was enrolled in this class for Assessments 1-3, but not Assessment 4.

Here are some observations I made...
See page 7 of the colorful handout.
3. What do you notice about Student 3?

- The student has not progressed in Oral Reading Fluency, but the target has increased. So, by Assessment 4, he was at high risk. Ongoing Progress Monitoring (OPM) at this point may be an option to collect more data.

Here are some observations I made...
See page 7 of the colorful handout.
4. After Assessment 3, which students should the teacher have targeted for extra instruction in Oral Reading Fluency?

- Students 3, 4, 8, 10, 14, and 16

Here are some observations I made...

See page 7 of the colorful handout.
Summary

- Use Class Status Reports to answer 3 important instructional questions:
  - Who needs extra support?
  - How should groups be formed?
  - Which skills should be emphasized?

- Use Class PMT and Class Progress Tracking Reports together to see progress at the class level as well as progress of individual students and how each student is doing relative to the whole class.

1. Use Class Status Reports to answer 3 important instructional questions:
   - Who needs extra support?
   - How should groups be formed?
   - Which skills should be emphasized?

2. Use Class PMT and Class Progress Tracking Reports together to see progress at the class level as well as progress of individual students and how each student is doing relative to the whole class.
Objectives for Today

Participants will:

• understand how to use data from the following sources to make instructional decisions
  - Class Status Reports generated by the PMRN
  - Individual Student Reports generated by the PMRN

1. We have learned about how to use Class Reports. Now, we will turn our attention to analyzing and providing examples of how to use Individual Student Reports.

2. The goal is to get hands on experience at reading the reports, understanding the reports, and interpreting the reports in terms of instruction and classroom organization.
Class Status Report

Page 8

- Second Grade Class
- Assessment Period 4
- 6 students at high risk
- 4 students at moderate risk
- 5 students at low risk

Now, let’s take a closer look at an individual student (Student 6).

Here is the Class Status Report for the same second grade class we have been working with. Now, we will take a closer look at an individual student. Student 6 is a second grader who is in need of intensive intervention. If we click on the red box labeled ‘intensive’, we will see the graph on the following page.

See page 8 of your colorful handout.
1. This report tells us that Student 6 is in need of Substantial Intervention. The graph on the left indicates that he is at moderate risk for NWF and the graph on the right indicates that he is at high risk for ORF. He is well below his class median (black line) and target (green line) for both of these measures.

2. If we click on the graph on the left, it will take us to an in depth look at this student’s progress with Nonsense Word Fluency (page 10). If we click on the graph on the right, we see a record of Oral Reading Fluency for Student 6 (page 11).
Work with a partner to analyze the reports and answer the questions on pages 10 and 11 of your handout.

1. Page 10 of your colorful handout illustrates how student 6 is progressing in relation to the rest of his class on Nonsense Words Fluency.
2. Page 11 of your colorful handout illustrates how student 6 is progressing in relation to the rest of the class on Oral Reading Fluency.
3. With a partner, analyze the reports and answer the questions on pages 10 and 11.
1. After Assessment 2, what types of questions would you ask of a teacher?

- Are you explicitly teaching the decoding process using words made up of letter sounds the student knows? Check to make sure the student can do this independently.
- Are you making sure the student is receiving multiple opportunities to practice reading words made up of letter sounds already learned? Are new, useful letter sounds being taught? Is the student practicing reading connected text at his instructional level and receiving feedback from the teacher?
- Check the size of the flexible group. Does it need to be reduced to provide this student extra instructional time?

Reading Coaches can provide professional development in specific strategies for specific teachers. Reports can help Reading Coaches determine teachers’ professional development needs.
1. After Assessment 2, what types of questions would you ask of a teacher?

- Is the student practicing oral reading fluency with text at his independent level? Is the student receiving feedback from the teacher while reading orally? Is the student engaging in repeated readings?
- Check the size of the flexible group. Does it need to be reduced to provide this student extra instructional time?
- Partnering this student with a Low Risk peer in the class might be beneficial. The pair could engage in Partner Reading utilizing books provided by the teacher (the teacher would insure that the books were at the High Risk Student's Independent or Instructional Level).

See page 11.
Summary

Use Student PMT Reports to:

- Monitor progress
- Determine which students need more intensive instruction
- Offer instructional strategies to the teacher
- Determine types of professional development from which specific teachers could benefit
Summary of Recommended Uses of Student Data

- To identify students in need of more assistance
- To determine if students are improving with extra assistance
- To form flexible reading groups
- To write and monitor Academic Improvement Plans (AIPs)

Summary of Recommended Uses of Student Data

• To identify students in need of more assistance
• To determine if students are improving with extra assistance
• To form flexible reading groups
• To write and monitor Academic Improvement Plans (AIPs)
Summary of Recommended Uses of Student Data

- To conduct parent conferences

Recommended Uses of Student Data, cont.

• To conduct parent conferences
Remember

Use DIBELS Progress Monitoring to determine the following:

- Identify **who** needs extra support
- Determine **how** to group students
- Identify **what** specific skills need to be emphasized
- Track effectiveness of instruction—make changes to group size or instructional focus depending on student progress

Use DIBELS Progress Monitoring to determine the following:

- Identify **who** needs extra support
- Determine **how** to group students
- Identify **what** specific skills need to be emphasized
- Track effectiveness of instruction—make changes to group size or instructional focus depending on student progress
Questions?

Please use the blue question/comment cards found on your table.
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