Data-Based Decision Making for Interventions

Elevate Conference 2019

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VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.
Session Goals

• Discuss the Problem-Solving Process
• Review the models for selecting appropriate interventions
• Model how the Problem-Solving Process works in practice
• Provide guidance for progress monitoring
Discussion

• What data do you use to make instructional decisions about individual students?

• How do you currently address the needs of a student who demonstrates poor decoding and/or word recognition skills?
Screening Measures

• Universal screeners are valid and reliable data collection tools and processes used to assess students’ current levels of performance in relation to grade level benchmarks, identifying students who need intervention and those who do not.

• Because screening takes place multiple times per year with all students, screeners are typically designed to be easy, quick, and repeatable.
Screening Measures

- All validated screening measures that align with scientific research on the prevention of reading difficulties include some assessment of phonological awareness in kindergarten and first grade (Moats & Tolman, 2019).
The Problem-Solving Process
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1. What do we know about the student?
2. Is phonological awareness and/or word recognition a weakness?
3. Which phonics and word-recognition skills should be emphasized?
4. How does the student’s spelling compare?
5. What do we know from examining the student’s writing?
6. Given this data, what instruction is needed?

The Problem-Solving Process

1. What do we know about the student?

• Gathering data begins with collecting information from the student’s record.

• Look at existing data regarding a student’s overall reading proficiency.

• Ask the following question: Is the student listed in the “urgent intervention” or “intervention” categories of the screener?
MS Approved Universal Screeners

• Formative Assessment System for Teachers (FAST) (Grades K-12)
• i-Ready (Grades K-12)
• I-Station Indicators of Progress (ISIP) (Grades K-5)
• mClass Reading 3D (Grades K-3)
• Measures of Academic Progress (MAP) Growth (Grades K-2), MAP (Grades 2-10)
• STAR Early Literacy (Grades PK-3), STAR Reading (Grades 1-12)
Case Study: Jill, the Third-Grader

Based on the background information provided, what do you know about Jill?
2. Is phonological awareness and/or word recognition a weakness?

- If a student falls below the recognized benchmark in phonological awareness, a student should be given a diagnostic measure of phonological awareness.
The Problem-Solving Process

• If a student has a history of decoding problems and is below benchmark in oral reading or on other indicators, the next step is to determine the critical phonics skills the student is missing and to measure word-reading accuracy, fluency, or both (Moats & Tolman, 2019).

• If no specific data about decoding skills are available, first examine a transcript of an Oral Reading Fluency (ORF) test (Moats & Tolman, 2019).
If the student is below benchmark on ORF, look at both **WCPM** and the accuracy rate.

- **> 97% accuracy and errors in word recognition and decoding**
  - Check the student’s ability to read real words and nonsense words out of context
  - Check the student’s ability to associate phonemes with graphemes during decoding
  - Check the student’s automatic word recognition and passage reading fluency

- **High accuracy percentage and accurate on measures of phoneme segmentation and nonsense or real word reading, *rate* is slow**

Case Study: Jill, the Third-Grader

What information can we gather from Jill’s Oral Reading Fluency (ORF) Assessment?
3. Which phonics skills should be emphasized?

- Once you have identified that a student has underdeveloped word-recognition skills, a **diagnostic decoding or phonics survey** should be administered.

**Note:** Oral reading passages alone do not provide enough information about a student’s decoding skills.
Diagnostic Measures

- **Phonological Awareness**: Literacy Resources Incorporated (LRI), Pre-Decoding Skills Survey, Phonological Awareness Skills Test *(PAST)*, and Cool Tools

- **LETRS**: Phonics and Word-Reading Survey

- **Phonics/Word Recognition**: Quick Phonics Screener *(QPS)*, Cool Tools and Really Great Reading Decoding Surveys
Case Study: Jill, the Third-Grader

What information can we gather from Jill’s decoding survey?
4. How does the student’s spelling compare?

- Examine students’ spelling attempts on unknown words to indicate the extent to which the student is able to *spell phonetically, identify morphological structures, and remember orthographic patterns* (Moats & Tolman, 2019)

- Administer a qualitative screener of spelling development to determine student’s instructional needs. Analyze the results and identify the underdeveloped skills.
Case Study: Jill, the Third-Grader

Explain the results of Jill’s Basic Spelling Screener.

Let's talk!
5. How does the student’s written expression compare to other test results?

- Collect and examine student’s writing samples to determine how the student handles the multiple cognitive, linguistic, and letter formation demands of writing.

![Student's writing sample](image)
What do you notice from examining Jill’s written response?
The Road to Reading Comprehension

The Simple View of Reading and Scarborough’s Rope Model
Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

(Hoover & Gough, 1990)
Reading comprehension (the ability to read printed text, process it, and understand its meaning) is the product of decoding (efficient word recognition) and language comprehension (understanding text that is read aloud).
Scarborough’s Rope Model

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

**LANGUAGE COMPREHENSION**
- BACKGROUND KNOWLEDGE
- VOCABULARY KNOWLEDGE
- LANGUAGE STRUCTURES
- VERBAL REASONING
- LITERACY KNOWLEDGE

**WORD RECOGNITION**
- PHON. AWARENESS
- DECODING (and SPELLING)
- SIGHT RECOGNITION

SKILLED READING: fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
6. Given the data, what instruction is needed?

- Analyze the student’s responses from the screening and diagnostic measures given.
- Create a multicomponent instructional approach for interventions.

**Based on Jill’s screener and diagnostic measures, which components should be emphasized right away and how?**
Intervention and Remediation
**Intervention vs. Remediation**

**Intervention:**
- Systematic and explicit instruction provided to accelerate growth in an area of identified need
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring

**Remediation:**
- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate
Computer-Based Interventions

Computer programs can be a **RESOURCE**, but do **not** count as the primary intervention for Tier 3, and at Tier 2 are more effective when paired with teacher-led interventions.
Progress Monitoring
Progress Monitoring

- Facilitates decision making practices that are based on monitoring tools;
- provides a basis for evaluating instructional programming as the instruction is occurring;
- guides the process of matching and adjusting goals, materials, levels, and grouping to the student needs;
- aids communication with students, families, and other professionals;
- continues once a student is eligible for special education services.
Progress Monitoring

- Progress monitoring should be completed on all students in the intervention process.
- The tool that is utilized for progress monitoring should match the intervention.
- It is recommended that Tier 2 students are progress monitored every other week.
- Tier 3 students should be progress monitored weekly.
Questions?
Parents’ Read-At-Home Plan (Literacy-Based Promotion Act Parent Document)

Family Guides for Student Success (Reading & Math: Grades PK-8)

Literacy-Based Promotion Act: Parents as Partners

Strong Readers, Strong Leaders

Parents As Partners: An Overview of the 3rd Grade Assessment and the LBPA (Literacy-Based Promotion Act Parent Presentation K-3)
Teacher Resources

- **Literacy Focus of the Month**
  (Transdisciplinary: Grades PK – 12)

- **Math Manipulative Training**
  (Lowest Performing Schools: Grades K-6)

- **Instructional Scaffolding Document**
  (ELA & Math: Grades PK-8)

- **Kellogg Grant Exemplar Lesson & Unit Plans**
  (ELA and Math, Grades PK – HS)

- **Individual Reading Plan FAQs**
  (Literacy-Based Promotion Act Guidance Document K-4)

- **Multi-Tiered System of Supports**
  (Transdisciplinary, Grades PK-12)
On Demand Technical Assistance & PD (ELA, Math, Literacy, & Special Education: Grades K-12)

MOD Discontinuation Guidance

Early Warning System (College and Career Readiness Data Guidance Document)

Educational Stability for Children in Foster Care (Foster Care Guidance Document)

http://mdek12.org/ESE/english-learners

A Glimpse into Mississippi K-12 and CTE Classrooms (Transdisciplinary: Grades K-12)
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